

SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



GRADUATE CATALOG

2001-2002

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Director of Graduate Admissions

INTRODUCTION

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

Springfield College has educated more than 34,000 people who are at work throughout the United States and in more than sixty nations. Today, more than 4,000 students attend the College's main campus in Springfield, Massachusetts, and its satellite campuses in Boston, California, Delaware, Florida, New Hampshire, Vermont, Wisconsin, Africa, Brazil, and Sweden.

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Graduate Programs, Concentrations, and Degrees

PROGRAM	CONCENTRATION CREDIT HOURS	REQUIRED	DEGREE
Art Therapy	Art Therapy Clinical Program	60 - 64	MS
	Art Therapy Studio Program	66 - 70	MS
	—	32 - 38	CAS
Education	Education Department Graduate Programs		
	Education Administration	35	MED
	Educational Studies	32 - 35	MED, or MS
	Graduate Initial Licensure Programs (pending state approval)		
	Early Childhood (PreK–2)		
	Elementary (1–6)		
	Secondary Education		
	Teacher of Student with Moderate Disabilities (PreK–8, 5–12)	35	MED
Exercise Science & Sport Studies	Applied Exercise Science	-	
	Athletic Training	36	MED, or MPE, or MS
	Exercise Science & Health	36	MED, or MPE
	Exercise Science & Health	41	MS
	Strength & Conditioning	36	MED, or MPE
	Strength & Conditioning	41	MS
	Biomechanics	36	MS
	Exercise Physiology Science/Research	36	MS
	Exercise Physiology Science/Clinical Tch	41 - 45	MS
	Hlth Promotion/Well Mgmt	48	MED, or MS
	Interdisciplinary Movement Sciences	36	MS
Sport Psychology	36	MS	
Health Care Management	—	51	MS
	In Long-Term Care Facilities	54	MS
Hlth Promotion/Well Mgmt	—	48	MED, or MS
	—	32	CAS
Occupational Therapy	Entry Level Master's Degree Program	77	MED
	Entry Level Master's Degree Program	86	MS
	Post Professional Degree	32	MED, MS
	Dual Degree Program	48	MED
	Dual Degree Program	57	MS
Physical Education	Adapted Physical Education	36	MED, or MPE, or MS
	Advanced Level Coaching	36	MED, or MPE, or MS
	Athletic Administration	32	MED, or MPE, or MS
	Health Education Teacher Licensure Program	32	MED, or MS
	Sport Performance	32	MED, or MPE, or MS
	Teaching & Administration	32	MED, or MPE, or MS
	Physical Education Teacher Licensure Program	32	MED, or MPE, or MS
	—	32	CAS
	Physical Education Teaching	32	MED, or MPE, or MS

Physical Education Doctoral Specializations	Exercise Physiology	95	DPE
	Sport Psychology	90	DPE
	Teaching & Administration (Generalist)	90	DPE
Physical Therapy	—	Determined by PT Department	MS
Physician Assistant		115	MS
Psychology & Counseling	Athletic Counseling	48	MED, or MS
	Industrial/Organizational Psychology	48	MS
	Marriage & Family Therapy	60	MED, or MS
	Student Personnel Administration	48	MED, or MS
	School Guidance	48	MED
	School Guidance	32	CAS
	Mental Health Counseling	60	MED, or MS
	Youth Counseling (5 yr UG/GR program)	51 - 60	MED, or MS
	School Adjustment Counseling	48	MED
	—	32	CAS
Sport Management & Recreation (formerly Recreation & Tourism)	Recreation Management	37 - 38	MED
	Recreation Management	44 - 45	MS
	Therapeutic Recreation Mgmt	38	MED
	Therapeutic Recreation Mgmt	45	MS
	Child Life Specialist	57	MED
	Child Life Specialist	64	MS
	Outdoor Recreation Management	37 - 38	MED
	Outdoor Recreation Management	44 - 45	MS
	Sport Management	36	MED or MS
Rehab. Counseling & Services (formerly Rehabilitation Services)	General Counseling & Casework	48	MED
	Alcohol & Substance Abuse Counseling I	36\48 certification or 60/66/65	MED, or MS
	Alcohol & Substance Abuse Counseling II	39	MED
	Psychiatric Rehab & Mntl Hlth Counseling	60/65	MED, or MS
	Pediatric & Developmental Disabilities	36\48 certification or 60/65/66	MED, or MS
	Counsel. for Deaf & Hard of Hear	60/66/65	MED, or MS
	Vocational Eval & Work Adjustmen	54	MED, or MS
	Rehab Management & Administration	48 or 60/65/66	MED, or MS
	Special Services	36/48 or 60/65	MED, or MS
	—	32	CAS
Social Work	Advanced General Practice	60	MSW
	Combined Degree with Law Degree	124	MSW/JD*

*Combined degree program with Western New England College School of Law.

MS: Master of Science; MED: Master of Education; MPE: Master of Physical Education; CAS: Certificate of Advanced Studies; MSW: Master of Social Work; DPE: Doctor of Physical Education

Graduate programs are also offered through the School of Human Services (SHS) and are included in the SHS catalog. The SHS catalog can be obtained from the Office of Graduate Admissions (413-748-3225) or the SHS (413-788-2445).

GRADUATE STUDY AT SPRINGFIELD COLLEGE

Graduate work at Springfield College began in 1899 with the completion of the graduate requirements—one year of “advance work” plus a thesis—acceptable for a diploma. In 1905, the Commonwealth of Massachusetts authorized the College to grant the degrees of master of humanics and master of physical education. In 1926, the College was granted the power to confer the degrees of master of education and master of science. The degree of doctor of physical education was approved by the Board of Collegiate Authority of Massachusetts in April 1950. The master of social work degree was approved in 1993.

While different departments offer and supervise graduate programs at Springfield College, coordination of these is effected through the School of Graduate Studies. The graduate program is, in turn, coordinated through the Office of the Vice President for Academic Affairs along with the College’s general regulations, academic policies, and philosophy of education.

Graduate students are urged to familiarize themselves with the *Student Handbook* and *Catalog*.

ADMISSION TO GRADUATE STUDY

Departments and/or schools may have more specific admission requirements. Refer to the program material beginning on page 16.

Springfield College accepts men and women for graduate study who possess personal and professional potential for effective educational and social leadership. In harmony with the philosophy of education at Springfield College, consideration is given to the whole person—maturity, motivation, and purpose. At the same time, attention is given to conditions that may seriously interfere with the student’s performance in their academic work; therefore the following guidelines have been developed.

No student is admitted to full graduate standing with less than a 2.500 undergraduate index. Applicants with less than a 2.500 index, but not less than 2.000, will be considered for probationary admission if there is convincing evidence in examining their undergraduate academic record (and/or supporting documents, including appropriate tests, interviews, additional academic work, or experience) that, if given an opportunity, they will meet the academic standards at Springfield College. In all probationary cases of admission, there should be careful examination and full documentation of the basis for admission.

Admission to graduate study requires the submission of a completed application by the student. It is the student’s responsibility to have the registrars of all institutions they have previously attended forward official transcripts directly to the School of Graduate Studies. Admission to the graduate program requires the possession of a bachelor’s degree. The student must also return a completed medical examination form following acceptance.

Persons who have completed courses at Springfield College are not required to submit official transcripts for such work. Also, they are not required to submit a medical form, provided their studies from undergraduate level to graduate level are continuous. The applicant is notified when final action is taken on the application.

Springfield College faculty members with the rank of instructor or above may not receive a graduate degree from this institution. Full time non-faculty employees of Springfield College may not receive a degree beyond the Certificate of Advanced Study (CAS) from Springfield College. Faculty and full time non-faculty employees may register for graduate courses and apply such credit to graduate degrees at other institutions, where applicable.

Students who wish to begin graduate work as an undergraduate must file a written request and secure the approval of the dean of the School of Graduate Studies before registering for such study. No request will be approved unless the student’s cumulative grade point average is 3.000 or better at the start of the semester during which the course or courses are to be taken.

An undergraduate student at Springfield College must be within eighteen semester hours of graduation before beginning graduate study. However, if students are required to do full-time, off-campus fieldwork during the final semester prior to graduation, they may be permitted to begin graduate work in the previous semester, provided they have no more than eighteen semester hours of undergraduate coursework requirements remaining.

Undergraduate students wishing to register for a graduate course for graduate credit must have the prior approval of the dean of the School of Graduate Studies.

APPLICANTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

Upon arrival at Springfield College, all students for whom English is a second language will be assessed for English language proficiency. Following the assessment, each student will receive appropriate academic advisement pertaining to specific course selection.

Applicants will be considered for conditional acceptance if they are in good academic standing and have met all admission requirements, except proof of English proficiency as determined by a minimum recommended TOEFL score of 550 (CBT equivalent is 213). Although unavailable in certain programs, the conditional acceptance will generally be available to those applicants who have scored between 450 and 549 (CBT equivalent is 133 to 212) on the TOEFL. Students with a TOEFL result below 450, or those who present no TOEFL result, will apply directly to the International English Language Institute (IELI).

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

FINANCIAL AID

Many students require financial assistance to meet the challenge of paying for a graduate program. All applicants for admission are sent financial aid information. Financial need has no bearing on the admission decision. Students are encouraged to contact the Office of Financial Aid at any time to discuss application procedures, financing options, or changes to their financial status. Students are advised that financing options at the graduate level are highly loan dependent.

All information in the student financial aid application file is considered confidential. Disclosure of family financial information is governed by the Family Educational Rights and Privacy Act. The financial aid staff does not discuss details of the student's application with persons other than the student. If other individuals acting on behalf of the student are to have access to this information, a confidential release form, available upon request, must be on file with the Office of Financial Aid.

Financial aid staff work closely with the Bursar in the management of student accounts and are authorized to develop payment plans with students.

Detailed information on programs and financial aid policy and procedures is available in the annual publication, "*Financing Your Springfield College Education*". This publication is sent with all financial aid decisions and is available upon request from the office of Financial Aid.

PROGRAMS AVAILABLE TO GRADUATE STUDENTS

LOAN PROGRAMS

Eligibility for federal loan programs is determined by evaluating the student's income and assets as declared on the Free Application for Federal Student Aid. Need based awards are subject to the federally defined data verification process which requires some students to submit a tax return and other supporting documentation.

FEDERAL STAFFORD LOAN PROGRAM

Students may borrow up to \$18,500 per academic year. A maximum of \$8,500 may be subsidized which means that the federal government pays the interest while the student is enrolled at least half time. The balance may be in the form of an unsubsidized Stafford Loan. In this program, interest accrues while the student is in school but payment may be deferred. The variable interest rate is the same for both programs. It is set yearly but will not exceed 10%. Students must be enrolled at least half time (5 credits per semester) to qualify for the loan and deferred payment. Payment responsibility is deferred until 6 months after the student ceases half time enrollment. Loan funds are made available by participating lenders, such as CollegeCredit which is Springfield College's preferred lender. Applicants must complete the financial aid application process.

FEDERAL PERKINS LOAN (*formerly the National Direct Student Loan*)

Eligibility for this need based program is subject to federal regulations. Funds are extremely limited. These awards are made to high need students who complete the financial aid application process. Repayment begins nine months after half time enrollment ceases. The interest rate is 5%.

OTHER LOAN PROGRAMS

The College participates in a wide array of supplemental loan programs with outside lenders. Information on these programs is available from the Office of Financial Aid.

OTHER PROGRAMS

All-College Graduate Scholarships

Each year, four All-College Graduate Scholarships are made available to graduate students. The selection criteria include both academic accomplishment and professional promise. Financial need is not an influencing factor. Applications for All-College Graduate Scholarships are available from the Office of Graduate Admissions. The application deadline is April 1 for the following academic year. New and returning students are eligible to apply.

Springfield College Grants are available on a very limited basis. Factors taken into consideration are the student's program of study, level of need and prior academic achievement. The College does not guarantee funding to all eligible applicants. Applicants must complete the financial aid application process for consideration.

Residence Hall Directorships

A limited number of positions as residence hall directors are available at Springfield College each year. These positions are held in conjunction with the full-time graduate study. Directorships include a furnished apartment in the assigned residence hall, tuition waiver (not to exceed twenty-four semester hours per year), and a stipend. Inquiry and application should be made directly to the Office of Residence Life. All applications must be received by March 1.

Rehabilitation Traineeships

Another scholarship program, supported by federal funds, is through Rehabilitation Service Administration Traineeships (stipend accompanied by full or partial tuition). Further information can be obtained from the Rehabilitation and Disability Studies Department.

Graduate Associateships and Assistantships

Graduate associateships and assistantships are available within the College's schools and departments for a limited number of qualified graduate students. In addition to providing remuneration up to \$4,000 per academic year, a full graduate associateship enables a student to register for courses without charge for tuition up to a maximum of twenty-four semester hours per year. An assistantship is paid on an hourly basis. Persons interested in applying for graduate associateships or assistantships should complete the Graduate Associateship/Assistantship Interest Identification Form (found in the graduate application packet) and submit it to the Office of Graduate Admissions.

A limited number of doctoral associateships are also available each year. These carry a stipend of \$5,000 to \$7,000 for an academic year as well as waiver of tuition. Application for such positions should be made to the dean of the School of Physical Education and Recreation. A detailed resume of teaching and/or research competencies, as well as academic accomplishments and professional experience, should be included with the completed application form.

International Student Scholarships

The College awards a limited number of grants to international graduate students upon recommendation of the director of the International Center. Special consideration is given to those students involved in YMCA/YWCA work. These grants are for a one-year period of study. Award amounts vary.

STUDENT EMPLOYMENT

The Office of Financial Aid coordinates part time, on-campus job opportunities. A wide variety of positions are available in departments throughout the campus. Available positions are posted by the Career Center. The student is responsible for securing employment. Each department is responsible for its own hiring decisions.

The Career Center and its Cooperative Education staff develop off campus, career related positions for students. These placements give students the opportunity to earn money while gaining valuable career related experience.

The America Reads tutorial program is coordinated by the Career Center. Students in this program are trained as literacy tutors and work in Springfield agencies and schools. Students must be eligible for the federal work study program to participate in America Reads.

Students are encouraged to research the availability of programs from organizations outside of the college. The Office of Financial Aid provides a list of Internet web sites to assist students in this search.

ACADEMIC STANDING AND FINANCIAL AID

Graduate students must maintain a 3.0 cumulative average in graduate-level course work. Full-time students are expected to complete eighteen credit hours per academic year. Academic reviews are conducted each semester. Students accepted to a graduate program on a probationary basis, may apply for a federal Stafford Loan during this initial probationary semester of study. Students placed on or continued on probation as a result of their graduate academic record at the College, are not eligible for College or federal financial assistance, including student loans.

COSTS AND EXPENSES

The cost of attendance at Springfield College during two semesters varies with the individual's graduate program and personal expenditures such as entertainment, travel, and personal goods. Students should compute their own costs from the rates stated in the description of costs in this section. The 2001-2002 cost per credit hour is \$539. The following table gives the probable cost for a student who takes 24 semester hours during the 2001-2002 academic year:

Tuition (twenty-four semester hours per year)	\$12,936
Fees	25
Books/Supplies	900
Personal/Transportation/Food/Housing	11,450
Total estimated expenses:	\$25,311

APPLICATION FEE

A fee of \$40 must accompany each application for admission to the College. The application fee is nonrefundable.

ACCEPTANCE FEE

A payment fee of \$200 is required at the time of acceptance for graduate study at the College. This payment will be applied to the student's tuition for the first semester and is nonrefundable.

HOUSING

The College encourages graduate students to live in on- and off-campus, College-owned housing in an effort to create a strong, vibrant campus community. Four types of graduate housing are available at Springfield College.

The Graduate Living Center contains six apartment suites for groups of four graduate students per suite. Each fully furnished suite has a private entrance; a kitchen/dining room; a cable-ready, common living room; two bathrooms; and four bedrooms with separate telephone hookups and voice mail. An adjacent building has a laundry room and a common room. These units blend the independence of apartment-style living with regard for economy (i.e., heat, electricity, hot water, local phone service, and maintenance are all included in the occupancy fee of \$4,890 for the 2001-2002 academic year). A \$200 deposit is required.

College-owned apartments are located within easy walking distance of the campus. Each offers two to four private bedrooms; a living room; kitchen; and bathroom. The apartments are furnished with beds, desks, dressers, chairs, sofas, and appliances. Residents are expected to provide other furnishings and to secure their own telephone service. Coin-operated laundry facilities are also available nearby. The rent for the academic year includes heat and utilities. Students wishing to rent these units are required to sign a nine-month or twelve-month lease and to pay a \$200 deposit. Applications for graduate housing are processed through the Office of Residence Life and assignments are made on a first-come, first-served basis.

For more information, please write or call Springfield College, Office of Residence Life, 263 Alden Street, Springfield, MA 01109-3797, (413) 748-3102.

RESEARCH EXPENSE

Graduate students must pay the cost of preparing their research reports, including such expenses as thesis paper, typing the final report, and other special expenses that might be involved in some programs of research. Students may apply for reimbursement of fundable expenses (e.g., mailing costs) via the Graduate Student Research Fund. Application deadlines are April 1 and December 1. Application forms are available in the Office of the School of Graduate Studies.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING

Academic advisors, who are required to post office hours, are assigned to students during the first term of their graduate program. Academic advisors and students work in partnership to achieve the student's educational requirements and goals. An academic advisor:

- Assists the student in understanding and meeting all requirements for graduation.
- Monitors incomplete grades and progress toward completing course work.
- Assists in clarifying learning objectives and career plans.
- Addresses problems regarding work, instructors, and expectations.
- Counsels or refers student to appropriate source for assistance.
- Serves as an advocate for the student.

ACADEMIC CREDIT

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

ACADEMIC LOAD

Full-time graduate/post-graduate student—enrolled for nine or more semester hours

Half-time graduate/post-graduate student—enrolled for four and one-half to eight and one-half semester hours

Less-than-half-time graduate/post-graduate student—enrolled for less than four and one-half semester hours

ACADEMIC PROGRESS

Candidates for the master's degree are required to maintain a B average in the graduate program (all 200-level courses are considered a part of the graduate program). Students whose average falls below this are placed on probation. Any student whose cumulative average is below 2.750 (where A equals 4.000; B equals 3.000; C equals 2.000; and F equals 0.000) at the end of the semester in which he or she has completed twenty semester hour of graduate work will be dismissed from candidacy for a master's degree.

No student with a cumulative academic index of less than 3.000 will be continued as a master's degree candidate after the completion of the required minimum number of semester hours in his or her program plus six.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete nine semester hours of graduate credit at Springfield College. If their academic index is 3.000 or better, they will be removed from probation. If the index is between 2.500 and 3.000, they will remain on probation through the semester in which they complete twenty semester hours of graduate credit. At that time, the index must be at least 3.000 or they will be dismissed from degree candidacy. All graduate students admitted on probation whose academic index is below 2.500 following the semester in which they complete nine semester hours of graduate credit at Springfield College will be dismissed from candidacy for the master's degree.

Grades obtained in coursework transferred from another institution or grades for undergraduate courses taken at Springfield College, whether as prerequisites or as supplements to a student's total program, are not included in the calculation of the academic index.

A graduate course with a grade of F must be repeated if it is a required course. Other courses may be repeated by a student. To repeat a course, the student must re-register for the course. Both grade entries will appear on the transcript, but only the credit hours and the grade resulting from the repeat course will be used in computing hours and honor credit for graduation. This will be true whether the grade for the repeat course is higher or lower than the original grade. A course taken for graduate credit may not be repeated more than once.

AUDIT POLICY

Students may register for one course for audit designation per semester. An audit carries no credit, has no grade-point equivalent, and is recorded as an X on the transcript. Students may change to audit in a course at any time in the semester up to the point at which twenty percent of the semester (three weeks in a fifteen-week course) is completed.

CANCELLATION OF CLASSES

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

CLASSIFICATION OF GRADUATE STUDENTS

Nonmatriculated Graduate Students

Students who have not been admitted to a graduate program but who wish to take graduate courses are required to file a non-matriculated student data form along with transcripts demonstrating receipt of the bachelor's degree. Non-matriculated students may be admitted to those courses for which they have the prerequisites, with the approval of the faculty members who teach the courses, and with authorization of the Dean of the School of Graduate Studies. No more than twelve semester hours of credit taken as a non-matriculated student through Springfield College prior to admission to graduate study may be applied toward the master's degree or to the certificate of advanced study. Students interested in working toward a degree should apply for admission to a graduate program as soon as possible. The major departments evaluate the work taken previously concerning its applicability within the degree program and specify how much, if any, will be accepted toward degree requirements. (This option is not available in social work.) Students enrolled at the College as "Non-matriculated Graduate Students" (not accepted into a degree program) are not eligible for financial assistance. Non-matriculated graduate students must make payment arrangements with the Business Office at the time of registration.

Matriculated Graduate Students

These are students who have completed a bachelor's degree program and who have been accepted for admission to a particular program of graduate study leading to an appropriate degree, or certificate, at Springfield College.

PASS/FAIL POLICY

Students wishing to take a course for pass/fail credit must complete a petition (available at the Graduate Office) prior to registration and obtain the approval of the program director of their major and the dean of the School of Graduate Studies. Once approved, the pass/fail election is irrevocable.

COMMENCEMENT

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

Notwithstanding anything to the contrary contained herein, all students are advised that, even after completing all academic requirements for any degree, the College reserves the right to withhold the granting of the degree in the event that any disciplinary proceedings have been or are being commenced against the student.

COURSE NUMBERING SYSTEM

Undergraduate Course Numbers

- 100 generally lower division-first year courses
- 200 generally lower division-second year courses
- 300 generally upper division-third year courses
- 400 generally upper division-fourth year courses

Graduate Course Numbers

- 500 generally prerequisite level graduate courses
- 600

Doctoral and Postgraduate Course Numbers

- 700

COURSE OVERLOAD POLICY

Graduate full-time enrollment is defined as nine credit hours. Student wishing to take an overload must have completed one full term, be in good academic standing with a B average, and have permission of their academic advisor.

CROSS-REGISTRATION PROCEDURES

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

1. Prior approval of course cross-registration must be secured using the Springfield College Cross-Registration/All-College Requirement Substitution Form.

2. Students must fulfill course prerequisites, if any, prior to course cross-registration.
3. Graduate CORE requirement may not be met through course cross-registration.
4. Undergraduate students are eligible to cross-register for undergraduate courses only. Graduate students are eligible to cross-register for graduate courses or undergraduate prerequisites only.
5. Course cross-registration is limited to one course per semester, with a maximum course limit of three.
6. Course cross-registration is allowed only in those courses where space is available.
7. Course cross-registration is not allowed during January and summer sessions.
8. Tuition charge for a cross-registration course is based on the rate applicable to the individual's degree program.

EXCEPTION TO POLICIES

Exceptions to graduate policies may only be made in the sole discretion of the School of Graduate Studies, following petition. Appropriate forms, available in the School of Graduate Studies, must be completed by the student, reviewed by the major advisor, approved by the department chair and cognate dean, and returned to the School of Graduate Studies for action.

GRIEVANCE PROCEDURE

Any graduate student who wishes to appeal an academic decision made at the departmental (program) level or at the School of Graduate Studies level is encouraged to do so by first appealing to the individual or committee making the decision. The sequence of appeals is as follows:

1. Faculty member
2. Program director/departmental chair
3. Departmental committee
4. Dean of the cognate school
5. The School of Graduate Studies

There is considerable variability among departments for dealing with graduate student grievances. Some departments have highly formalized appeal procedures while other departments utilize a more informal process. If graduate students have a grievance, they are encouraged to consult with the program director or the dean of the School of Graduate Studies for information on proper appeal procedures.

GRADES AND GRADING

Students' work will be evaluated by faculty members and course grades assigned. Examinations, written papers, or oral assignments, and/or fieldwork may constitute the basis for the grade awarded in class. Faculty members generally outline the details for determining grades on the course syllabus. Often, any weighted factors for assignments will be outlined in the syllabus. Grade points are assigned to each grade and used in the calculation of the student's grade point average for the semester's work or cumulative average. The grades and point values are:

Grade	Grade Points
A	4.0
A-	3.7
B+	3.3

B	3.0
B-	2.7
C+	2.3
C	2.0
C-(Lowest passing grade)	1.7
F (Failure)	0.0
P (Pass C- or better)	Not included in computation
I (Incomplete)	Not included in computation
X (Audit)	Not included in computation
W (Withdrawal)	Not included in computation
*	Grade not reported by faculty
IP	Course in progress
CP	Credit Pending

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

Calculation of Grade Point Average (GPA)

GPA is computed by dividing the total grade points earned by the total semester hours attempted. For example:

Grades	Semester Hours	Grade Points	Total Grade Points (for each course)
A	3	x 4.0	= 12.00
B	3	x 3.0	= 9.00
C	3	x 2.0	= 6.00
F	3	x 0.0	= 0.00
Totals:	12	27	(total for all courses)

Calculation:

Total grade points divided by total semester hours equals GPA

27 divided by 12 equals 2.25 GPA

Incomplete Grade Policy

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

A contract for incomplete grades must be completed. A copy of this contract will remain with the student, the instructor, the registrar, and the academic department offering the course. If the student does not meet the conditions of the contract for the completion of the incomplete by the time specified or prior to graduation, the registrar will automatically change the I grade to an F grade or an alternate grade designated by the instructor that is based on the work completed.

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

Grade Changes

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

CLASS ATTENDANCE

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

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

ACADEMIC INTEGRITY AND HONESTY

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

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

PLAGIARISM

Plagiarism is defined as the appropriation of, and use as one's own, the writings and ideas of another. Intent to deceive does not have to be present for plagiarism to occur. Students should be cautious when "borrowing" material from other sources. Rewording (paraphrasing) of an author's ideas does not absolve the student from giving credit and making the appropriate citation. Students who plagiarize are subject to dismissal from the graduate program.

REGISTRATION

All graduate students (full- and part-time) must report to their advisors for scheduling purposes and approval of registration.

Springfield College maintains a five-day add period and a ten-day drop period at the start of each semester. Late registration will be permitted only in an emergency, and a fee may be assessed in such cases. The approval of the dean of the School of Graduate Studies must be secured for late registration.

No graduate student will be placed in a supervised fieldwork or student teaching experience until admitted to graduate standing and candidacy for a degree or certificate. Students will not be eligible to register for a course by arrangement, Guided Individual Study (RSCH 618), Thesis (RSCH 625-635), or Dissertation (RSCH 735) until the above condition has been met.* Before a graduate student may add or drop a course, approval of the major advisor must be obtained.

*On the recommendation of the department and upon approval by the dean of the School of Graduate Studies, exceptions to this regulation may be made for students pursuing approved certification programs.

ADD/DROP POLICY

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

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

Course Withdrawal Policy

Students, with the permission of their advisors and course instructors, may withdraw from a course at any time up to the point at which eighty percent of the course is completed. The end of the twelfth week is the last day to withdraw from a course that meets the entire semester. Students are encouraged to refer to the College's publication of "Fiscal Facts" for additional information.

STUDENT RECORDS

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

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

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

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

3. Information may be shared with parents of students who are dependent upon them as defined in the IRS code.

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

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

Transcript of Academic Work

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

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

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

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

COLLEGE WITHDRAWAL POLICY

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

RESEARCH AND OTHER PROJECTS AT SPRINGFIELD COLLEGE

Springfield College endeavors to promote research in four areas: institutional research, research related to the College's objectives and programs, individual and new research, and service research.

The dean of the Graduate School, in consultation with the Graduate Council, administers a General Research Fund which is designed to stimulate faculty research and to lead to larger studies that may receive further assistance from private or public sources. Support has been given to a wide variety of investigations. A student research fund, administered by the Graduate School, is also available to provide financial assistance to graduate students who are conducting research studies.

The College Counseling Center, the East Campus, and the Babson Library offer campus opportunities for conducting research related to student interests and areas of study. Within the community, research is conducted in collaboration with agencies and schools. The Allied Health Sciences Building offers well-equipped laboratories for physiology, physiology of exercise, motor learning, biomechanics, and physical therapy.

Other study and training projects financed or sponsored by federal and state governments, private industry, the YMCA, other social organizations, and philanthropic foundations are conducted from time to time making the College campus a lively place for students to enlarge their interests and to participate under supervision in many enriching experiences.

Computers on Campus

Computers are increasingly a necessary tool for instruction throughout the curriculum. Their use extends beyond simple word processing and includes a wide variety of applications which include spreadsheets, E-mail, group discussion databases, presentation programs, Internet research, library search services, and other specialized programs required within individual courses. The Information and Technology Services department (ITS) maintains a student public access computer lab and several training and instructional computer labs in the basement of Babson Library. E-mail and Internet computers are located in Cheney dining hall and in the Chatterbox computer lab in the Beveridge Center. Instructional computer labs are also located in Schoo Hall along with a writing lab. All computer labs are connected to the campus data network and most provide printing services.

All labs run Windows 98 operating systems; **Apple OS is not supported by the college.** The campus software package includes Lotus Notes (E-mail), the Lotus Office Suite (Word Pro word processing, 123 Spreadsheet, Approach Database, Freelance Graphics presentation program, and Organizer, and address and scheduling program, and Netscape Internet access. All Springfield College students are eligible to receive the full college software package and each student is given an individual E-mail account. Each campus residence room is equipped with a live data network outlet for each student.

The Writing Center located in Schoo Hall is used for writing, math, and computer science tutorial assistance; the instructional labs CR1 and CR2 in Babson Library feature overhead presentation technology; the Davis Hypermedia lab in Babson Library has high power PC's with CD sound, Laser Disk players, Zip Drives, Scanner and overhead presentation technology as well as a connection to the college cable television network with VHS and Video projector playback facilities. This lab unleashes student creativity and resourcefulness through advanced software programs for art, multimedia, graphics, animation, sound, full motion video and hypertext.

A full service computer store, The Link, is located in the basement of Babson Library and is open daily to serve students, faculty and staff for computer sales and service. For anyone wishing to purchase a computer system, printer or peripherals, The Link offers competitive prices and outstanding service. Computer systems are equipped with a data network card, loaded with all the college software and fully configured for the college network and comes with a 3 year on campus warranty. For students choosing to bring their own computer to campus, The Link provides "Certification" services which includes installation of a data network card, software, and network configuration. The college does not support the network connection of any computer system which was not purchased or certified by the campus computer store. The Link may be reached at 413-748-3860 or via E-mail: sccs@spfldcol.edu

DEGREE REQUIREMENTS

THE MASTER'S DEGREE

Upon the recommendation of the Department Chair, School Dean, and certified by the Dean of the School of Graduate Studies, the College authorizes the awarding of the Master's degree to a student who has completed an approved program of studies with a B average or better (3.000).

At the start of the final term during which a student expects to complete requirements for the degree, he or she is required to file an application for degree in the Office of the Registrar.

The College grants the following master's degrees: master of education (M.Ed.), master of science (M.S.), master of physical education (M.P.E.), and master of social work (M.S.W.). Students in all major fields completing graduate requirements are eligible for the master of science or the master of education degree. Students in physical education may elect the master of physical education degree if they so desire. Students in the social work program receive the master of social work degree.

The development of research skills and knowledge and engagement in research activities are an important component of the graduate experience at Springfield College. A student pursuing a master's degree must successfully complete Foundations and Methods of Research (RSCH 610) or its equivalent and a program-specific research endeavor that demonstrates the student's understanding of the research process. Additional requirements for earning a master's degree are outlined below.

Degrees Granted at Springfield College

I. The Master of Education degree

Plan A requires successful completion of a minimum of thirty-two hours of graduate work and successful completion of a program-specific comprehensive culminating experience (exam, portfolio, presentation, etc.). The research requirement under this plan, which is determined by the student's specific program, consists of either an independent study (RSCH 618 or department-specific 618), research project (RSCH 626 or department-specific 626), or research completed within a specific course or portfolio. Students in physical education may elect to receive either the master of education or the master of physical education degree.

II. The Master of Science degree requires students to engage in a research process, as determined by their academic program, which includes a clearly defined problem statement and hypothesis or research question, and specific and systemic procedures for data collection and analysis, resulting in a verifiable conclusion. The MS may be earned under one of the three plans:

Plan B requires successful completion of all graduate work required by the student's specific program, and a master's research thesis which culminates in an oral defense. The thirty-two semester hours includes a statistics course and six semester hours of thesis credit for RSCH 625 (2 s.h.) and RSCH 635 (4 s.h.). The student is eligible to receive the master of science degree, or may choose to receive the master of education or master of physical education degree.

Plan C requires successful completion of all graduate work required by the student's specific program, and a minimum of twelve semester hours of graduate work in the research area, which includes the following courses:

1. Foundations and methods of research (RSCH 610)
2. Educational and psychological statistics I (RSCH 620)
3. One of the following research selectives:
 - Introductory computer concepts for research (CISC 605)
 - Statistical applications of computer programming (CISC 610)
 - Microcomputer applications in a clinical setting (CISC 620)
 - Educational and psychological statistics II (RSCH 720)
 - Qualitative research methodology (RSCH 615)
 - Organization research (MGTE 677)
4. Research project (RSCH 626 or DEPT 626)

The student is eligible to receive the master of science degree, or may choose to receive the master of education.

* *Not available to all programs.*

Plan D is available only to students in the School of Human Services.

The thirty-six semester hour curriculum includes a twelve semester hour sequence of research project courses with a particular concentration. Students are required to study research methodology and demonstrate competencies related to the design, implementation, and evaluation of an action research project. The required research project culminates in a written research report, oral presentation and defense.

III. The Master of Social Work degree

Plan E is available only to students in the School of Social Work. The sixty semester hour curriculum includes a nine semester hour sequence of courses in social work research:

Research 1, Introduction to Social work research (MSSW 621), Research 2, Social work research and evaluation (MSSW 622), and Research 3, Qualitative research (MSSW 623).

Advanced standing students are required to have completed the equivalent of MSSW 621 and MSSW 622 as a part of their previous study in an accredited Council on Social Work Education (CSWE) Bachelor of Social Work (BSW) program. These students are required to complete MSSW 623 (Qualitative research).

MSW/JD Combined Degree students must enter the program having completed the equivalent of MSSW 621 (Introduction to research). Students in this program must take either Social work policy III, with Advanced research in the law as one of the electives in the law, or Social work research III, with Law and social sciences as one of the electives in law.

Transfer Credit

Normally, all work for a master's degree is done at Springfield College. No more than six semester hours of graduate credit may be transferred from one or more other institutions toward the master's degree in programs requiring less than forty-eight semester hours of credit. However, students who are enrolled in a master's degree program requiring a minimum of forty-eight semester hours of graduate credit may transfer nine semester hours of graduate credit toward the master's degree. Courses accepted for transfer credit must be completed during the five-year period of candidacy, have a grade of B or better, and be applicable to the individual's program of study pursued at Springfield College. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

Extension credit from another accredited institution will be acceptable for transfer only where such extension work is accepted toward a master's degree at that other institution.

Correspondence courses will not be accepted for graduate credit.

Course Loads - Master's Level

While graduate students register for varying amounts of academic credit depending upon circumstances, the majority of students register for ten to fourteen credit hours per semester. A student may carry no more than thirty-six semester hours of graduate credit during one year. However, if a program includes undergraduate prerequisites, the total number of semester hours during the year may reach forty. Credit for all skills and techniques courses will be included in the determination of this total number of semester hours. Where the course load for a semester exceeds eighteen semester hours, students are obliged to complete a form, available at the Office of the School of Graduate Studies; obtain the recommendation of their major advisor, department chair, or cognate dean; and receive authorization from the dean of the School of Graduate Studies prior to registration.

Thesis Regulations

It is the responsibility of graduate students to identify the subject for the thesis and to prepare, in outline form, the plan with which they expect to investigate the problem. All students are expected to write their research in the field of their graduate major. All students who do a thesis are required to satisfactorily complete a statistics course (RSCH 620).

The dean of the School of Graduate Studies appoints a thesis committee to guide the student and to pass judgement on the merits of the thesis. A student's thesis proposal will not be accepted nor will a committee be appointed if the student's academic index is below 3.000.

The following schedule is to be followed by graduate students completing theses:

1. The first complete draft of the thesis must be submitted to the student's committee no later than eight weeks before graduation. Three copies must be provided, one for each member of the committee.
2. The final draft of the thesis must be completed, approved, typed in final form, and received by the dean of the School of Graduate Studies ready for binding no later than six weeks before graduation.
3. Students who do not meet this time schedule will not receive their diplomas until a later graduation date.

Oral Examination

(for Plan B students)

The oral examination is administered to graduate students who have completed the thesis requirements. It cannot be taken any later than five weeks prior to graduation. The examination focuses on a critical review of the student's research and includes any aspect of the student's major field (and related fields) about which the examiners wish to raise questions. The examining committee consists of the student's thesis committee plus one other faculty member appointed by the School of Graduate Studies. The graduate student must provide the fourth member with either a copy or an abstract of the thesis at least one week before the scheduled date of the oral examination.

Comprehensive Examination

(for Plan A students)

For those students completing the requirements for the Plan A master's degree, a written examination of a minimum of three hours on the major field is required, unless other evaluative procedures have been approved. Students will not be permitted to register for and take the comprehensive examination unless their cumulative index is 3.000 or higher at the beginning of the semester in which the comprehensive examination occurs.

All students who intend to take the Comprehensive Examination must notify their departmental office at least four weeks prior to the examination, indicating their area of concentration. While no specific total is prescribed, it is strongly suggested that students not take the comprehensive examination until they have completed at least twenty semester hours of graduate coursework.

A student who fails the comprehensive examination may request to take it a second time, subject to approval by the major advisor. Any student failing the master's comprehensive examination twice will no longer be considered a degree student. These students may not select an alternate plan leading to the master's degree.

Time Limits

The length of time needed to complete requirements for the master's degree depends on several factors: the nature of the undergraduate preparation, the quality of achievement in graduate courses, the professional purposes of the student, and the amount of fieldwork or part-time employment carried. The minimum time for graduate students who have a good background in undergraduate preparation is one academic year, with at least thirty-two semester hours of credit. If a candidate lacks certain prerequisites in his or her undergraduate background, the candidate must complete those specified prerequisites according to prescription (with or without graduate credit). This may result in an extension of the time necessary for completion of the program.

Work for the degree must be completed within five years from the time of initial registration for graduate courses. In exceptional cases, the time limit may be extended by the School of Graduate Studies following a petition by the graduate student and with recommendation of the dean of the student's program, prior to the end of the five-year period. In such instances, the student's original program is subject to reexamination and additional requirements may be imposed.

All master's programs must contain a minimum of fifteen semester hours of 600-level courses. Additional hours at this level are required in some major fields.

CERTIFICATE OF ADVANCED STUDY

Students who have obtained the master's degree may pursue programs in several of the graduate areas of specialization that lead to a Certificate of Advanced Study. The emphasis in this program is on the enrichment and advancement of the student's preparation through research, supervised clinical experience, independent study, or further specialization. While this program is usually terminal, part or all of the credit earned may be used toward the doctorate when applicable.

Each program is planned on an individual basis with an awareness of the student's objectives and previous preparation, but all programs include a minimum of thirty-two semester hours of graduate course credit, of which a minimum of twenty must be 600-level courses.

Students are required to have a cumulative average of B or better. All graduate-level courses for which a student is enrolled are included in the computation of the student's academic index.

When a student's area of specialization is different from that in which he or she received the master's degree, the requirements for the Certificate may total more than thirty-two semester hours beyond the master's degree. In such an instance the student is expected to complete such courses as are necessary to establish the master's degree equivalent in the new specialization, in addition to the minimum of thirty-two semester hours of the Certificate.

A maximum of six semester hours of credit may be transferred from another approved institution. However, under special circumstances, when certain courses not offered at Springfield College are needed in the student's program, a maximum of twelve semester hours may be transferred, provided such work is relevant and necessary for the student's certificate program, is completed beyond the master's degree, and is recommended by the student's major advisor and approved by the Dean of the School of Graduate Studies.

TIME LIMITS

A time limit of five years from the initial registration within the certificate program is allowed for the completion of all requirements for the certificate. All courses accepted for transfer credit must be completed during the five-year period of the student's candidacy for the Certificate of Advanced Study.

All students interested in following a program leading to the Certificate of Advanced Study at Springfield College must submit a formal application. The application form may be obtained from the Graduate Admissions Office. Admission to some of these programs presupposes experience related to the field of study.

Specific information concerning the Certificate of Advanced Study programs will be found on the following pages:

Art Therapy	21
Health Promotion and Wellness	38
Occupational Therapy	40
Physical Education	48
Psychology and Counseling	51
Rehabilitation Counseling	62

THE DOCTORAL DEGREE

The objective of the doctoral program in harmony with the philosophy of the College is the education of the whole person; it is concerned not only with imparting of knowledge and the search for knowledge but also with wisdom in the use of that knowledge in the service of people. Persons who wish to study toward the Doctor of Physical Education degree at Springfield College must submit a formal application at least six weeks prior to the beginning of the semester in which they wish to enroll. Application forms may be obtained from the School of Graduate Studies or from Graduate Admissions.

The requirements for admission are as follows:

- A bachelor's degree with satisfactory record from an accredited college or university.
- An undergraduate major in physical education equivalent to that offered at Springfield College. If this preparation is incomplete, it must be made up by study in addition to doctoral requirements.
- A superior record at the master's level or in the first thirty semester hours of graduate study. In some cases, particularly well-qualified persons may be admitted to doctoral study following the completion of their bachelor's program
- Evidence of personal and professional qualities that show promise of outstanding educational and social leadership.
- A personal interview, prior to registration, with the dean of the School of Graduate Studies and at least one representative from the faculty in physical education.
- Submission of Graduate Record Examination scores taken within five years of the date of the application.

DOCTORAL ADVISEMENT

A student meeting these standards is permitted to undertake doctoral study on a provisional basis during the first semester, if a full-time student, or during the first ten to twelve semester hours of work, if a part-time student.

Each doctoral student is guided in the doctoral program by a committee of three members of the faculty with at least two from the student's major field of study.

This committee is appointed during the first semester of the student's attendance or not later than the completion by the student of ten semester hours of work.

The chairperson shall call a meeting of the committee with the student to discuss the student's training and experience, strengths and weaknesses, and vocational objectives.

On the basis of this discussion, along with an evaluation of the student's credentials and doctoral requirements, the chairperson, on behalf of the committee shall prepare a statement covering the specified requirements of the student's doctoral program.

When the need is indicated, the advisory committee may make modifications in the student's program or recommend separation.

RESIDENCE REQUIREMENT

The minimum requirement of the Doctor of Physical Education degree is ninety semester hours of graduate academic credit.

The student must spend at least one academic year in full-time graduate study at Springfield College after admission to doctoral study. Residence for the master's degree at Springfield College or elsewhere does not meet this requirement.

Academic credit accepted for the master's degree may be counted in partial fulfillment of the requirements for the doctorate provided it fits into the student's program and falls within the acceptable time limit for doctoral credit.

No credit for correspondence courses is permitted toward the doctoral degree.

All extension course credits shall be subject to special review.

TRANSFER OF CREDIT

Students with Springfield College bachelor's degrees must complete at least forty-five semester hours of Springfield College graduate work. Those with bachelor's degrees from other institutions must complete at least sixty semester hours of Springfield College graduate work. Beyond this condition, graduate courses in which the student earned a grade of B or better from accredited institutions may be transferred and applied toward the Doctor of Physical Education degree provided that:

1. Such work fits into the student's doctoral program
2. It falls within the acceptable time limit for doctoral credit.

Doctoral students who have received both the bachelor's and master's degrees from Springfield College must submit a minimum of thirty semester hours of approved graduate work from one or more other institutions. The regulations pertaining to transfer of credit apply in this situation.

DOCTORAL PROGRAM IN PHYSICAL EDUCATION

The doctoral program in Physical Education is designed to provide broad based preparation in the field of physical education and it offers students the opportunity to design a program of study to meet their educational goals. The intent of the program is to expose students to various sub-disciplines in the field from which they will build a specific area of research study. Graduates are well versed in their research area, yet knowledgeable about the many interrelated content areas in the field. This preparation ensures a more holistic and inclusive view of physical education than is found in many programs where specialization in one area is the emphasis.

This approach to graduate education is in concert with the mission of the College, which advocates the education of the whole person in spirit, mind, and body for leadership in service to humanity. Graduates will have the necessary research expertise to continue as lifelong researchers

and contributors to the body of knowledge in physical education. They will be prepared to teach in their research area as well as the various sub-disciplines at all educational levels. Graduates who have focused their studies in administration will be qualified to lead and develop programs in the private and public sectors. The completion of the program is viewed by the College as the first step taken by its graduates in assuming positions of leadership in the field of physical education.

Students seeking more specialized preparation in Exercise Physiology or Sports Psychology refer to pages

PROGRAM OF STUDY

The doctoral program in physical education consists of courses and learning experiences in the following five areas:

Physical Education: This is the student's field of professional specialization. A program of study provided by the physical education faculty will help the student attain a thorough preparation of high quality.

Research. Theory and practice in research are to include problems of logical thinking, the scientific method, and techniques of research, as well as a piece of original research, the doctoral dissertation, conducted under faculty supervision. The dissertation is the crowning achievement of doctoral study. The problem selected should grow out of the candidate's personal and professional interests. The dissertation may be an original contribution to knowledge or an original application of existing knowledge to the solution of a practical problem in the field.

General Education. Consistent with its philosophy of education, Springfield College is concerned in its entire educational program, both undergraduate and graduate, not only with a student's thorough preparation in the field of professional specialization, but also with liberal education, personal growth, and awareness of the surrounding social scene. Consequently, a series of nonprofessional courses is included as an integral part of the program of the doctoral student to help in the attainment of breadth in development as a sensitive and growing person, as a sophisticated citizen, and as an educator with wide interests and goals.

Dissertation area. Where the general nature of the intended dissertation can be identified sufficiently early in a student's program, course work and other registrations are recommended to enhance the student's qualifications to conduct the dissertation.

Electives. Selection of electives provides effective support of the total doctoral program and results from consultation between the student and the advisory committee.

The actual number of semester hours is likely to be more than the minimum stated below. Flexibility is encouraged to provide for the particular educational needs of each student. The requirements in each case will be determined not only on the extent of graduate credit accumulated, but with a view toward optimum preparation for the student in the intended field of service.

THE DOCTORAL DEGREE Continued

The allocation of semester hours of credit in the five areas is as follows:

	S.H.
Physical Education	27-31
Research (including dissertation)	29
Dissertation Area	9
General Education	15
Electives	6-10
Minimum Total	90

DOCTOR OF PHYSICAL EDUCATION DEGREE WITH A SPECIALIZATION IN SPORT PSYCHOLOGY

A doctorate in physical education in sport psychology serves to further illuminate the humanics philosophy of Springfield College. Integral to the philosophy is the integration of the spirit, mind, and body, the whole person, for leadership in service to humanity. Sport psychology is a sub-discipline of the sport sciences/physical education and as such provides the student an opportunity to examine the integrated mind/body responses in an exercise and sport context.

Students in the program would, then, gain an understanding of the scientific, sociological, psychological, and research bases of sport, as is necessary in working with athletes in a performance enhancement context. A doctoral degree is required for certification in the field. Upon successful completion of the program, students may seek licensure through the certification organization for sport psychology, The Association for the Advancement of Applied Sport Psychology (AAASP), in conjunction with the United States Olympic Committee (USOC).

Graduates of the sport psychology doctoral program will be prepared primarily to teach sport psychology at all educational levels and teach in the areas of sociology and philosophy of sport. Graduates will be prepared to contribute to the current knowledge base of the field by continuing research in sport psychology, and will be qualified to work as a sport psychology consultant at all levels for athletes, athletic departments, coaches, exercise and fitness programs, and national governing bodies (NGB) of the International Olympic Committee (IOC), as well as the USOC.

PROGRAM OF STUDY

Sport Psychology. This is the student's field of professional specialization. Course work in sport psychology, applied sport psychology, sport psychometrics, and special topics in sport psychology is included in the student's program of study.

Related Course Work. Course requirements are included to support and supplement the specialization in sport psychology and include, but are not limited to, course work related to philosophy, sociology, and physiology of sport, as well as motor learning and control, motor development psychopathology, and issues and techniques in counseling.

Research. Theory and practice in research are to include problems of logical thinking, the scientific method, and techniques of research, as well as a piece of original research, the doctoral dissertation, conducted under faculty supervision. The dissertation is the crowning achievement of doctoral study. The problem selected should grow out of the candidate's personal and professional interests. The dissertation may be an original contribution to knowledge or an original application of existing knowledge to the solution of a practical problem in the field.

General Education. Consistent with its philosophy of education, Springfield College is concerned in its entire educational program, both undergraduate and graduate, not only with a student's thorough preparation in the field of professional specialization, but also with liberal education, personal growth, and awareness of the surrounding social scene. Consequently, a series of nonprofessional courses is included as an integral part of the program of the doctoral student to help in the attainment of breadth in development as a sensitive and growing person, as a sophisticated citizen, and as an educator with wide interests and goals.

Electives. Selection of electives provides effective support of the total doctoral program and results from consultation between the student and the advisory committee.

The allocation of semester hours of credit in the five areas is as follows:

	S.H.
Sport Psychology	12-20
Related Course work	27
Research	29
General Education	15
Electives	6-10
Minimum Total:	90

DOCTOR OF PHYSICAL EDUCATION DEGREE WITH A SPECIALIZATION IN EXERCISE PHYSIOLOGY

From the earliest days following its founding in 1885, Springfield College has been known world wide as a pioneer in physical education teaching and scholarship. The specialization in exercise physiology at the doctoral level is greatly influenced by such legendary faculty members as Dr. Peter Karpovich, an eminent scholar in exercise physiology and co-founder of the American College of Sports Medicine. Dr. Karpovich taught at the college from 1927 to 1961 and was internationally recognized for his innovative physiological research.

The doctoral program with a specialization in exercise physiology provides students with knowledge in theory and laboratory techniques and teaches students how to further develop and promote research skills. The program offers a personalized approach to graduate education, with opportunity for self-directed research eligible for presentation to the American College of Sports Medicine and publication in peer reviewed journals.

THE DOCTORAL DEGREE Continued

PROGRAM OF STUDY

Exercise Physiology. This is the student's field of professional specialization. Course work in exercise physiology, biochemistry, cardiopulmonary physiology and exercise, neuromuscular physiology and exercise, environmental physiology, medical physiology, and graded exercise testing and electrocardiography is included in the student's program of study.

Related Course work. Course requirements are included to support and supplement the specialization in exercise physiology and include, but are not limited to, cell and molecular biology, cellular physiology, gross anatomy, philosophy of sport, sociology of sport, sport psychology, and biomechanics.

Research. Theory and practice in research are to include problems of logical thinking, the scientific method, and techniques of research, as well as a piece of original research, the doctoral dissertation, conducted under faculty supervision. The dissertation is the crowning achievement of doctoral study. The problem selected should grow out of the candidate's personal and professional interests. The dissertation may be an original contribution to knowledge or an original application of existing knowledge to the solution of a practical problem in the field.

General Education. Consistent with its philosophy of education, Springfield College is concerned in its entire educational program, both undergraduate and graduate, not only with a student's thorough preparation in the field of professional specialization, but also with liberal education, personal growth, and awareness of the surrounding social scene. Consequently, a series of nonprofessional courses is included as an integral part of the program of the doctoral student to help in the attainment of breadth in development as a sensitive and growing person, as a sophisticated citizen, and as an educator with wide interests and goals.

Electives. Selection of electives provides effective support of the total doctoral program and results from consultation between the student and the advisory committee.

The allocation of semester hours of credit in the five areas is as follows:

	S.H.
Exercise Physiology	21
Related Course work	27-28
Research	29
General Education	15
Electives	0-6
Minimum Total:	95

TIME LIMITS

In view of the present rate of expansion of knowledge and the general desirability of completing the requirements for the doctorate within a definite period of time, the following time limitation will be observed:

Graduate academic work, to be given full credit toward the requirements for the doctorate, whether in transfer or completed in residence, must have been secured within ten years prior to the date of one's candidacy for the doctoral degree. In special circumstances, credit for work completed beyond the ten-year limit will be recognized, but only upon special recommendation of the student's advisory committee and approval by the dean of the School of Graduate Studies.

All requirements for the doctoral degree, including the dissertation must be completed within a period of five years after the student has passed the qualifying examination and has been matriculated as a candidate for the degree. Failure to complete the requirements within the time limit stated above will mean that the student will be expected to repeat the qualifying examination in order to reestablish candidacy.

PUBLICATION

As part of the requirement for the doctoral degree, upon passing the oral examination, candidates must make the necessary arrangements with the dean of the School of Graduate Studies to provide for the publication of the dissertation at their own expense. The dissertation may be published completely in book form, professional journal, or in microform.

MAJOR PROGRAMS OF GRADUATE STUDY

Fourteen major programs of graduate preparation, most with a number of areas of concentration, are offered through the School of Graduate Studies at Springfield College. Because graduate programs change on a regular basis, the college reserves the right to amend and/or revise this list of programs at any time.

Art Therapy program is designed to educate art therapists through a course of study that combines theory and practice and studio work leading to vocational opportunities in a wide variety of settings.

Education has a noncertification program (educational studies) designed to meet the needs of part-time and full-time students, as well as certification/licensure programs in administration, elementary education, early childhood education, urban secondary education, and education and counseling.

Exercise Science and Sport Studies has programs in Applied Exercise Science, Athletic Training, Biomechanics, Exercise Physiology, Interdisciplinary Movement Sciences, Sport Management, and Sport Psychology.

Health Care Management is offered through the Department of Management and Economics. Students may pursue the M.S. Degree by opting for a fifty-one semester hour program in Health Care Management or a fifty-four semester hour program in Health Care Management in Long-term Facilities.

Health Promotion and Wellness provides didactic instruction and practical application to individuals seeking employment and careers in health promotion/wellness programs on the developmental and managerial/administrative levels.

Health Studies offers a health education program leading to teacher certification/licensure.

Human Services is a master of science degree program offered through the School of Human Services. This program is designed for working adults with experience in the human service field. Classes are held primarily on weekends. The program incorporates knowledge gained through experience, course work, and a requirement to design and implement a specialized research project that addresses an identifiable organizational or community need. There are two concentrations: Organizational Management and Leadership and Community Counseling Psychology. The School of Human Services has program sites in Manchester, New Hampshire; St. Johnsbury, Vermont; Boston, Massachusetts; Wilmington, Delaware; Los Angeles, California; Tampa, Florida; Milwaukee, Wisconsin; San Diego, California; and Springfield, Massachusetts. More information is available in the School of Human Services Catalog.

Occupational Therapy is designed for persons with various backgrounds and levels of education who wish to become or further their studies as occupational therapists. This program includes occupational therapy theory, skills and administration in pediatrics, physical disabilities, mental health, and geriatrics.

Physical Education has programs in adapted physical education, advanced-level coaching, athletic administration, teaching and administration, sport studies, and a teacher certification/licensure program.

Physical Therapy is an entry-level program designed to prepare students to practice as licensed physical therapists. Students develop problem-solving skills for evaluating and treating clients in need of physical therapy services. Students are admitted on a space-available basis only. Contact the Graduate Admissions Office for further information.

Psychology and Counseling offers general programs, as well as professional preparation in industrial/organizational psychology, student personnel in higher education, marriage and family counseling and therapy, athletic counseling, general counseling, clinical mental health counseling, school guidance and counseling, and school adjustment counseling.

Recreation and Tourism offers programs in recreation management, therapeutic recreation management, child-life, and outdoor recreation management, each with a number of concentrations.

Rehabilitation Counseling and Services prepares counselors and administrators who play a vital role in the vocational, educational, and personal adjustment of those who have physical, mental, and emotional disabilities. Programs available are general casework and counseling, substance abuse counseling and rehabilitation, psychiatric rehabilitation and mental health counseling, developmental disabilities, rehabilitation management and administration, and special services.

Social Work prepares social workers for professional practices through a single concentration in Advanced General Practice leading to a sixty semester hour Master of Social Work degree. Programs offered include a full-time Weekday Program, part-time Weekend Program and Advanced Standing Program for qualified graduates of CSWE accredited BSW programs. The School of Social Work offers a MSW/SD combined degree program with Western New England College School of Law.

Israel Branch Campus Programs

Springfield College currently offers graduate programs at its Israel Branch Campus in Ramat-Gan, Israel. The graduate programs offered at this branch offer students the opportunity to earn the degrees of Master of Science or Master of Education in Industrial/Organizational Psychology. An additional program leading to the Master of Science in Health Care Management is anticipated as part of the future offerings at this branch.

The requirements of the degree programs offered in Israel match those of the programs offered at the main campus in Springfield. Courses offered in Israel follow the same syllabi as those in Springfield, and instructors from the main campus regularly teach at the Israel branch. Students interested in learning more about this program should contact Dr. Robert Lussier, Professor of Management and Economics, and the Director of the Israel Branch program.

ART THERAPY

The art therapy profession originally began in the 1930s in the United States. The Master's degree in Art therapy is designed to train art therapists through a course of study that blends theory, technique, and practice. Springfield College's graduate programs in art therapy uniquely build upon the College's philosophy of humanics in educating students to become human service professionals who are able to integrate art and psychology as a vehicle for healing. The focus is on the development of the total person to promote the enrichment of society. Art therapy graduates can be found practicing their profession in mental health centers, clinics, hospitals, Veterans' Administration hospitals and centers, hospices, schools, residential homes, rehabilitation centers, private practice, and other social service settings.

The Graduate Art Therapy Programs provide a synthesis of our major components: 1) art therapy; 2) psychology; 3) development of the student's artistic and creative skills; and 4) training in research methodology. Students develop an understanding of the variances in normal art development before they work with problems and pathology.

Art therapy is an exciting and growing profession. The faculty and supervisors at Springfield College are practicing art therapy clinicians who are committed to a partnership in training. The sharing of a wide range of experience and knowledge is incorporated into each individual learning and creative style. The Graduate Art Therapy Program is dedicated to academic, artistic, and clinical excellence.

Admission requirements:

All candidates for the Master of Science Degree in Art Therapy are required to have completed a Baccalaureate degree in one of the following: Art, Art Education, Art Therapy, Psychology, or a related field. The American Art Therapy Association mandates the following prerequisites:

A minimum of 15 credits in studio art courses at the undergraduate level as well as 12 credits in psychology, which should include courses in introductory psychology, abnormal psychology, developmental psychology, and one elective. Students who are course deficient will need to complete these prerequisites within the first full-time year of graduate study.

Candidates for the Certification of Advanced Study (CAS) must have completed a master's degree in a related field, including Social Work, Art Education, Fine Arts, Art History, Psychology, or other human service fields accepted by the American Art Therapy Association.

Master's degree candidates must submit transcripts of completed undergraduate study. Candidates for the CAS should include transcripts of undergraduate and graduate work.

Applicants to the Master's and CAS programs must submit a portfolio of a minimum of 10 slides depicting art work in a range of various mediums, labeled with titles and appropriate for viewing. The candidate must present a written statement highlighting his or her interest in the field, personal goals, and academic objectives. Evidence of previous experience working with people in a human service setting or teaching should be included with letters of recommendation. Each applicant is required to have an interview to discuss personal and academic characteristics appropriate for successful adjustment to study and practice in art therapy.

Program description:

Students are required to take courses in art therapy, psychology, research, and studio art courses. During the second year, students begin their practicum experience. Working with the fieldwork coordinator, students choose from a diverse selection of field placements. Graduate students work with individuals, families, and groups of all ages and abilities, including those with varying degrees of functional or organic impairment. The program is committed to developing research skills in order to prepare students to be cognizant of advances in art therapy and related fields and to enable them to contribute to the field of art therapy. Students begin working on final research projects in consultation with faculty during the second year of study.

All students are required to exhibit their art as part of a final group show. Academic, creative, and ethical integrity are an essential part of the program. Students will be held responsible for their work and are expected to sustain creative/artistic development.

Matriculation requirements:

Students are required to matriculate after they successfully complete their prepracticum course, ATPY 625, and at least 15 hours of course work. Matriculation requires a cumulative professional art therapy index of 3.25, professional competency, and completion of clinical evaluation forms. Students' matriculation files will be reviewed by the Visual Art Department Matriculation Committee.

Accreditation information:

The Master's Program in Art Therapy is an APPROVED PROGRAM by the Educational Approval Board of the American Art Therapy Association.

Program standards:

Certificate of Advanced Study. Students can only transfer two courses (6 s.h.) from other institutions as part of this program.

Students who do not need to fulfill the course requirements for a license as a Mental Health Counselor must consult their advisor and department chairperson for any course waivers.

Contact information:

Dr. Simone Alter-Muri, A.T.R.-B.C., L.M.H.C.
(413) 748-3753
email: Simone_Alter-Muri@spfldcol.edu

Dr. Leslie Abrams, A.T.R.-B.C., L.M.H.C.
(413) 748-3599

email: Leslie_R_Abrams@spfldcol.edu

Ronald Maggio, M.F.A., Chairperson, Visual and Performing Arts Department
(413) 748-3753
email: Ronald_Maggio@spfldcol.edu

ART THERAPY Continued

CLINICAL ART THERAPY PROGRAM

This program follows the guidelines set by the American Art Therapy Association. Students completing course work mandated by the Mental Health Counselors in the Commonwealth of Massachusetts may be eligible to apply for state licensure.

Undergraduate prerequisites:

All candidates for the Art Therapy graduate degree are expected to have completed a Baccalaureate degree in art, psychology, or a related field. A minimum of fifteen (15) semester hours in studio art is required. A minimum of twelve (12) semester hours of course work in psychology is also required. Psychology course work should include a 3 semester hour course in the following: introduction to psychology, human development, abnormal psychology or psychopathology, and a psychology course of the student's choice.

Core requirement: S.H.

RSCH 610: Foundations and Methods of Research	3
Total: 3	

Program/concentration requirements:

ATPY 520: Counseling Theory and Practice of Art Therapy	3
ATPY 600: Art Therapy with Children and Adolescents	3
ATPY 601: Art Therapy and Assessment Techniques	3
ATPY 602: Painting for the Art Therapist	3
ATPY 610: Ethics in Art Therapy	3
ATPY 612: Family Art Therapy	3
ATPY 620: Group Counseling and Art Therapy	3
ATPY 625: Pre-Practicum in Art Therapy	2
ATPY 630: Multicultural Art Therapy	3
ATPY 682: Advanced Seminar in Art Therapy	3
ATPY 684: Practicum in Art Therapy (two semesters)	6
Total: 35	

Psychology

PSYC 612: Psychopharmacology	3
PSYC 631: Psychopathology	3
PSYC 639: Human Life Span Development	3
PSYC 643: Career Development	3
Total: 12	

Art Selectives:

Art Studio (minimum of two courses)

ATPY 510: Therapeutic Aspects of Clay	3
ATPY 603: Sculpture for the Art Therapist	2
ATPY 604: Printmaking for the Art Therapist	2
ATPY 605: Drawing and Mixed Media for the Art Therapist	2
ARTS 670: Advanced Ceramics	3
Total: 4-6	

Electives in Art Therapy (minimum of two courses): S.H.

ATPY 607: Integration of Art Therapy, Art Education and Art History	2
ATPY 608: Art Therapy for the Elderly	2
ATPY 613: Family Art Therapy II	3
ATPY 616: Art Therapy and Body Therapies	2
ATPY 619: Art Therapy for Persons with Disabilities	3
ATPY 611: Introduction to Computer Graphics with Disabled Population	3
Total: 4-6	

Research requirements:

RSCH 620: Educational and Psychological Statistics I	3
*CISC 605: Introductory Computer Concepts for Research	3
ATPY 626: Research Project in Art Therapy	3
Total: 9	

Minimum total semester hours required: 67-71

NOTE: Courses may change due to approval requirements of the American Art Therapy Association and licensing requirements of mental health counselors (LMHC) in the Commonwealth of Massachusetts.

Arrangements with student's art advisor for the graduate students' final art exhibit must occur before registering for final semester.

Candidates are eligible for the Master of Science Degree in accordance with Plan C (refer to p.14).

* Students with computer competency can waive this requirement (see plan C, p.14, for additional options).

CERTIFICATE OF ADVANCED STUDY (CAS) IN ART THERAPY

The CAS program specializes in training professionals who have earned a Master's degree in a related subject to comprehend and employ theories, clinical applications, and studio work in art therapy.

Students graduating from the certification program may be eligible to apply for registration as an art therapist, A.T.R., by the Art Therapy Credentials Board (ATCB). Prerequisites mandated by the A.A.T.A. (American Art Therapy Association) must be met.

Undergraduate and Graduate prerequisites:

Certification of Advanced Study applicants must have four undergraduate courses in psychology. These courses must include Introduction to Psychology, Abnormal Psychology, Developmental Psychology, and a psychology elective. In addition, candidates should have 15 credits in studio art. Students have up to the first full-time year of study to complete these prerequisites. Applicants must have a transcript of their completed graduate study.

Core requirement:

*RSCH 610: Foundations and Methods of Research	3
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ART THERAPY Continued

Program Requirements:

	S.H.
ATPY 520: Counseling Theory and Practice of Art Therapy	3
ATPY 600: Art Therapy with Children and Adolescents	3
ATPY 601: Art Therapy Assessment Techniques	3
ATPY 610: Ethics Issues in Art Therapy	3
ATPY 612: Family Art Therapy	3
ATPY 625: Practicum in Art Therapy	2
ATPY 630: Multicultural Art Therapy	3
ATPY 682: Advanced Seminar in Art Therapy	3
ATPY 684: Practicum in Art Therapy (2 semesters)	6

Total: 29

Choose One Elective in:

Clinical Art Therapy or Studio Art Therapy:

Clinical Art Therapy Selectives:

ATPY 607: Integration of Art Therapy, Art Education and Art History	2
ATPY 608: Art Therapy for the Elderly	2
ATPY 613: Family Art Therapy II	3
ATPY 616: Art Therapy and Body Therapies	2
ATPY 619: Art Therapy for Persons with Disabilities	3
ATPY 611: Introduction to Computer Graphics with Disabled Population	3

Studio Art Therapy Selectives:

ATPY 510: Therapeutic Aspects of Clay	3
ATPY 603: Sculpture for the Art Therapist	2
ATPY 604: Printmaking for the Art Therapist	2
ATPY 607: Integration of Art Education, Art History, and Art Therapy	2
ATPY 611: Computer Graphics	3
ATPY 616: Art Therapy and Body Therapies	2
ATPY 619: Art Therapy with Special Needs Population	3
ARTS 670: Advanced Ceramics	3

Total Semester Hours: 34-35

* This course may be WAIVED if transferred from the Master's program within a prescribed time limit

PLEASE NOTE: Students are required to exhibit their art as part of a group exhibit in a final show. Students are responsible for making arrangements for this exhibit with their art advisor before registering for their last semester of course work.

The candidate will be eligible for a CAS degree. Students should consult with their advisor to plan sequence of courses to be sure course prerequisites are appropriately met.

EDUCATION DEPARTMENT PROGRAMS

The Springfield College Education Department is committed to preparing effective teachers for the 21st century who will demonstrate strong critical thinking skills, knowledge of curriculum and reflective teaching practices. Our graduates will be prepared to create dynamic learning environments in which teaching and assessment meet the needs of students. The department strives to strengthen partnerships with the community and foster teaching that empowers students, promotes equity, celebrates diversity and demonstrates a commitment to the humanics philosophy.

Graduate study in the Education Department is designed to enable educators to enhance their teaching or administrative skills in order to better serve Pre K - 12 schools, early childhood education centers, and other educational institutions. Interdisciplinary study characterizes the teacher preparation programs, providing adult students with greater knowledge and understanding of their profession, enhancing their ability to work with youth and their families. Programs in the department lead to a Master's of Education (M.Ed.) or a Master's of Science (M.S.) degree. Graduate students in the department who are not writing a thesis must pass a comprehensive examination, and present their research endeavor before a panel of faculty.

The strength of the Education Programs at Springfield College is our low faculty-student ratio that allows us to support adult learners in their professional development through challenging courses that explore current knowledge about theory, practice, multicultural issues, educational research, technology and urban education. Continual exploration of effective professional practice in the field of education, by the Education faculty through research, and conference attendance provides for a dynamic learning environment.

Admission Requirements

Unless otherwise noted in specific program information, the admission requirements for the education graduate programs follow the general Springfield College graduate admissions criteria. Graduate students who are seeking their Initial license must possess a bachelor's degree in the arts or sciences or for a major appropriate to the instructional field.

Licensure Information

For those seeking an educator license, the course work will encompass the competencies required for a teacher or administrator under Massachusetts licensure regulations. Graduate candidates may require prerequisites depending on the content of their undergraduate study, so that they can fulfill the content of our approved programs. Students who seek licensure must also complete the fieldwork requirement pertaining to the license for which they will apply, and pass the Massachusetts Tests for Educator Licensure (communication and literacy skills, and subject matter knowledge appropriate to license sought).

Advanced Standing

Students pursuing a license must achieve advanced standing in the Education Department before beginning their practicum. To achieve advanced standing candidates must receive a grade of "B" or better in program/concentration course work, successfully complete a prepracticum (if necessary), and receive a passing score on the Massachusetts Tests for Educator Licensure (communication and literacy skills, **and subject matter knowledge appropriate to license sought**).

Those who are seeking a Master's degree for enrichment of their professional abilities, without licensure, will complete the required course work in the Educational Studies Program or the non-license track of the Early Childhood, Elementary, Urban Secondary, Education and Counseling, or Administration programs.

For more information regarding graduate program opportunities in the Education Department, please contact the department directly at (413) 748-3295 or www.spfldcol.edu/Education

Early Childhood Teacher (Pre K - 2)

Prepares graduate students for the initial license in early childhood education in the Commonwealth of Massachusetts. In addition to completing course work for the master's degree, students are required to complete 300 hours of documented practice teaching in an early childhood education setting (100 hours in Pre K - K, and 200 hours in 1 - 2; at least one setting must include children with disabilities). Degrees available: M.Ed. and M.S.

Undergraduate Prerequisites:

Bachelor's degree in liberal arts, sciences, or an interdisciplinary major and the following courses or competencies:

- Art
- American History
- Biology or Physical Science
- Children's Literature
- English Composition
- Health
- Literature
- Special Education
- Methods of Teaching Mathematics
- Methods of Teaching Science
- Physical Education
- Prepracticum
- Practicum Seminar
- Social Justice and Diversity Education
- Survey of Mathematics

A passing score on the Massachusetts Tests for Educator Licensure - Communication and Literacy Skills can waive course work in English composition, and a passing score on the Massachusetts Tests for Educator Licensure - subject matter knowledge may waive some undergraduate course work in the arts and sciences.

EDUCATION DEPARTMENT PROGRAMS Continued

Core Requirement:

	S.H.
RSCH 610: Foundations and Methods of Research	3

Program/Concentration Requirements:

EDUC 607: Philosophical Foundations of Education	3
EDUC 542: Educational Assessment	3
EDUC 676: Curriculum Design and Evaluation for ECED/ELEM	3
EDUC 555: Curriculum Development for Infants/Toddlers	3
EDUC 657: Organization and Administration of ECED Programs	3
EDUC 627: Constructing, Managing & Assessing Literacy	3
EDUC 667: Graduate Early Childhood Practicum Pre K-K	2
EDUC 669: Graduate Early Childhood Practicum 1-2	4
RHDS 602: Implications of Disability for the Family	3
RHDS 661: Rehabilitation in Speech & Lang. Disorders	3
RHDS 501: Human Development, Diversity and Disabling Conditions	3

TOTAL SEMESTER HOURS = 33

Plan A Research Requirements:

* EDUC 626: Education Research Project	2
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Total semester hour requirement for Plan A = 38

*Successful completion of the Master's Comprehensive Examination is required with Plan A.

Or

Plan B Research Requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total semester hour requirement for Plan B = 42

Or

Plan C Research Requirements:

RSCH 620: Educational and Psychological Statistics I	3
EDUC 626: Education Research Project	3
And one of the following research selectives:	
CISC 605: Introductory Computer Concepts for Research	3
CISC 610: Statistical Applications of Computer Programming	3
CISC 620: Microcomputer Applications in a Clinical Setting	3
RSCH 720: Educational and Psychological Statistics II	3
RSCH 615: Qualitative Research Methodology	3
MGTE 677: Organization Research	3

Total semester hour requirement for Plan C = 42

Students completing the program will have fulfilled the components of the approved undergraduate program in early childhood education and a master's degree.

This course of study is subject to change based on the requirements of the Massachusetts Department of Education licensing regulations.

Teacher of Elementary (1 - 6)

Prepares graduate students for the initial license in elementary education in the Commonwealth of Massachusetts. In addition to completing course work for the master's degree, students are required to complete 300 hours of documented practice teaching in an elementary classroom (1-6). Degrees available: M.Ed. and M.S.

Undergraduate Prerequisites:

Bachelor's degree in liberal arts, sciences, or an interdisciplinary major and the following courses or competencies:

- Art
- American History
- Biology or Physical Science
- Children's Literature
- English Composition
- Health
- Literature
- Methods of Teaching Mathematics
- Methods of Teaching Science
- Physical Education
- Prepracticum
- Practicum Seminar
- Social Justice and Diversity Education
- Survey of Mathematics

A passing score on the Massachusetts Tests for Educator Licensure - Communication and Literacy Skills can waive course work in English composition, and a passing score on the Massachusetts Tests for Educator Licensure - subject matter knowledge may waive some undergraduate course work in the arts and sciences.

Core Requirement:

	S.H.
RSCH 610: Foundations and Methods of Research	3

Program/Concentration Requirements:

EDUC 607: Philosophical Foundations of Education	3
EDUC 542: Educational Assessment	3
EDUC 627: Constructing, Managing & Assessing Literacy	3
EDUC 676: Curriculum Design and Evaluation for ECED/ELEM	3
PSYC 515: Child Development and Therapy	3
EDUC 636: Microcomputers in the Classroom	3
EDUC 668: Graduate Elementary Practicum	6
TOTAL = 24	

Elective Requirements:

Education Elective	3
Non-education Elective	3-6
TOTAL = 6-9	

Plan A Research Requirements:

EDUC 626: Education Research Project	2
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Total semester hour requirement for Plan A = 38

*Successful completion of the Master's Comprehensive Examination is required with Plan A.

EDUCATION DEPARTMENT PROGRAMS Continued

Or

Plan B Research Requirements: (3 s.h. can be used as a non-education elective)

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total semester hour requirement for Plan B = 39

Or

Plan C Research Requirements: (3 s.h. can be used as a non-education elective)

RSCH 620: Educational and Psychological Statistics I	3
EDUC 626: Education Research Project	3

And one of the following research selectives:

CISC 605: Introductory Computer Concepts for Research	3
CISC 610: Statistical Applications of Computer Programming	3
CISC 620: Microcomputer Applications in a Clinical Setting	3
RSCH 720: Educational and Psychological Statistics II	3
RSCH 615: Qualitative Research Methodology	3
MGTE 677: Organization Research	3

Total semester hour requirement for Plan C = 39

Students completing the program will have fulfilled the components of the approved undergraduate program in elementary education and a master's degree.

This course of study is subject to change based on the requirements of the Massachusetts Department of Education licensing regulations.

Educational Administration

This program prepares graduate students for initial license in the Commonwealth of Massachusetts in the field of Administration; Principal/Assistant Principal or Supervisor/Director. The three year program is specifically designed to accommodate teachers whose schedules preclude participating in traditional degree programs.

The courses focus on theories of curriculum design and evaluation; supervision; leadership; issues of school management, including budget, professional development, and staff evaluation; and philosophy. In addition, organizational characteristics of schools and strategies for institutional change; plant management; human relations; and community education are all explored within the context of the social curriculum, current administrative theory and research.

The practicum experience (300 hours) takes place in the appropriate level school for the certificate (Pre K-6, 5-8, 9-12) and includes supervision from the college and cooperating practitioner. Special consideration is given to the student's placement needs and the faculty offers support and

assistance in finding internship sites. The student participates in all activities pertinent to administration within the school setting and has the option to complete two practica for both licenses. Degree available: M.Ed.

Prerequisites: A Massachusetts teaching license and three years of teaching experience.

Core Requirement:

RSCH 610: Foundations and Methods of Research	S.H. 3
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Program/Concentration Requirements

EDUC 607: Philosophical Foundations of Education	3
EDUC 693: Leadership in a Diverse Society	3
EDUC 674: Curriculum Design and Evaluation	3
EDUC 660: Adult and Professional Development	3
EDUC 621: School Law	3
EDUC 619: Contemporary Issues in Education	3
EDUC 670: Group Process in Education	3
EDUC 690: The Principalship	3
EDUC 694: Principles of Supervision	3
EDUC 665: Administrative Practicum	5

Total = 32

Research Requirement

EDUC 626: Research Project	2
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Total Semester hour requirement for program/concentration = 37

This course of study is subject to change based on the requirements of the Massachusetts Department of Education licensing regulations.

Education and Counseling

The M.Ed. in Education and Counseling leads to the initial license as a secondary classroom teacher and school adjustment counselor in the Commonwealth of Massachusetts. The interdisciplinary program of study provides individuals with a deep understanding of the complex social, emotional, academic, and political issues that support and inhibit learning. Course work includes theoretical and practical instruction in education, counseling, social science and research. The prerequisite is a bachelor's degree in Math, English, Political Science, French, Spanish, History, Chemistry, Biology, Earth Science, Visual Arts, Health, Physical Education or Business.

The cornerstones of the Springfield College Authentic Graduate Programs in Education (S.A.G.E.) are inquiry-based teaching methods, standards-based curriculum development and strategies that enhance relationships with individuals, groups and families. Field placements in both teaching and counseling allow students to develop the attitudes and skills needed to enhance the support systems and

EDUCATION DEPARTMENT PROGRAMS Continued

opportunities available within schools that allow all students to succeed. These authentic learning experiences include 225 hours of documented practice teaching in a setting appropriate to the teaching license and a 2 phase 900 hour clinical experience (450 hr Phase I; 450 hr Phase II) as a school adjustment counselor. Students who are not already teaching or counseling full-time, may do these field placements through the **Springfield College AmeriCorps Program** (See additional information below). **Students must achieve advanced standing prior to the teaching practicum and Phase II (final 450 clock hours) of the counseling clinical experience.**

Courses are held in the evenings and on Saturdays to accommodate the schedules of working adults. Degree available: M.Ed.

Core Requirement: S.H.
RSCH 610: Foundations and Methods of Research 3

Program/Concentration Requirements:

Course work in Education:

EDUC 681: Assessment and Evaluation for Secondary Teachers	3
EDUC 530: Integrating Experiential Education Across the Curriculum	3
EDUC 540: Behavior Management for High Risk Adolescents	3
EDUC 585: Methods and Organization for the Secondary Classroom	3
EDUC 607: Philosophical Foundations of Education	3
EDUC 621: School Law	3
EDUC 664: Clinical Teaching Experience - Secondary	4
EDUC 675: Curriculum Design and Evaluation for Secondary Education	3
Total = 25	

Course work in Psychology:

PSYC 614: Counseling Diverse Populations	3
PSYC 622: Principles of Counseling	3
PSYC 631: Psychopathology	3
PSYC 639: Human Life Span Development	3
PSYC 662: Marital and Family Interactions	3
PSYC 680: Group Dynamics	3
PSYC 685: Counseling Practicum	3
PSYC 686: Fieldwork Seminar: School Adjustment Counselor	4
Total = 25	

Other Course work:

SOCI 680: Juvenile Delinquency	3
RHDS 683: Etiology of Learning Disabilities	3
Total = 6	

Research Requirement:

EDUC 626: Education Research Project	2-3
Total semester hours required in program/concentration = 61	

This course of study is subject to change based on the requirements of the Massachusetts Department of Education licensing regulations.

Urban Secondary Education

The M.Ed. in Urban Secondary Education leads to the initial teaching license from the Commonwealth of Massachusetts in the content area of the student's bachelor's degree. The cornerstones of the Urban Secondary Education program are inquiry-based teaching methods, standards-based curriculum development and strength-based strategies that enhance relationships with individuals, groups and families. The program includes course work in education, human development and research. The prerequisite is a bachelor's degree in Math, English, Political Science, French, Spanish, History, Chemistry, Biology, Earth Science, Visual Arts, Health, Physical Education or Business.

Students in this program must be in a full-time teaching position in their content area or participate in the **Springfield College AmeriCorps Program** (See additional information below). **Students must achieve advanced standing prior to the teaching practicum.**

Courses are held in the evenings and on Saturdays to accommodate the schedules of working adults. Degree available: M.Ed.

NOTE: This program is not presently a Massachusetts state approved program. We are in the process of submitting for approval.

Core Requirement: S.H.

RSCH 610: Foundations and Methods of Research	3
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Program/Concentration Requirements:

EDUC 607: Philosophical Foundations of Education	3
EDUC 681: Assessment and Evaluation for Secondary Teachers	3
EDUC 530: Integrating Experiential Education Across the Curriculum	3
EDUC 540: Behavior Management for High Risk Adolescents	3
EDUC 585: Curriculum Methods and Organization for the Secondary Classroom	3
EDUC 675: Curriculum Design and Evaluation for Secondary Education	3
PSYC 614: Counseling Diverse Populations	3
PSYC 639: Human Life Span Development	3
PSYC 680: Group Dynamics	3
RHDS 683: Etiology of Learning Disabilities	3

Research Requirement:

EDUC 626: Education Research Project	2
Total semester hours for program/concentration = 35	

This course of study is subject to change based on the requirements of the Massachusetts Department of Education licensing regulations.

EDUCATION DEPARTMENT PROGRAMS Continued

Educational Studies

Educational Studies provides a flexible program of study in education to meet the needs and interests of individual graduate students. Each program of study is designed in consultation with a faculty advisor, and leads to either a Master's of Education (Plan A) or a Master's of Science degree (Plan B and C).

Undergraduate Prerequisites: None.

Core Requirement: S.H.

RSCH 610: Foundations and Methods of Research 3

Program/Concentration Requirements:

EDUC 607: Philosophical Foundations of Education 3

EDUC 619: Contemporary Issues in Education 3

EDUC 637: Social Justice and Diversity Issues 3

_____ Technology course (selected in consultation with advisor) 3

Total = 12

Elective Requirements:

Education Elective 6

Electives 9

Total = 15

Plan A Research Requirements:

EDUC 626: Education Research Project 2

Total semester hour requirement for Plan A = 32

Or

Plan B Research Requirements:

RSCH 620: Educational and Psychological Statistics I 3

RSCH 625: Thesis Seminar 2

RSCH 635: Thesis 4

Total semester hour requirement for Plan B = 32

Or

Plan C Research Requirements:

RSCH 620: Educational and Psychological Statistics I 3

EDUC 626: Education Research Project 3

And one of the following research selectives:

CISC 605: Introductory Computer Concepts for Research 3

CISC 610: Statistical Applications of Computer Programming 3

CISC 620: Microcomputer Applications in a Clinical Setting 3

RSCH 720: Educational and Psychological Statistics II 3

RSCH 615: Qualitative Research Methodology 3

MGTE 677: Organization Research 3

Total semester hour requirement for Plan C = 32

Fieldwork/Internship

The Springfield College S.A.G.E. AmeriCorps Program

Up to twenty-four graduate students at Springfield College are chosen each year to participate in the Springfield College S.A.G.E. AmeriCorps Program. Students in this national service program perform a year of community service with teachers and school counselors at one of Springfield Public Schools' alternative schools. This unique experience allows AmeriCorps members to develop case management, crisis intervention, mentoring and teaching skills as they work directly with high-risk students, their families, teachers and other social service providers. Members also gain experience in the implementation of standards-based and experiential curriculum designed to enhance the academic, social and emotional development of adolescents. Participating students receive supervision from college faculty allowing them to complete a portion of their required teaching and/or counseling clinical hours. All AmeriCorps members are eligible for an education award from the Corporation for National Service, a living stipend, health care coverage and child care reimbursement.

EXERCISE SCIENCE AND SPORT STUDIES

Application for admission for graduate study in Exercise Science and Sport Studies Programs is highly competitive. Even though Springfield College has a rolling admission policy for graduate school; completion of the application process as early as possible is encouraged. All applications must include the following: undergraduate transcripts, GRE scores, three references, and a personal statement relative to professional goals. Any and all other materials required by graduate admissions must be included.

Contact Person:

Charles J. Redmond
 Chair, Department of Exercise Science and Sport Studies
 Telephone: (413) 748-3178
 E-Mail: credmond@spfldcol.edu

APPLIED EXERCISE SCIENCE

Applied Exercise Science focuses on the applied aspects of exercise science and related areas. Applied Exercise Science offers two tracks of study: (1) Exercise Science and Health prepares students to work in corporate, community, clinical, university, or commercial settings in which exercise programming is a primary focus; and (2) Strength and Conditioning prepares students to work with secondary school, collegiate, professional, and/or elite athletes; both tracks prepare students to work as personal trainers. Course work is designed to aid students in their preparation for nationally recognized certifications, including those offered through the American College of Sports Medicine, the National Strength and Conditioning Association, the YMCA, and the Aerobics and Fitness Association of America.

Advanced study in exercise science provides students with a comprehensive understanding of the scientific foundations of physical activity, fitness, and athletic performance. A master's degree in an applied exercise sciences program equips students for vocational sport- and exercise-oriented careers, research, and teaching in higher education. It may also serve as preparation for doctoral work.

The research requirement may be pursued in a variety of areas that examine sport performance, health, athletic injury prevention and management, and other applications of exercise.

Undergraduate Prerequisites/competencies:	S.H.
Mammalian Anatomy and Physiology I and II	8
Sports First Aid and Injury Prevention	3
Kinesiology	3
Exercise Physiology	3
Statistics or Assessment in Movement and Sport	3
Management of Health Fitness Programs	3
History or Philosophy of Physical Education and Sport	3
Skills and Techniques	4

BASIC PROGRAM

(Minimum of thirty-six to forty-one semester hours of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
Total:	3

Research requirements:

*PHED 692: Independent Study in Applied Exercise Science	2
<i>Or</i>	
MSCI 624: Laboratory Techniques in Movement Science	2
RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4
Total:	2-11

* Successful completion of the Master's Comprehensive Examination is required for this option.

Program requirements:

Exercise Science and Health Track

AEXS 670: Strength and Conditioning	3
AEXS 611: Exercise and Public Health	3
AEXS 613: Exercise for Special Populations	3
AEXS 675: Stress Management	3
HLTH 640: Techniques in Applied Nutrition	3
Total:	15

Strength and Conditioning Track

AEXS 670: Strength and Conditioning	3
AEXS 671: Strength and Conditioning Applications	1
AEXS 680: Advanced Strength and Conditioning	2
AEXS 613: Exercise for Special Populations	3
MSCI 640: Nutrition and Athletic Performance	3
MSCI 662: Skeletal Biomechanics	2
<i>Or</i>	
MSCI 604: Neuromuscular Functional Exercise	3
Total:	14-15

Exercise Science and Health Electives

(Minimum of six semester hours, selected from the lists below)

Management/Business

AEXS 601: Management of Health/Fitness Programs	3
HLTH 614: Administration of Health Promotion Programs	4
MGTE 618: Advertising	3
RCTR 652: Public Relations	
<i>Or</i>	
SMGT 645: Sports Marketing	
<i>Or</i>	
RCTR 670: Personnel Management/Human Resource Management	
<i>Or</i>	
PHED 672: Organizational Theory and Personnel Management in Physical Education and Athletics	3
PHED 627: Construction and Maintenance of Physical Education Facilities	2
<i>Or</i>	
RCTR 610: Sports and Recreation Facility Management	2

**EXERCISE SCIENCE AND
SPORT STUDIES
Continued**

Special Populations

MSCI 672: Medical Physiology		S.H.
	<i>Or</i>	
HLTH 525: Human Disease	3	
AEXS 661: Electrocardiogram Interpretation and GXT	3	
MSCI 603: Cardiopulmonary Function and Exercise	3	
MSCI 675: Graded Exercise Testing and Electrocardiography	3	
RHDS 687: Cardiac Rehabilitation	3	
MSCI 602: Metabolism and Exercise	3	
HLTH 560: Health Aspects of Aging	3	
RHDS 670: Rehabilitation Needs of the Aging	3	
PHED 661: Functional Anatomy and Kinesiology Applied in Disabling Conditions	4	
PHED 612: Concepts in Assessment and Remedial Exercise Theory	3	

Holistic/Complementary Medicine

PSYC 545: Imagery, Hypnosis, and Self-Hypnosis	3
RHDS 675: Holistic Medicine	3
RHDS 699: Behavioral Medicine Approaches to Chronic Disease and Disability	3
HLTH 612: Dimensions of Wellness Skills course in Relaxation, Tai Chi, or Yoga (1 nongraduate credit)	3

Health

HLTH 601: Human Behavior	3
HLTH 612: Dimensions of Wellness	3
HLTH 614: Administration of Health Promotion Programs	4
HLTH 580: Health Program Planning and Design	3
HLTH 682: Seminar in Health Promotion	1-3
PSYC 522: Interviewing and Counseling	3

Nutrition/Metabolism

MSCI 640: Nutrition and Athletic Performance	3
MSCI 602: Exercise Biochemistry	3

Exercise Physiology

MSCI 601: Advanced Exercise Physiology	3
MSCI 602: Exercise Biochemistry	3
MSCI 603: Cardiopulmonary Function and Exercise	3
MSCI 604: Neuromuscular Functional Exercise	3

Strength and Conditioning Electives

(Minimum of six semester hours, selected from the lists below)

Nutrition/Metabolism

MSCI 640: Nutrition and Athletic Performance	3
MSCI 602: Exercise Biochemistry	3

Exercise Physiology

MSCI 601: Advanced Exercise Physiology	3
MSCI 602: Exercise Biochemistry	3
MSCI 603: Cardiopulmonary Function and Exercise	3
MSCI 604: Neuromuscular Functional Exercise	3

Biomechanics

MSCI 642: Qualitative Biomechanics of Movement	3
MSCI 651: Quantitative Biomechanics of Movement	3
MSCI 662: Skeletal Biomechanics (not if taken for requirement)	2
MOST 624: Motor Learning and Control	3

Coaching S.H.

PHED 613: Advanced-Level Coaching	3
PHED 685: Internship in Advanced-Level Coaching	2-4
PHED 678: Psychology of Sport and Physical Education	3
MOST 624: Motor Learning and Control	3

Sport Administration

PHED 663: Athletic Administration	3
PHED 645: Sports Marketing	3
	<i>Or</i>
RCTR 652: Public Relations	3
PHED 627: Construction and Maintenance of Physical Education Facilities	2
	<i>Or</i>
RCTR 610: Sports and Recreation Facility Management	2
PHED 672: Organizational Theory and Personnel Management in Physical Education and Athletics	3
	<i>Or</i>
RCTR 679: Personnel Management/Human Resource Management	3
PSYC 657: Professional Studies in Athletic Counseling	1-3

Sport Psychology

PHED 678: Psychology of Sport and Physical Education	3
PHED 679: Applied Sport Psychology	3
PHED 682: Sport Psychometrics	3
PSYC 622: Principles of Counseling	3
PSYC 654: Issues and Techniques in Athletic Counseling	3

Athletic Injury and Rehabilitation

ATRN 582: Seminar in Athletic Health Care	3
ATRN 605: Athletic Injury Rehabilitation and Therapeutic Exercise	3
AEXS 675: Stress Management	3
RHDS 699: Behavioral Medicine Approaches to Chronic Disease and Disability	3
PHED 612: Assessment and Implementation of Remedial Exercise Theory	3

Candidates are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with degree option A or B (refer to page 14)

**EXERCISE SCIENCE AND
SPORT STUDIES
Continued**

ATHLETIC TRAINING

The graduate Athletic Training Program is designed for National Athletic Trainers Association Certified (ATC) or certification eligible athletic trainers and other athletic health care professionals. The program will allow students to focus on one of three concentrations: (1) Athletic Training Administration, (2) Athletic Training Professional Preparation, (3) Athletic Training Rehabilitation. The thirty-six semester hour program will provide students with a strong theoretical and research basis in their concentration. All students will be required to complete a fieldwork experience specific to their concentration and professional goals. Students who receive a grade of C+ or lower in any of three courses will be expected to move from the Athletic Training concentration to another program or area of concentration. NOTE: The program is not and NATABOC certification preparation program.

Undergraduate prerequisites/competencies:

Applicants will need to demonstrate course work proficiency in the following areas in addition to NATABOC certification or eligibility for certification.

	S.H.
Human Anatomy and Physiology I and II (with Lab)	8
Chemistry (with Lab)	4
Physics (with Lab)	4
Psychology	3
Nutrition	3
Exercise Physiology	3
Kinesiology/Biomechanics	3
Basic and Advanced Athletic Training	3
Therapeutic Modalities and Exercise	3
Statistics	3-3
Computers	4
Skills	4

BASIC PROGRAM

(Minimum of thirty-six semester hours of graduate credit)

Research CORE:

RSCH 610: Foundations and Methods of Research	3
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Research requirement:

*ATRN 692: Independent Study in Athletic Training	2
<i>Or</i>	

RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

* Successful completion of the Master's Comprehensive Examination is required with this option

Program requirements:

ATRN 582: Current Topics in Athletic Health Care Seminar	3
ATRN 586: Fieldwork in Athletic Training	3
RSCH 620: Educational and Psychological Statistics I	3

Concentration options:

Student selects one of three concentration options:

1. Athletic Training Administration
2. Athletic Training Professional Preparation
3. Athletic Training Rehabilitation

Athletic Training Administration: 18-22

Concentration requirements: 9

PHED 674: Budgeting and Liability in Physical Education and Athletics	3
PHED 672: Organizational Theory and Personnel Management in Physical Education and Athletics	3
PHED 633: Athletic Administration	3

Selectives: 9-13

PSYC 681: Group Dynamics	3
RCTR 547: Supervisory Management	3
MGTE 605: Managerial Supervision	3
SMGT 645: Sport Marketing	3
PHED 627: Construction and Maintenance of Physical Education Facilities	2
RCTR 652: Public Relations	3
RSCH 618: Guided Individual Study	3

Athletic Training Professional Preparation 18-22

Concentration requirements:

ATRAN 520: Athletic Training Clinical Education	3
EDUC 620: Higher Education Law	3
<i>Or</i>	
EDUC 665: Higher Education in America	3
PHED 629: Curriculum Construction in Physical Education	3

Selectives: 9-13

RSLR 547: Supervisory Management	3
EDUC 630: Integrating Experiential Education	3
EDUC 660: Adult and Professional Development	3
PHED 629: Curriculum Construction in Physical Education	3
PHED 632: Analysis of Teacher Behavior in Physical Education	3
PSYC 621: Theories of Personality	3
RSCH 618: Guided Individual Study	3

Athletic Training Rehabilitation 18-22

Concentration requirements: 12

ATRAN 512: Advanced Therapeutic Exercise and Modalities	3
PHED 661: Functional Anatomy	4
MSCI 601: Advanced Exercise Physiology	3
MSCI 662: Skeletal Biomechanics	2

EXERCISE SCIENCE AND SPORT STUDIES Continued

Selectives:	6-10
AEXS 670: Strength and Conditioning	3
AEXS 671: Strength and Conditioning Applications	1
AEXS 680: Advanced Strength and Conditioning	2
AEXS 675: Stress Management	3
MSCI 604: Neuromuscular Exercise Physiology	3
MSCI 606: Environmental Exercise Physiology	3
PHED 678: Sport Psychology	3
PSYC 621: Theories of Personality	3
PTMS 608: Human Anatomy I	3
PTMS 609: Human Anatomy II	3
RHDS 501: Human Development, Diversity and Disabling Conditions	3
RHDS 505: Rehabilitation Counseling: History, Philosophy, and Practice	3
RSCH 618: Guided Individual Study	3

Candidates are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with degree option A or B (refer to page 14)

SPORT MANAGEMENT

The Sport Management Program focuses on preparing students for career opportunities within the sport industry and/or collegiate athletic settings. Course work is selected from business, recreation, psychology, and, physical education. Occupational paths for Sport Management graduates include sport facility and arena management; professional sport organizations; managerial positions at sporting goods companies; management of resorts, private clubs, and camps; as well as managerial jobs in governmental agencies and sport marketing organizations.

The Sport Management curriculum includes course work in organizational theory and personnel management, sport marketing, and legal issues. The program is designed to meet the interests and needs of students coming from a variety of undergraduate backgrounds, including business management. Individual course work and electives are determined on the basis of the candidate's educational experience, vocational training, needs, and interests.

Undergraduate prerequisites/competencies:

*Assessment in Movement and Sport	3
<i>Or</i>	
Statistics for Business and Economics	3
*Introductory Computer Concepts for Research	3
*Heritage and Values of Movement and Sport Skills and Techniques	4
Total: 13	

* Carries graduate credit

BASIC PROGRAM

(Minimum of thirty-six semester hours of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Research requirements:

*SMGT 692: Independent Study in Sport Management	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total: 2-9

* Successful completion of the Master's Comprehensive Exam is required with this option.

Program requirements:

PHED 672: Organizational Theory and Personnel Management in Physical Education and Athletics	3
PHED 674: Budgeting and Liability in Physical Education and Athletics	3
SMGT 645: Sport Marketing	3
SMGT 686: Internship in Sport Management	8-9

Total: 17-18

Graduate Selectives: (from list below)

MGTE 640: Quantitative Methods	3
MGTE 605: Managerial Supervision	3
MGTE 600: Selected Application of Accounting	3
MGTE 618: Advertising	3
MGTE 645: Consumer Behavior	3
MGTE 678: Business Law	3
MGTE 675: Entrepreneurial Studies	3
MGTE 680: Corporate Social Responsibility	3
PSYC 650: Psychology in Organizations	3
PSYC 648: Training and Development in Organizations	3
PSYC 680: Group Dynamics	3
PHED 620: Philosophy of Sport	3
PHED 627: Construction and Maintenance of Physical Education Facilities	2
PHED 633: Athletic Administration	3
PHED 683: Seminar in Athletic Administration	2
PHED 640: International Relations through Physical Education	2
PHED 648: Comparative Physical Education	3
PHED 658: Sport in American Culture	3
PHED 678: Sport Psychology	3
RCTR 652: Public Relations: Principles, Cases, and Problems	3

Total: 6-14

**EXERCISE SCIENCE AND
SPORT STUDIES
Continued**

SPORT PSYCHOLOGY

Sport Psychology is designed for students with a scholarly interest in the field and for those who wish to pursue a doctorate. The program focuses on a theoretical understanding of sport from philosophical, sociological, psychological, and physiological viewpoints. The synergy created in this unique program provides graduates with the tools and knowledge needed to help athletes maximize their performance.

The graduate student pursuing the master of science degree in Sport Psychology is required to complete courses in advanced exercise physiology, motor learning and control, sport sociology, sport psychometrics, sport psychology, and applied sport psychology. The philosophical dimensions of sport are explored within ethical, aesthetic, epistemological, axiological, and metaphysical dimensions. The theoretical aspects of Sport Psychology include sport personology (personality, motivation, achievement, and attributions), anxiety/arousal, attentional focus, and social/cultural manifestations of sport (humanism, youth sport, cooperation/cohesion, aggression, and leadership). Students who receive a grade of C+ or lower in any of three courses will be expected to move from the Sport Psychology concentration to another program or area of concentration.

Undergraduate prerequisites:

	S.H.
Anatomy and Physiology I and II	8
Kinesiology/Biomechanics	3
Physiology of Exercise	3
*Assessment in Movement and Sport	3
*Heritage and Values of Movement and Sport	3
Skills and Techniques	6
Total: 26	

* Carries graduate credit

BASIC PROGRAM

(minimum of thirty-six semester hours of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Research requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4
Total: 9	

Program requirements:

MSCI 601: Advanced Exercise Physiology	3
MOST 624: Motor Learning and Control	3
<i>Or</i>	
PHED 635: Motor Development and Analysis	3
PHED 620: Philosophy of Sport	3
PHED 658: Sport in American Culture	3
PHED 682: Seminar in Sport Psychometrics	2
PHED 678: Sport Psychology	3
PHED 679: Applied Sport Psychology	3
Total: 20	

Graduate selectives:

4

Chosen from an approved list in consultation with program advisor

Candidates are eligible for the M.S degree in accordance with Plan B (refer to p.14).

**BIOMECHANICS AND INTERDISCIPLINARY
MOVEMENT SCIENCES**

Biomechanics features the study of the mechanical production of force by a biological system and the interaction of that system with its environment. Biomechanics is the study of human motion and animal models in both normal and pathological locomotion, with particular emphasis on the functional, structural, and mechanical aspects of human movement in sport performance.

Interdisciplinary movement sciences examines both physiological and biomechanical aspects of human movement, utilizing an interdisciplinary approach. Interdisciplinary movement sciences is structured for students with an interest in both disciplines and the ability to perceive their interaction.

Advanced study in human movement provides students with a comprehensive understanding of the scientific and psychosocial foundations of movement and its cultural forms, as exhibited in dance, sport, games, and exercise. A master's degree in biomechanics or interdisciplinary movement sciences equips students for vocational sport- and exercise-oriented careers, research, and teaching in higher education. It may also serve as preparation for doctoral work.

Biomechanics and interdisciplinary movement sciences programs offer the master of science degree, which requires the completion of a thesis to fulfill the research requirement. The research requirement may be pursued in a variety of areas that examine sport performance, health, athletic injury prevention and management, and the applications of exercise physiology and biomechanics. Recent student research projects have included studies of the force applied to canes while walking; the energy expended during spring cycling; the effects of exercise during renal dialysis; and human physiological changes during exercise in cold water. These and other similar research topics contributing to knowledge of human movement are strongly encouraged by the College. Students who receive a grade of C+ or lower in any of three courses will be expected to move from the Biomechanics or Interdisciplinary Movement Sciences concentrations to another program or area of concentration.

**Curriculum Sequence for the Master's Program in
Biomechanics**

Undergraduate prerequisites/competencies:	S.H.
Mammalian Anatomy and Physiology I and II	8
General Chemistry	4
Physics (Mechanical Concepts)	4
Algebra or Trigonometry or Analytical Geometry or Calculus	3
Kinesiology	3
Exercise Physiology	3

EXERCISE SCIENCE AND SPORT STUDIES Continued

Statistics or Assessment in Movement and Sport	2-3
History or Philosophy of Physical Education and Sport	2-3
Selected Skills and Techniques	6

BASIC PROGRAM

(Minimum of thirty-six semester hours of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Research requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4
CISC 610: Statistical Applications of Computer Programing	3
Total: 12	

Program requirements:

MSCI 642: Qualitative Biomechanics	3
MSCI 604: Neuromuscular Function and Exercise	3
MSCI 605: Seminar in Movement Sciences	1
MSCI 624: Laboratory Techniques in Movement Sciences	2
MSCI 651: Quantitative Biomechanics	3
MSCI 652: On-line Data Acquisition in Movement Sciences	2
MSCI 662: Skeletal Biomechanics	2
Total: 16	

Electives:

Selected in consultation with program advisor

Curriculum Sequence for the Master's Program in Interdisciplinary Movement Sciences

Undergraduate prerequisite/competencies:	S.H.
Mammalian Anatomy and Physiology I and II	8
General Chemistry	4
Physics (Mechanical Concepts)	4
Algebra or Trigonometry	3
Kinesiology	3
Exercise Physiology	3
Statistics or Assessment in Movement and Sport	2-3
History or Philosophy of Physical Education and Sport	2-3
Selected Skills and Techniques	6

Students are eligible for the M.S. Degree in accordance with Plan B (refer to p.14).

BASIC PROGRAM

(Minimum of thirty-six semester hours of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Research requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4
Total: 9	

Program requirements:

MSCI 642: Qualitative Biomechanics	3
MSCI 602: Exercise Biochemistry	3
MSCI 603: Cardiopulmonary Function and Exercise	3
MSCI 604: Neuromuscular Function and Exercise	3
MSCI 605: Seminar in Movement Sciences	1
MSCI 624: Laboratory Techniques in Movement Sciences	2
MSCI 651: Quantitative Biomechanics	3
MSCI 662: Skeletal Biomechanics	2
Total: 20	

Electives: Selected in consultation with program advisor

EXERCISE PHYSIOLOGY

Exercise Physiology is a sub-field of physiology focusing on the changes in physiological function which occur as the human organism moves from an inactive state to an active state. In exercise physiology acute responses to a single exercise session as well as chronic adaptations to a series of exercise sessions are studied. The physiological adaptation to stress is investigated with the intention of gaining an understanding of exercise induced improvements in physiological function.

The Exercise Physiology Program of Springfield College has a long-standing tradition and prestigious reputation both nationally and internationally. The exercise physiology concentration offers two tracks of study: (1) Science and Research is designed to prepare students for advanced study at the doctoral level as well as for basic and applied research activities and (2) Clinical is designed to prepare students for clinical research or a career in a clinical setting, or advanced study at the doctoral level.

Facilities available for research in exercise physiology include: a large multipurpose performance assessment laboratory, a biochemistry laboratory which houses state of the art research equipment, a computerized hydrostatic weighing laboratory, a computerized dynamometry laboratory as well as sophisticated metabolic testing equipment. The presentation of student research at regional and/or national scientific meetings along with the publication of research findings is one of the goals of the graduate experience in exercise physiology.

Students who receive a grade of C+ or lower in any of three courses will be expected to move from the Exercise Physiology concentration to another program or area of concentration.

**EXERCISE SCIENCE AND
SPORT STUDIES
Continued**

Undergraduate prerequisites/competencies:	S.H.
Anatomy and Physiology I and II	8
Inorganic Chemistry	4
Organic Chemistry	4
Biochemistry	3
Physics	4
Kinesiology	3
Exercise Physiology	3

BASIC PROGRAM

Exercise Physiology Program Requirements:

Science and Research Track	36
Clinical Track	41-45

CORE requirements:

RSCH 610: Foundations and Methods of Research	3
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Research requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total: 9

Program requirements: **12**

MSCI 602: Exercise Biochemistry	3
MSCI 603: Cardiovascular Physiology	3
MSCI 604: Neuromuscular Physiology	3
MSCI 605: Seminar in Movement Sciences	1
MSCI 624: Laboratory Techniques in Movement Sciences	2

Science and Research Requirements: **6**

MSCI 606: Environmental Physiology	3
MSCI 607: Pulmonary Physiology	3

Clinical Requirements **11-15**

AEXS 613: Exercise for Special Populations	3
MSCI 672: Medical Physiology	3
MSCI 675: Graded Exercise Testing and Electrocardiography	3
MSCI 687: Internship in Clinical Exercise Physiology	2-6

Selectives:

Science and Research Track	6
Clinical Track	3

All candidates in the Graduate Program in Exercise Physiology will be eligible for the M.S. degree in accordance with Plan B (refer to degree options, p.14).

HEALTH CARE MANAGEMENT

The Department of Management and Economics at Springfield College offers graduate programs in Health Care Management and Health Care Management in Long-Term Facilities, both of which lead to the degree of master of science. The programs provide the student with the academic preparation and the practical skills required for, and an opportunity for personal growth in, challenging career opportunities in this still-growing sector of the American economy. The programs emphasize preparation for and/or advancement in the broad field of health care management. This includes supervisory and administrative work in a variety of health-related organizations and service systems. With the core courses designed to enhance the management skills and the detailed specifics of the health care industry, these programs will train the dedicated health care professionals required in today's market.

PROGRAM REQUIREMENTS

The program in Health Care Management requires fifty-one semester hours for the degree of master of science. A second track within the program is designed to prepare students more specifically to manage long-term health care facilities; this track involves a longer internship and requires fifty-four semester hours. The curriculum consists of core courses and elective credits. The courses chosen will complement and assist students in achieving their career goals.

The programs include courses in management and health care. Because the programs culminate in the degree of master of science, each student is required to complete several research and computer courses, and one additional graduate core course. Students will also complete an internship and a research project. The number of academic credits assigned to the fieldwork/internship component varies according to the track selected by the student. The elective component includes traditional three-semester-hour electives and a variety of one-semester hour graduate seminars which focus on current topics in health care management. The programs are as follows:

HEALTH CARE MANAGEMENT

Core requirement:	S.H.
RSCH 610: Foundations and Methods of Research	3

Program requirements:

ECON 600: Economic Aspects of Health Care	3
HLTH 580: Health Program Planning and Design	3
HLTH 610: Issues in Public Health	3
HLTH 614: Administration of Health Care and Wellness Programs	3
HLTH 616: Health Law and Ethics	3
MGTE 600: Selected Applications of Accounting	3
MGTE 610: Financial Management in Health Care Organizations	3
MGTE 620: Strategic Management in Health Care Organizations	3
Total: 24	

Research and Computer Courses:

*CISC 605: Introductory Computer Concepts for Research	3
RSCH 620: Educational and Psychological Statistics I	3
RSCH 626: Research Project	3
Total: 9	

* Refer to p.14 for master's degree requirements.

Internship/Fieldwork experience: 3

Electives: Chosen in consultation with academic advisor 12

HEALTH CARE MANAGEMENT IN LONG-TERM FACILITIES

Core requirement:

RSCH 610: Foundations and Methods of Research	3
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Program requirements:

ECON 600: Economic Aspects of Health Care	3
HLTH 580: Health Program Planning and Design	3
HLTH 560: Health Related Aspects of Aging	3
HLTH 614: Administration of Health Care and Wellness Programs	3
HLTH 616: Health Law and Ethics	3
MGTE 600: Selected Applications of Accounting	3
MGTE 610: Financial Management of Health Care Organizations	3
MGTE 620: Strategic Management of Health Care Organizations	3
MGTE 630: Management in Long-Term Health Care Organizations	3
SOCI 625: Gerontology	3
Total: 30	

Research and Computer Courses:

*CISC 605: Introductory Computer Concepts for Research	3
RSCH 620: Educational and Psychological Statistics I	3
RSCH 626: Research Project	3
Total: 9	

* Refer to p.14 for master's degree requirements.

Internship/Fieldwork experience: 6

Electives: Chosen in consultation with academic advisor 6

Fieldwork projects are planned to involve students in gaining experience in their chosen field and are selected with reference to the individual student's interests and needs. Fieldwork placement is not limited to Massachusetts facilities and may take place at facilities such as hospitals, long-term health care organizations, mental health clinics, continuing care retirement communities, health insurance organizations, ambulatory care facilities, day care facilities for the elderly, nursing homes, acute care rehabilitation centers, hospices, physician group practices, walk-in medical facilities, home health organizations, regulatory agencies, and other health care or health care-related organizations.

HEALTHCARE MANAGEMENT Continued

Health selectives:

Choose one from among the following three-semester-hour selective offerings:

AEXS 675: Stress Management	3
CISC 620: Microcomputer Applications in a Clinical Setting	3
HLTH 560: Health-related Aspects of Aging	3
HITH 570: Women's Health Care	3
MSSW 693: Proposal Writing and Grant Acquisition	3

Management selectives:

Choose one from among the following three-semester-hour selective offerings:

MGTE 640: Quantitative Methods	3
MGTE 605: Managerial Supervision	3
MGTE 679: Personnel Management	3
MGTE 618: Advertising	3
MGTE 645: Consumer Behavior	3
MGTE 630: Management of Long-Term Health Care	3

** Management Special Topics Courses

Choose three from the following one credit courses. These represent topics of current interest offered on a variable basis. The following are among the one credit offerings included as choices:

Home Health Care
 Health Insurance
 Death and Dying
 Issues Related to Managing a Continuing Care Retirement Community
 Occupational Medicine
 Current Issues in Long-Term Health Care
 Managing an HMO
 Negotiation Skills
 Managed Care
 Multihospital Systems and Academic Medical Centers
 Health Policy
 Alternative Health Care Delivery Systems
 Facilities Planning
 Governance and Board Effectiveness
 Professional Skill Development
 National Health Reform Alternatives

Israel Branch Campus Programs

Springfield College currently offers graduate programs at its Israel Branch Campus in Ramat-Gan, Israel. The graduate programs offered at this branch offer students the opportunity to earn the degrees of Master of Science or Master of Education in Industrial/Organizational Psychology. An additional program leading to the Master of Science in Health Care Management is anticipated as part of the future offerings at this branch.

The requirements of the degree programs offered in Israel match those of the programs offered at the main campus in Springfield. Courses

offered in Israel follow the same syllabi as those in Springfield, and instructors from the main campus regularly teach at the Israel branch. Students interested in learning more about this program should contact Dr. Robert Lussier, Professor of Management and Economics, and the Director of the Israel Branch program.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

This program is offered as a submajor of the Psychology and Counseling program. **Students enrolled in this program will be considered psychology majors.**

This is a multifaceted program offered in cooperation with the Management Department. Combining course work from management, counseling, organizational psychology, and computer science with a fieldwork placement in business, industry, government, or not-for-profit institutions, students develop competencies in the application of both business and psychological principles and practices. Focusing mainly on organizational settings, Industrial/Organizational (I/O) psychology applies the science of psychology to the solution of a wide array of human and organizational problems ranging from employee selection to team building and organizational development. Graduates find career opportunities in human resources management, training and development, consumer research, workplace health and safety, recruitment and employee counseling, organizational development, management consulting, and employee relations.

The I/O psychology concentration aims to prepare students to do the following:

- Design, conduct, and evaluate organizational research projects.
- Conduct and translate psychological information into nontechnical terms.
- Design and evaluate training programs.
- Assess the impact of motivation, job stress, leadership, and other constructs on work behavior.
- Assess work spaces and develop improvement plans.
- Build effective work groups through job analysis, group development, and worker participation.
- Develop and implement performance appraisal systems.
- Analyze and design organizational change strategies.
- Effectively develop criteria for employee selection and job placement.
- Help individual employees to develop to their full potential.

HEALTH PROMOTION AND WELLNESS

The Health Promotion and Wellness (HPW) Program is designed for individuals with baccalaureate degrees in a wide range of majors including (but not restricted to) physical education, applied exercise science, health education, nursing, rehabilitation, and psychology. The program is a forty-eight semester-hour master's degree program (either M.Ed. or M.S.).

The program consists of the basic components necessary for the successful creation of comprehensive organizational programs that are designed to enhance individual and organizational health. The concepts and strategies set forth are applicable to any organizational membership. Personnel trained in HPW will be able to design, implement, manage, and evaluate health promotion and wellness programs. The HPW program will increase the student's skills in health promotion and better prepare the student for future employment in the private and public sector.

General Admission:

A student's plan of study is individualized to meet personal needs and goals. The quality of previous academic work, experiences, references, and potential for professional growth and development will be taken into consideration.

Contact Person:

Charles J. Redmond
Chair, Department of Exercise Science and Sport Studies
Telephone: (413) 748-3178
E-Mail: credmond@spfldcol.edu

Undergraduate Prerequisites:

The following courses are undergraduate requirements, and if not already included in the graduate student's previous preparation, are required, even though they do not carry graduate credit:

- Mammalian Anatomy and Physiology
- CPR/First Aid Certification

Fieldwork:

Fieldwork is planned to enable students to gain experience in their field. The type of fieldwork will depend on students' individual interests and needs. These placements may be in corporate, hospital, community agency, and academic settings. The placement site will have a Health Promotion and Wellness philosophy and a comprehensive program.

BASIC PROGRAM

Core requirement:

RSCH 610: Foundations and Methods of Research	S.H. 3
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Program requirements:

HLTH 610: Issues in Public Health	3
HLTH 612: Dimensions of Wellness	3
HLTH 614: Administration of Health Promotion Program	4

HLTH 601: Health Behavior	3
HLTH 580: Health Program Planning and Design	3
HLTH 686: Health Promotion/Wellness Management Fieldwork	6-9
Total: 22-25	

Selectives (To be chosen from the following list in consultation with an academic advisor):

	S.H.
AEXS 601: Management of Health/Fitness Programs	3
AEXS 611: Exercise and Public Health	3
AEXS 675: Stress Management	3
CISC 605: Introductory Computer Concepts for Research	3
HLTH 525: Human Disease	3
HLTH 588: Special Topics for the Classroom Professional	3
HLTH 560: Health Related Aspects of Aging	3
HLTH 570: Women's Health Care	3
HLTH 616: Health Law	3
HLTH 640: Techniques of Applied Nutrition	3
HLTH 682: Seminar in Health Promotion	1-3
MSCI 675: Graded Exercise Testing and Electrocardiography	3
MSCI 601: Advanced Exercise Physiology	3
MSCI 603: Cardiovascular Physiology and Exercise	3
PSYC 522: Interviewing and Counseling	3
PSYC 648: Training and Development in Organizations	3
PSYC 649: Communication and Motivation in Organizations	3
PSYC 545: Imagery, Hypnosis, and Self-Hypnosis	3
PSYC 631: Theories of Personality	3
PSYC 522: Principles of Counseling	3
PSYC 631: Psychopathology	3
PSYC 633: Introduction to Psychotherapy	3
PSYC 635: Psychology in Organizations	3
PSYC 652: Consulting Skills	3
PSYC 680: Group Dynamics	3
PSYC 662: Marital and Family Interaction	3
RCTR 630: Leisure Counseling	3
RCTR 679: Personnel Management	3
RCTR 652: Public Relations	3
RHDS 670: Rehabilitation Needs of the Aging	3
RHDS 675: Holistic Medicine	3
RHDS 676: Employee Assistance Programming	3
RHDS 685: Treatment Methods of the Alcoholic	3
RHDS 687: Alcoholism and Family Treatment	3
RHDS 689: Cardiac Rehabilitation	3
RHDS 699: Behavioral Medicine Approaches to Chronic Disease and Disability	3
RHDS 535: Counseling Theory and Techniques	3
RHDS 564: Organization and Administration	3
SOCI 635: Dynamics of Inequality	3
RSCH 720: Educational and Psychological Statistics II	3
Total: 11-21	

Research requirements:

*RSCH 626: Research Project	2-3
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HEALTH PROMOTION AND WELLNESS Continued

<i>Or</i>		
RSCH 620: Educational and Psychological Statistics I	3	
RSCH 625: Thesis Seminar	2	
RSCH 635: Thesis	4	

<i>Or</i>		
RSCH 626: Research Project	2-3	
RSCH 620: Educational and Psychological Statistics I	3	
CISC 605: Computer Concepts in Research	3	

Total:

* Successful completion of the Master's Comprehensive Exam is required with this option.

Students who elect to write a thesis or a research project will be eligible for a master of science degree (Refer to p.14 for master degree requirements).

HEALTH STUDIES TEACHER CERTIFICATION PROGRAM FOR NONPROVISIONALLY CERTIFIED GRADUATE STUDENTS IN HEALTH EDUCATION

The teacher preparation program is for graduates who have earned undergraduate degrees in fields other than health education and who wish to complete the Massachusetts teacher certification requirements in health education. Completion of this program will therefore allow graduate students to qualify for initial Massachusetts teacher licensure in elementary health education (Pre K-9) and secondary health education (5-12).

Students in this program may choose to earn either a M.Ed. (PLAN A) or a M.S. (PLAN B). Students in this program must complete thirty-two to thirty-six credit hours, depending on the research option selected. Additional undergraduate courses may need to be taken to satisfy prerequisites listed below.

Contact Person:

Dr. Stephen Coulon
Telephone: (413) 748-3029
E-Mail: scoulon@spfldcol.edu

Prerequisites:

Anatomy and Physiology I and II	8	S.H.
Growth and Development	3	
Human Disease	3	
Human Sexuality	3	
Substance Use and Abuse	3	
First Aid and Safety	3	
Basic Nutrition	3	
Teaching Methods	3	
Multicultural Course (may substitute a graduate-level Course)	3	
Pre-practicum	2	
HLTH 684: Practicum in School Health Education-Grades Pre K-9	7	
HLTH 685: Practicum in School Health Education-Grades 5-12	7	

BASIC PROGRAM

Core requirement:

RSCH 610: Foundations and Methods of Research	3	
		Total: 3

Departmental requirements:

HLTH 601: Health Behavior	3	
HLTH 610: Issues in Public Health	3	
*HLTH 612: Dimensions of Wellness	3	
		Total: 9

* Course could be waived and a substitution made if the student has an extensive background in health and waiver is approved by advisor.

Program requirements:

HLTH 505: Curriculum and Instruction	3	
HLTH 517: Organization and Administration for the School Health Program	3	
HLTH 588: Special Health Topics for the Classroom-Grades Pre K-12	3	
HLTH 603: Teaching Methods and Learning Styles	3	
PSYC 522: Interviewing and Counseling	3	
		Total: 15

Electives: **0-3**

Research requirements:

**RSCH 618: Guided Individual Study	2-3	
<i>Or</i>		

RSCH 620: Educational and Psychological Statistics I	3	
RSCH 625: Thesis Seminar	2	
RSCH 635: Thesis	4	
		Total: 2-9

** Successful completion of the Master's Comprehensive Exam is required with this option.

Students who select the master of education degree will be required to take Comprehensive Exams.

Students who elect to write a thesis will be eligible for a master of science degree (Refer to p.14 for master degree requirements).

Total credits for graduation will be determined individually based on prerequisites and research requirements.

NOTE: This program of study is subject to change due to changes being made to the Massachusetts Department of Education licensure regulations.

Advanced Standing Requirements:

Students must pass the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL), have a B or better in HLTH 603, and maintain a professional index of 2.75 to be eligible for pre-practicum. Students must pass the Health subject test to be eligible for practicum.

OCCUPATIONAL THERAPY

The Occupational Therapy Department offers master's degrees at two different levels, for those entering the profession and for post-professional study. It also offers for post-professional students a Certificate of Advanced Study and practice certificates (inquiries about the practice certificate program should be directed to the Occupational Therapy Department). The master's degree programs are designed for persons with various backgrounds and levels of education who either wish to become occupational therapists or who wish to further their education in the field. Most students choose to earn a master of education (M.Ed.) in Occupational Therapy. The master of science (MS) option requires three additional courses to be taken beyond the standard program requirements (see graduate degree requirements at the beginning of this catalog).

Fully encompassing Springfield College's humanics philosophy, the occupational therapy programs emphasize that health and learning are best gained through an approach that unifies spirit, mind, and body. The overarching goal of the programs is to foster in each student a strong sense of professional identity embracing the basic tenets and ethical practices of the profession.

The entry level course of study includes occupational therapy theory, skills and administration in working with individuals across the life span. The entry-level curriculum meets and exceeds the requirements of the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Inc. (4720 Montgomery Lane, P. O. Box 31220, Bethesda, MD 20824-1220, telephone 301-652-2682). Graduates of the program are eligible to sit for the National Certification Examination for the Occupational Therapist (National Board for Certification in Occupational Therapy, 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, telephone 301-990-7979). After successful completion of this exam, the graduate will be an Occupational Therapist, Registered (OTR). Most states also require licensure in order to practice.

The post-professional programs are designed for students who have already achieved national certification in occupational therapy at the professional level. The curriculum focus is on theoretical foundations of occupational therapy practice, advanced clinical competency, and professional leadership ability. Each post-professional degree program requires a minimum of thirty-two semester hours of credit and may culminate in the master's degree (for students who enter with a baccalaureate degree) or the certificate of advanced study (for students who enter with a master's degree). Full time students may complete the post-professional master's or CAS programs in one year, including two academic semesters and the summer term, unless they choose a research project or thesis option, which typically requires one additional semester.

Interested students are urged to contact the Occupational Therapy Department at (413) 748-3762 to meet with a faculty member before or while applying for admission to either program level. General criteria for admission are included on page 6 of the Graduate Catalog, and specific criteria are included under each of the program descriptions which follow.

Entry-Level Master's Degree Program in Occupational Therapy

Students in the entry-level program in occupational therapy learn to work with individuals whose abilities to engage in the everyday tasks of living or the mastery of self and the environment are challenged by devel-

opmental delays, mental or social disabilities, physical dysfunction, chronic illness, or age. The curriculum closely integrates academic course work with lectures, seminars, group projects, and hands-on practice in supervised laboratories, and work with clients in service delivery settings under the direction of experienced therapists. Such collaborative activities facilitate the learning of essential technical and clinical skills, critical problem-solving techniques, and leadership skills, and the development of self-confidence and professional identity.

Students may choose to pursue the master of education degree, which requires successful completion of seventy-seven semester hours of graduate study including a research requirement, or the master of science degree, requiring successful completion of a three-credit research project and six semester hours of graduate study beyond the master of education requirements, generally completed in one additional semester. Students with prior occupational therapy course work and/or experience may apply to waive and/or transfer up to twelve semester hours of credit. Students in the Dual Degree and Advanced Senior Programs must complete forty-eight semester hours at the graduate level for the master of education degree, or fifty-seven semester hours for the master of science degree.

Full-time students pursuing the master of education degree may complete the program's academic and clinical requirements in twenty-two months. Part-time study is possible until the start of the six- to nine-month fieldwork requirement. Although most classes are scheduled during the day, they are often offered in blocks (i.e., one three-hour class per week) for the convenience of part-time students. All requirements for the degree must be completed within five years of entry into the program, and the required six months of fieldwork must be completed within two years of finishing the academic requirements of the program.

Entry-Level Program Admission Requirements

Students who will have earned a bachelor's degree from an accredited college or university by the time they enroll in the program may apply to the entry-level master's degree program in occupational therapy as graduate students. There are also several entry points at the undergraduate level, which are described in further detail in the Springfield College Undergraduate Catalog. These programs include options for:

* Undergraduate applicants, who may enter the Occupational Therapy Dual Degree Program as first-year students, simultaneously enrolling in a separate undergraduate major and the graduate program in occupational therapy to earn both a bachelor of science or arts degree in a field of study related to occupational therapy and a master's degree in occupational therapy in five years.

* Transfer applicants, including certified occupational therapy assistants and others with associate degrees in related fields, as well as internal transfers, who may be accepted to the dual degree program as space is available.

* Qualified students currently enrolled in an undergraduate major at Springfield College, who may apply during their junior year to enter the occupational therapy program as Advanced Seniors.

Graduate applicants must submit their complete applications and all required credentials by January 1 for guaranteed consideration for acceptance the following fall, though applications received after this date will be reviewed on a space-available basis. The application must include transcripts, references, a resume, completed prerequisite and experience

OCCUPATIONAL THERAPY Continued

worksheets, and a strong statement of personal and professional objectives. Applicants must also have observed, volunteered, or worked in an occupational therapy setting prior to application. Additional experience working with people in an educational or health care setting, especially in the capacity of full-time employment, is also strongly valued. Reference to these experiences will strengthen the applicant's personal statement. One letter of reference from an occupational therapist is also strongly recommended.

The following prerequisite courses with satisfactory grades are required of all candidates:

Physical Sciences, which must include:

- Anatomy and Physiology with labs, taken within the last four years 6-8 s.h.
- One elective physical science (physics or kinesiology is strongly recommended) 3 s.h.

Social Sciences, which must include:

- Introduction to Sociology 3 s.h.
- Introduction to Psychology 3 s.h.
- Abnormal Psychology 3 s.h.
- One elective social science 3 s.h.

English, including one composition course 6 s.h.
Introduction to statistics 3 s.h.

To receive consideration for admission, applicants must have a minimum grade point average of at least 3.0 in both the physical and social science prerequisite courses, as well as a 3.0 overall cumulative average. Applicants must have completed at least two courses in the physical science and two in the social science categories at the time of application. Candidates may be accepted while still taking prerequisite courses, but enrollment if accepted is contingent upon successful completion of the remaining prerequisites. CLEP examinations to fulfill prerequisites are also acceptable. Those with exceptional qualifications in all areas except meeting the academic standards may be considered on a conditional basis.

Curriculum Sequence for the Entry-Level Master's Degree Program in Occupational Therapy

Students pursuing the Master of Education and Master of Science degrees follow the same course sequence for the first four semesters of the program:

	S.H.
PTMS 608: Human Anatomy I	3
OCTH 512: Neuroscience & Occupation I	3
OCTH 501: OT Fundamentals	3
OCTH 503: Preclinical Education	2
RSCH 610: Foundations & Methods of Research	3
Total SH for semester	14

First Winter Term

OCTH 584: Clinical Education I 3

First Spring

OCTH 505: Group Process 1

PTMS 609: Human Anatomy II	3
OCTH 513: Neuroscience & Occupation II	1
OCTH 520: Performance, Dysfunction & OT Adaptation in Infancy	3
OCTH 521: Performance, Dysfunction & OT Adaptation in Childhood	4
OCTH 525: Performance, Dysfunction & OT Adaptation in Adolescents	3
Total SH for semester	15

First Summer

OCTH 531: Occupation, Dysfunction & Adaptation in Adults I	3
OCTH 532: Occupation, Dysfunction & Adaptation in Adults II	3
OCTH 535: Development and OT Adaptation in Older Persons	3
Total SH for semester	9

Second Fall

OCTH 533: Occupation, Dysfunction & Adaptation in Adults III	3
OCTH 534: Occupation, Dysfunction & Adaptation in Adults IV	4
OCTH 550: OT Management	3
OCTH 582: Graduate Seminar	3
OT research project*	2-3
M.Ed. students attend pre-fieldwork seminar	0
Total SH for semester	15-16

*Proposed program change pending review by curriculum committee.

After the second fall semester, the two tracks diverge, with students pursuing the Master of Education degree leaving for fieldwork on the following schedule:

Second Winter Term (Jan. through March)*

OCTH 586: Clinical Education II 10

Second Spring (April through June)*

OCTH 587: Clinical Education III 10

June

OCTH 587: Clinical Education III continued:
1 week seminar on campus 0

Master of Education candidates are then eligible to receive the Master of Education in OT degree in August, and to apply to sit for the National Board for Certification in Occupational Therapy examination early in the fall. Students pursuing the Master of Science degree stay for an additional semester to complete their research course work, and then move on to their fieldwork, as shown:

Second Spring

RSCH 620: Educational and psychological statistics I	3
Research selective course (see Plan C on page 14 of the Graduate Catalog)	3
RSCH 626: Research project	3
MS students attend pre-fieldwork seminar	0

OCCUPATIONAL THERAPY Continued

	Total 9
Second Summer (June through Sept.)*	
OCTH 586: Clinical Education II	10
Third Fall (Sept. through Dec.)*	
OCTH 587: Clinical Education III	10
November or December	
OCTH 587: Clinical Education III continued: 3-day seminar on campus	0

Master of Science candidates are then eligible to receive the Master of Science in OT degree in December, and to apply to sit for the National Board for Certification in Occupational Therapy examination early in the winter.

Additional Fieldwork Options for Students in Either Degree Track:

OCTH 585: Individualized Fieldwork in OT, variable credit	1-6
May be elected by students at any time during program, subject to approval of Academic Fieldwork Coordinator and to site availability	
OCTH 686: Specialty Clinical Experience	0 (3 SH fee)
Typically elected by M.Ed. students in their second summer, and by MS students in their third winter, subject to approval by Academic Fieldwork Coordinator and to site availability.	

*These dates depend upon availability and preferences of clinical sites and clinical site supervisors.

Post-Professional Graduate Degree Programs in Occupational Therapy

The post-professional degree programs have three components within the curriculum: professional, research, and practice. Students complete nine semester hours of academic course work in the professional component, a minimum of five semester hours in the research component, and the remaining credits in the practice component of the program.

The professional component consists of three Occupational Science and Clinical Practice seminars which form the foundation of the program:

• OCTH 601: Theory and Practice of Human Occupation	3
• OCTH 650: Understanding, Evaluating and Improving Clinical Practice	3
• OCTH 682: The Challenge of Contemporary Practice	3

These seminars address current issues in occupational therapy theory and practice, with the general objective of helping advanced level practitioners become most effective in their multiple service roles, as consultants, direct service providers, educators, trainers, research or clinical team members, administrators and advocates. Each seminar uses an informal group process model for class instruction. Participants review the most current and relevant professional and popular literature in preparation for class discussion and assignments. During seminar meetings, faculty present participants with carefully constructed case studies, stories, and simulations to facilitate participant engagement in active learning, using

an adult educational model believed to enhance learning and promote critical thinking. Students are expected to demonstrate effective synthesis of theoretical and practical information in particular topic areas through participation in group projects, individual study and presentation of final projects during the seminar.

The specific requirements for the research component depend upon the student's choice of the master of education or master of science, according to the Graduate School's Plans A, B, or C described earlier in this catalog. All three plans require students to complete RSCH 610: Foundations and Methods of Research, and to participate in a research endeavor. Each plan has different requirements for fulfilling the research background and endeavor, however:

* The master of education (Plan A), requires students to participate in a research project, such as a written scholarly project, a community service project or an advanced clinical practicum in a specialty area, for a minimum of two semester hours.

• The master of science may be fulfilled under Plans B or C requires and the following additional course work:

Plan B	S.H.
• RSCH 620: Educational and psychological statistics I	3
• RSCH 625: Thesis seminar	2
• RSCH 635: Thesis	4

This is a traditional thesis option which requires each student to develop and implement a research study independently and be advised by a thesis committee.

• Plan C for the master of science requires the following course work:

• RSCH 620: Educational and psychological statistics I	3
• RSCH 626: Research project*	3
• One of the following research selectives:	
• RSCH 720: Educational and psychological statistics II	3
• RSCH 615: Qualitative research methodology	3
• CISC 605: Computer concepts in research	3
• CISC 610: Statistical applications of computer programming	3
• CISC 620: Microcomputer applications in a clinical setting	3
• MGTE 677: Organization research	3

* This research project may be completed independently or in collaboration with one or two other students and advised by an OT faculty member.

Students in the certificate of advanced study program are required to complete a graduate level research methods course and a research endeavor, but may be able to waive these requirements if they present evidence of completion of comparable coursework within a previous master's degree program. Guidelines for course waiver and transfer are available through the Occupational Therapy Department.

The practice component of the program is the most flexible, allowing students to direct their study toward a particular practice area in which they wish to expand their knowledge. Working closely with his or her adviser, a student assembles a career development plan that includes eleven to eighteen semester hours of focus on a specialty area of practice. This plan may include:

• selected course work within the entry level program (for those making a shift to a new area of practice),

OCCUPATIONAL THERAPY Continued

- selected related courses from other departments on campus (e.g., Education, Health Care Management, Movement Science, Physical Therapy, Psychology, Rehabilitation and Disability Studies, Therapeutic Recreation),
- Preparation for nationally-recognized specialty practice certification (e.g. HTCC's Certified Hand Therapist, RESNA's Assistive Technology Practitioner, or AOTA's specialty certifications in geriatrics, neurorehabilitation, or pediatrics),
- independent study (which may incorporate approved professional education workshops or materials with focused assignments),
- supervised fieldwork, and/or
- new advanced and special topics courses offered by the Occupational Therapy Department.

In certain specialty practice areas, completion of twelve semester hours of approved course work in the practice component and RSCH 610 will qualify the student for a practice certificate. Please contact the Occupational Therapy Department for more information about the practice certificate programs.

Post-Professional Program Admission Requirements

Decisions concerning admission to the Post-Professional Program in Occupational Therapy are made year-round, with applications accepted and decisions made on the following schedule:

To begin classes in the...	Submit application by...
Fall	June 15
Spring	November 1
Summer	April 1

Educational background: Applicants must have graduated from an accredited entry level program in occupational therapy. This includes U.S. programs accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, as well as international programs accredited by the World Federation of Occupational Therapy. The program must have been accredited at the time of the student's graduation. Included within the applicant's educational preparation must be an introductory course in statistics, completed with a grade of B or better.

Professional certification: Applicants must have been initially certified by the National Board for Certification in Occupational Therapy (NBCOT; formerly the American Board for Certification in Occupational Therapy), as evidenced by a copy of the certificate. Certification need not be active at the time of application, but must not have been revoked. Internationally educated therapists must either be initially certified by the NBCOT, or must provide evidence of eligibility to sit for the NBCOT examination.

Professional experience: Applicants must have at least one year of full-time experience (or its equivalent in part-time experience) as an occupational therapist at the professional level.

References: Applicants must include three letters of reference which collectively address the applicant's intellectual curiosity, creativity and problem-solving skills, responsibility, initiative, communication and interpersonal skills, and commitment to professional ideals and values. At least one reference from a supervisor in a recent professional work setting is required. Additional references may be submitted from professional colleagues, faculty members, or others who are qualified to provide an appraisal of the applicant's suitability for admission.

Resumé: A current resume highlighting the applicant's paid and volunteer work experiences both within and outside the field of Occupational Therapy is also required. Applicants are encouraged to include any specialty certifications or awards and recognition earned, continuing education activities, presentations and publications, and professional and community service.

Personal statement: The personal statement forms the core of the application, providing the applicant with the opportunity to weave together the many strands of his or her personal, academic, and professional lives. Applicants are encouraged to describe how their understanding and philosophy of the profession have evolved with their experiences in the field, and what they hope to achieve in pursuing advanced study. Examples of specific information applicants may wish to include are descriptions of projects or programs they have initiated or developed, how they have used their occupational therapy skills or education within community service activities, or ways in which they have demonstrated leadership at work or in professional or community organizations. The personal statement should be limited to two or three pages in length, and should represent the applicant's best efforts to express himself or herself clearly and succinctly.

PHYSICAL EDUCATION

Springfield College offers programs of study in physical education leading to the master's degree, the Certificate of Advanced Study, and the doctorate.

At the master's level the candidate may earn a master of science, a master of education, or a master of physical education degree by pursuing and successfully completing a program of study in one of the following areas of concentration: Adapted Physical Education; Advanced Level Coaching; Athletic Administration; Sport Studies; Teaching and Administration; or Physical Education Teacher Licensure. The physical education programs also include concentrated work in Sport Management and Sport Psychology. These concentrations are listed under Exercise Science and Sport Studies on p.32 and p.33, respectively.

The requirements for admission are as follows:

- A bachelor's degree with satisfactory record from an accredited college or university.
- An undergraduate major in physical education equivalent to that offered at Springfield College. If this preparation is incomplete, it must be made up by study in addition to master's degree requirements.
- Evidence of personal and professional qualities that show promise of outstanding educational and social leadership.
- Submission of Graduate Record Examination scores taken within five years of the date of application.

For persons wishing to serve in supervisory and administrative positions, a program is available which leads to a Certificate of Advanced Study in Physical Education.

In recognition of completion of the highest level of formal academic preparation, the doctor of physical education degree is awarded to highly selected and well-qualified persons who successfully complete this program (refer to p.17).

It is the student's responsibility to meet with his or her advisor to ensure that all requirements are met. For more information contact Dr. Stephen Coulon at (413) 748-3029 or scoulon@spfldcol.edu.

ADAPTED PHYSICAL EDUCATION

The concentration in Adapted Physical Education is designed to prepare students to assist persons with special needs so that they may safely and successfully engage in programs of physical activities suited to their interests and capacities. Students will also prepare to assist in prescriptive programs for the amelioration of disabilities with certain patients requiring specialized physical activity.

The purposes and objectives of adapted physical education are to:

- Aid in adjustment and resocialization.
- Contribute to security by increasing the ability to meet demands of daily living.
- Protect individuals from undue demands and exercise beyond their tolerance.
- Develop strength, endurance, and coordination for daily living.
- Develop skill in appropriate games, sports, and rhythms.
- Aid in self-correction of conditions that can be improved or removed.

The College maintains affiliations with schools, agencies, and hospitals wherein appropriate field training experiences are provided.

All candidates for this concentration are expected to have an undergraduate background in physical education and, where their educational background is deficient, are required to make up such deficiencies in addition to pursuing the regular graduate program.

Undergraduate prerequisite: Physical Education Teaching License or Certificate.

BASIC PROGRAM

(Minimum of thirty-six s.h. of graduate credit)

CORE requirement: **S.H.**
RSCH 610: Foundations and Methods of Research 3

Program requirements: **17-20**
PHED 562: Physical Education for Mentally Retarded 2
PHED 612: Developmental Physical Education 3
PHED 661: Functional Human Anatomy 4
PHED 663: Adapted Sports and Recreation 3
PHED 695: Fieldwork in Adapted Physical Education 5-6

Electives: **7-14**
Chosen from an approved list in consultation with program supervisor.

Research requirements: **2-9**
* PHED 692: Independent Study in Physical Education 2
Or
RSCH 620: Educational and Psychological Statistics I 3
RSCH 625: Thesis Seminar 2
RSCH 635: Thesis 4

* Please note: Successful completion of the Comprehensive Examination is required with this option.

Candidates in the Adapted Physical Education program are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with Plan A or Plan B (refer to master's degree requirements, p.14)

ADVANCED-LEVEL COACHING

Springfield College has a reputation for producing outstanding coaches at all levels of sports: elite, amateur, professional, intercollegiate, and interscholastic. The advanced-level coaching program is a natural extension of our undergraduate physical education programs and is designed to prepare students for the demands and responsibilities of advanced-level coaching positions. Course work covers advanced-level coaching, physiology, biomechanics, motor learning and control, and sport psychology.

PHYSICAL EDUCATION Continued

Undergraduate prerequisites:

Mammalian Anatomy and Physiology I and II	8
Sports First Aid and Injury Prevention	3
Kinesiology/Biomechanics	3
Physiology of Exercise	3
* Assessment in Movement and Sport or Intro. to Statistics	3
* Skills and Techniques	2
* Assessment in Movement in Sport carries graduate credit	

BASIC PROGRAM

(Minimum of thirty-six s.h. of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Program requirements:

MSCI 642: Qualitative Biomechanics	3
MOST 624: Motor Learning and Control	3
MSCI 601: Advanced Exercise Physiology	3
PHED 613: Advanced-Level Coaching: Methods and Issues	3
PHED 678: Sport Psychology	3

Electives: Chosen from an approved list in consultation with program advisor. 9-16

Research requirements:

* PHED 692: Independent Study in Physical Education	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

* Successful completion of the Comprehensive Examination is required with this option.

Candidates in the Advanced-Level Coaching program are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with Plan A or Plan B (refer to master's degree requirements, p.14)

ATHLETIC ADMINISTRATION

The athletic administration program is designed to prepare students for administrative responsibility in schools, colleges, and other settings. Students who have not been certified to teach in public schools may become certified by fulfilling additional prerequisites beyond those listed. Consultation with the advisor is necessary.

Undergraduate prerequisites:

Mammalian Anatomy and Physiology I, II	8
Sports First Aid and Injury Prevention	3
Kinesiology/Biomechanics	3
Physiology of Exercise	3
*Assessment in Movement and Sport	3

*Heritage and Values of Movement and Sport	3
Skills and Techniques	6

* Carries graduate credit

BASIC PROGRAM

(Minimum of thirty-two s.h. of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Program requirements:

PHED 627: Construction and Maintenance of Physical Education Facilities	2
PHED 633: Athletic Administration	3
PHED 683: Seminar in Athletic Administration	2
PHED 686: Fieldwork in Athletic Administration	2-4
PHED 672: Organizational Theory and Personnel Management in Physical Education and Athletics	3
PHED 674: Budgeting and Liability in Physical Education and Athletics	3
MGTE 600: Selected Applications of Accounting	3

Electives:

Chosen from an approved list in consultation with program advisor. 2-9

Research requirements:

* PHED 692: Independent Study in Physical Education	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCh 635: Thesis	4

* Successful completion of the comprehensive examination is required with this option.

Candidates in the Athletic Administration program are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with Plan A or Plan B (refer to master's degree requirements p.14)

SPORT STUDIES

The Sport Studies program offers an academic approach to the master's degree for those students who have a scholarly interest in sport and wish to pursue a nonvocational course of study. The academic disciplines of sport art, history, philosophy, psychology, and sociology are included in this course of study.

Undergraduate prerequisites:

The Athlete in Literature	3
*Assessment in Movement and Sport	3
*Heritage and Values of Movement and Sport	3

PHYSICAL EDUCATION Continued

Social Psychology	3
Introduction to Sociology	3
Skills and Techniques	6
* Carries graduate credit	

BASIC PROGRAM

(Minimum of 32 S.H. of graduate credit)

CORE requirement:

RSCH: 610 Foundations and Methods of Research	3
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Program requirements: 20

MSCI 601: Advanced Exercise Physiology	3
PHED 520: Sport and Art	3
PHED 580: The Female Athlete	3
PHED 581: History of Physical Education and Sport	2
PHED 620: Philosophy of Sport	3
PHED 658: Sport in American Culture	3
PHED 678: Sport Psychology	3

Electives: 0-7

Chosen from an approved list in consultation with program advisor.

Research requirements: 2-9

* PHED 692: Independent Study in Physical Education	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCh 635: Thesis	4

* Successful completion of the Comprehensive Examination is required with this option.

Candidates in the Sport Studies program are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with Plan A or Plan B (refer to master's degree requirements p.14)

TEACHING AND ADMINISTRATION OF PHYSICAL EDUCATION

For those candidates whose interests and objectives are related to teaching and administration of physical education in schools, colleges, and agencies where successful graduate study at the master's level is important, the following program is available.

All candidates for this concentration are expected to have an undergraduate background in physical education and, where their educational background is deficient, are required to make up such deficiencies in addition to pursuing the regular graduate program.

The following courses are undergraduate requirements and, if not already included in the graduate student's previous preparation they are required. They do not, however, carry graduate credit.

Undergraduate prerequisites:

Physical Education Teaching License or Certificate

BASIC PROGRAM

(Minimum of 32 s.h. of graduate credit)

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Required courses: 12

A minimum of twelve semester hours of 600-level physical education courses (excluding PHED 692) with at least one course selected from each of the following areas:

Teaching and administration:

PHED 627: Construction and Maintenance of Physical Education Facilities	2
PHED 629: Curriculum Construction in Physical Education	3
PHED 731: Professional Preparation	2
PHED 632: Analysis of Teacher Behavior	3
PHED 633: Athletic Administration	3
PHED 686: Graduate Field Experience	2
PHED 660: Advanced Instructional Strategies	3
PHED 672: Organizational Theory and Personnel Management in Physical Education and Athletics	3
PHED 674: Budgeting and Liability in Physical Education and Athletics	3

Applied Sciences:

MSCI 642: Qualitative Biomechanics	3
PHED 624: Motor Learning and Control	3
PHED 635: Motor Development and Analysis	3
MSCI 651: Quantitative Biomechanics	3
MSCI 601: Advanced Exercise Physiology	3
PHED 678: Sport Psychology	3

Cognate studies:

PHED 620: Philosophy of Sport	3
PHED 640: International Relations Through Physical Education	2
PHED 648: Comparative Physical Education	3
PHED 658: Sport in American Culture	3
PHED 676: Current Literature and Research in Physical Education	2

Electives: 8-15

Graduate courses are chosen in consultation with program advisor. No more than four hours of workshop credit may be applied to the master's degree

Research requirements: 2-9

* PHED 692: Independent Study in Physical Education	2
<i>Or</i>	

PHYSICAL EDUCATION Continued

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCh 635: Thesis	4

* Successful completion of the Comprehensive Examination is required with this option.

Candidates in the Teaching and Administration program are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with Plan A or Plan B (refer to master's degree requirements p.14)

PHYSICAL EDUCATION TEACHER LICENSURE PROGRAM

Physical Education Teacher Licensure program is intended to meet the needs of those students who have earned undergraduate degrees in fields other than physical education and who wish to complete the Massachusetts Teacher Licensure requirements in physical education. Completion of this program will therefore allow graduate students to qualify for initial licensure in elementary physical education (Pre K-9) and secondary level physical education (5-12).

Note: This program of study is subject to change due to changes being made to the Massachusetts Department of Education Licensure regulations.

Undergraduate prerequisites:	S.H.
Anatomy & Physiology I and II	8
Physiology of Exercise	3
Kinesiology	3
Assessment in Movement and Sport	3
Heritage & Values of Movement and Sport	3
Adapted Physical Education	3
Sports First Aid & Injury Prevention	3
Pre-practicum	2
Practicum	14
Physical Education Activity Courses	8

Wellness

Fitness for life (1 s.h.) & Aerobic Activities (.05 s.h.)

Team Sports

2 selectives (1 s.h.)

Individual/Dual Sports

2 selectives (1 s.h.)

Aquatics

WSI or Lifeguard (1 s.h.) or Swimming & 1 selective (.5)

Dance/Rhythmic

Approaches to Dance (1 s.h.) & 1 selective (.5 s.h.)

Outdoor/Leisure

Outdoor Adventure (.5 s.h.) & 1 selective (.5 s.h.)

Movement Across Categories

Physical Education Activities for Children (1 s.h.)

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 experiences in movement and sports 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, life-long 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 focus on skill development, PEPC courses include emphasis on teaching methodology and teaching strategies for application of the activity to different age levels.

CORE requirement:	S.H.
RSCH 610 Foundations and Methods of Research	3

Program requirements:

SOCI 635: Dynamics of Inequality OR	3
EDUC 607: Philosophical Foundations of Education	3
<i>Or</i>	
EDUC 637: Social Justice and Diversity Issues	
MOST 624: Motor Learning and Control	3
PHED 510: Elementary & Secondary PE Teaching Methods	3
PHED 629: Curriculum Construction	3
PHED 632: Analysis of Teacher Behavior	3
PHED 635: Motor Development & Analysis	3
PHED 658: Sport in American Culture	3
PHED 660: Advanced Instructional Strategies	3
PHED 674: Budgeting and Liability in Physical Education and Athletics	3
	Subtotal: 27

Research requirements: 2-9

* PHED 692: Independent Study in Physical Education 2

Or

RSCH 620: Educational and Psychological Statistics I 3

RSCH 628: Thesis Seminar 2

RSCh 638: Thesis 4

* Successful completion of the comprehensive examination is required with this option.

Advanced Standing Requirements:

Students must pass the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL), have a B or better in PHED 510, and maintain a professional index of 2.75 to be eligible for pre-practicum. Students must pass the MTEL Physical Education subject test to be eligible for practicum.

PHYSICAL EDUCATION Continued

Candidates in the Physical Education Teacher Licensure program are eligible for the M.Ed., M.P.E., or M.S. Degree in accordance with Plan A or Plan B (refer to master's degree requirements p.14)

CERTIFICATE OF ADVANCED STUDY

The Certificate of Advanced Study Program in Physical Education is provided for selected graduate students who wish additional study beyond the master's program and/or intend to qualify for administrative and supervisor positions requiring special certification.

Admission to this program is on an individual basis. A master's level program of study, which is equivalent to the requirements of the concentration in the Teaching and Administration of Physical Education together with three years of satisfactory experience, is normally required for matriculation. In exceptional circumstances, students may enroll for course work in the Certificate of Advanced Study Program prior to the completion of three years of satisfactory professional experience, but the certificate is not awarded before this requirement and the completion of the program have been satisfactorily accomplished.

The program is composed of a minimum of sixty-four graduate credits. For those holding a master's degree, a minimum of thirty-two additional semester hours of graduate credit is required. In addition to the program of study represented by a master's degree in physical education at Springfield College or its equivalent, the Certificate Program has the following requirements.

Courses in physical education: S.H.
12

Required:

PHED 672: Organizational Theory & Personnel Management in Physical Education and Athletics	3
PHED 674: Budgeting and Liability in Physical Education and Athletics	3

Electives: Courses approved by advisor

Fundamentals of administration: 6
Selected courses in Administration approved by advisor.

Liberal-cultural electives: 6
Graduate courses with prefix other than HLTH, PHED, RCTR, and approved by advisor.

Administrative field experience and/or research requirement: 8

Students in this program who have both teaching and administrative experiences may substitute courses upon a review of their experience and approval of their advisor. Students who are inexperienced in teaching and administration will complete the Administrative Field Experience.

At least twenty-six semester hours of this program must be completed at Springfield College.

PHYSICAL THERAPY

This entry-level master's degree program, accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE), prepares students to practice as physical therapy professionals who provide safe and effective delivery of health care services. The professional component of coursework in physical therapy enables students to develop advanced problem-solving skills in examination, evaluation, program planning, treatment, and management of those in need of physical therapy services. Graduates possess a broad knowledge in the science and practice of physical therapy, as well as a basic understanding of administration and research. The program integrates the humanics philosophy with regard to including the intellectual, physical, and spiritual aspects of treating the whole person within a social, political, and economic environment.

The professional component includes courses in anatomy, clinical sciences, organization and delivery of health care, research methodology, and statistics as well as full-time clinical experiences in approved clinical education facilities. The program is subject to modification to ensure a comprehensive, integrated sequence of experiences leading to a physical therapy education of the highest possible quality. Graduates receive a master of science degree and are eligible to apply for state licensure.

ADMISSION TO THE PROGRAM

The program is designed to admit students as undergraduates. Space in the professional component is contingent on attrition of the undergraduates already enrolled in the major. Therefore, admission to the physical therapy program as a graduate student is on a space available basis. There is no guarantee of the number of graduate acceptances per year.

Candidates applying for graduate admission must have completed a baccalaureate degree from an accredited college or university. All prerequisite courses must be completed by the end of the fall semester preceding the applicant's intended date of entry. A transcript documenting completion of courses is required. Submission of Graduate Record Examination scores taken within five years of the date of the application is required. The following prerequisite courses are required by all applicants:

Eight credits with laboratory:

Biology I and II
 Chemistry I and II
 Physics I and II
 Anatomy and Physiology I and II

Three credits each:

Exercise Physiology (with lab)
 Advanced Math (calculus preferred)
 Kinesiology (optional)
 General psychology
 Abnormal psychology or psychology of disability
 Sociology or anthropology
 Computer science
 Statistics

A minimum of twelve credits from:

Literature, foreign language, art, dance, drama, music, media, religion, philosophy, history, health, or social justice (only one course from a given area).

Applicants must have a minimum grade point average of 3.0 in both the science and the general education prerequisite courses and also a 3.0 overall cumulative average. There is a five-year limit on basic science, mathematics, and computer science prerequisites. An extension of this limit requires that the applicant provide current and related experience within the specific area.

All applicants must document a minimum of ten hours of volunteer, observational, or paid experience in a health care setting. A physical therapist must submit a letter of recommendation. A resume is also a required component of the application. Finalist candidates may be invited for a personal interview with a physical therapy faculty member.

Transcripts, references, a resume, completed prerequisite and experience worksheets, and a completed application form are all a part of the application. Documentation of a plan for completion of any outstanding prerequisites must be submitted with the application. Application forms are due December 1 and are not evaluated until official transcripts reflecting all college-level work have been received by the Office of Graduate Admissions. Applications should indicate any fall semester courses in progress with official transcripts reflecting these courses due by January 15.

S.H.

Fall: (First Year)

PHTH 503: Physical Therapy in the Health Care System	1
PHTH 602: Clinical Concepts in Physical Therapy I	3
PHTH 604: Clinical Medicine and Pathology	4
PHTH 608: Human Anatomy I	3
Graduate Elective	3

Subtotal: 14

Spring: (First Year)

PHTH 607: Clinical Concepts in Physical Therapy II	2
PHTH 609: Human Anatomy II	3
PHTH 615: Clinical Education Seminar	1
MSCI 624: Lab Techniques in Exercise Physiology	2
PHTH 616: Clinical Kinesiology	3
Graduate Elective (optional)	3

Subtotal: 11-14

Fall: (Second Year)

PHTH 620: Clinical Competency Laboratory I	1
PHTH 621: Clinical Science and Practice I	4
PHTH 622: Clinical Science and Practice II	4
PHTH 630: Neuroscience	3
RSCH 610: Foundations and Methods of Research	3

Subtotal: 15

Winter: (Second Year)

PHTH 586: Clinical Education I	3
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PHYSICAL THERAPY Continued

Spring: (Third Year)

PHTH 623: PT Management for the Patient with Acute Medical Conditions	3
PHTH 624: Clinical Science and Practice IV	3
PHTH 625: Clinical Competency Laboratory II	1
PHTH 631: PT Management for the Patient with Neuromuscular Conditions I	2
RSCH 620: Educational and Psychological Statistics I	3
Subtotal:	12

Summer: (Third Year)

CISC 620: Microcomputer Applications in a Clinical Setting	3
PHTH 660: Education in Physical Therapy Practice	3
PHTH 665: Clinical Science and Practice V	4
PHTH 664: PT Management of the Patient with Spinal Disorders	2
Subtotal:	12

Spring: (Third Year)

RSCH 626: Research Project	3
PHTH 673: Administration and Management in PT	3
PHTH 675: Niche Practices in PT	2
PHTH 687: Clinical Education IV	2
PHTH : Selective	3
Subtotal:	13

PHTH Selectives (choose one selective):

- PHTH 680: Advanced Orthopedics
- PHTH 681: Clinical Ergonomics
- PHTH 682: Pediatric Neurology
- PHTH 683: Sports Physical Therapy
- PHTH 684: Adult Neurology
- PHTH 667: Visceral Anatomy

PSYCHOLOGY AND COUNSELING

The psychology and counseling programs in the Psychology Department fully encompass the College's humanics philosophy, serving as a vital bridge to the understanding of the full range of human behavior—both in practical, real-life situations or in theoretical and scholarly study. Founded more than fifty years ago to address the stresses of a dynamic postwar culture, the College's Psychology Department prepares graduate students to assume leadership roles in a variety of careers, including athletic counseling, college administration, clinical, school guidance and adjustment counseling, industrial or organizational psychology, general psychology, and marriage and family therapy.

Many exciting new career opportunities are available for counselors and psychologists holding advanced degrees, particularly in the fields of educational counseling, community mental health care, counseling for the aging, and the growing areas of consulting, training, and marketing research.

Contact Person:

Dr. Barbara Mandell
Chair, Department of Psychology
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E-Mail: Barbara_Mandell@spfldcol.edu

THE PROGRAMS AND CURRICULA

The Springfield College graduate programs in psychology and counseling strive to meet ever-changing community and organizational needs by producing highly trained counselors, administrators, and human resource professionals with a keen sense of self-awareness, effective counseling skills, and knowledge of a wide range of helping strategies. The College's emphasis on humanics is especially well-suited to preparing compassionate and insightful graduates who understand the interconnectedness of spirit, mind, and body.

The graduate programs combine content mastery and exceptional field training to produce scientist-practitioners uniquely prepared to apply their knowledge of the human mind and the physical, cognitive, emotional, and social aspects of human behavior to real-life situations—helping people live better and more productively.

In each psychology program, the curriculum is characterized by two parallel themes: a practical understanding of people and why they behave the way they do, and a scholarly appreciation of the problems encountered in the discipline of psychology.

Students in the psychology and counseling programs must complete forty-eight to sixty semester hours of graduate course work, depending on the concentration. The programs are designed to allow flexibility for both full- and part-time students. Courses are often scheduled in evening and summer sessions, and individual work sites may be used for fieldwork/internship experience and credit. Working professional can often complete the requirements for a part-time master's program in two years. Sample curriculum sequences for part-time study are available upon request.

The Psychology Department is housed in Locklin Hall, which includes a counseling laboratory with two-way mirrors, a new research and computer laboratory with biofeedback equipment, as well as classrooms and offices. The programs are enhanced by the on-campus presence of the Springfield College Counseling Center, the Center for Performance Enhancement and Applied Research, an Employee Assistance Program, a career center, and many college services and offices where graduate students can pursue supervised fieldwork in a convenient professional setting. Services at the Counseling Center include a wide range of remedial and preventative mental health services. The College's athletic facilities provide training and study opportunities for athletic counseling students. In addition to campus resources, a wide array of schools, businesses, other institutions of higher learning, human services and counseling agencies provide for a wealth of mentoring, internship and professional opportunities. The wide variety of psychology and counseling programs include:

ATHLETIC COUNSELING

Recent trends in the world of sport have highlighted the need for individuals who are sensitive to unique academic, social, and athletic challenges that athletes face at all levels. The Athletic Counseling program is designed to meet this need by offering students an interdisciplinary preparation in counseling, psychology, and the sport sciences that will enable them to offer specialized support services to athletes in a variety of settings.

Building on a foundation of general counseling competencies, students in the program are offered intensive study and research opportunities in the area of life span developmental factors that affect athletes. Classroom, laboratory, and fieldwork placements provide students with opportunities to gain both theoretical knowledge and practical experience in providing support services to this unique population.

The basic program, leading to either a M.S. or a M.Ed. degree, is forty-eight semester hours. Students seeking further specialization in career development, life skills enhancement, sport psychology or counseling/clinical areas may elect to take additional coursework. Students planning full time study must begin their program in September.

The supervised fieldwork/internship component of the program provides students with opportunities to work with athletes in a variety of settings. Sites range from high school to Division I university programs, and give the students significant experience in preparation for professional careers. Participation in the Research Team is an option for the students to gain a better understanding of the research process. Students and faculty meet weekly to discuss recent student and faculty research.

Contact Person:

Dr. Judy VanRaalte, Ph.D.
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E-Mail: Judy_Vanraalte@spfldcol.edu

PSYCHOLOGY AND COUNSELING Continued

Core requirement: S.H.

RSCH 610: Foundations and Methods of Research 3

Program/Concentration Requirements:

AEXS 675: Stress Management 3

Or

PSYC 545: Imagery, Hypnosis, and Self-Hypnosis 3

PSYC 570: Psychology of the College Age Adult 3

PHED 678: Psychology of Sport and Physical Education 3

PSYC 686: Fieldwork and Seminar 3-16

PSYC 654: Issues and Techniques in Counseling Athletes 3

PSYC 657: Professional Studies in Athletic Counseling 3

PSYC 672: Laboratory in Counseling Athletes 3

PSYC 622: Principles of Counseling 3

PSYC 685: Counseling Practicum 3

Although not required, it is highly recommended:

PSYCH 656: Life Skills Programming for Student-Athletes 3

Total: 27-43

Selectives: S.H.

ATRN 582: Seminar in Athletic Health Care 3

HPWM 612: Dimensions of Wellness 3

MSCI 601: Advanced Exercise Physiology 3

MSCI 640: Nutrition and Athletic Performance 3

PHED 580: Female Athlete 2

PHED 633: Athletic Administration 3

PHED 658: Sport in American Culture 3

PHED 661: Functional Anatomy and Kinesiology 4

PHED 679: Applied Sports Psychology 3

PHED 682: Sport Psychometrics 2

PSYC 501: Motivation and Learning 3

PSYC 540: Psychology of Sexual Behavior 3

PSYC 612: Psychopharmacology 3

PSYC 613: Professional Ethics 3

PSYC 614: Counseling Diverse Populations 3

PSYC 621: Theories of Personality 3

PSYC 631: Psychopathology 3

PSYC 633: Introduction to Psychotherapy 3

PSYC 638: Adult Development and Learning 3

PSYC 643: Career Development 3

PSYC 651: Student Personnel Administration in Higher Ed. 3

PSYC 652: Consultation and Organizational Behavior 3

PSYC 660: Introduction to Marriage and Family Therapy 3

PSYC 680: Group Dynamics 3

RHDS 675: Holistic Medicine 3

RHDS 685: Treatment Methods in Substance Abuse 3

Rehabilitation 3

RHAB 687: Substance Abuse and Family Treatment 3

RSCH 618: Guided Individual Study 2-6

Total: 48

Research requirement:

Plan A: M.Ed.

RSCH 618: Guided Individual Study and Master's Comprehensive Examination

Plan B: M.S.- Thesis is required

Plan C: M.S.

PSYC 626: Research Project and two additional research courses

Total: 2-9

Candidates are eligible for the M.Ed., or M.S. in accordance with plans A, B, or C (refer to page 14).

CLINICAL MENTAL HEALTH COUNSELING

Springfield College offers a Clinical Mental Health Counseling program, which prepares the student to become a Licensed Mental Health Counselor (LMHC). The program consists of a combination of the classes and internship required by the Commonwealth of Massachusetts to obtain the LMHC designation. Offering both Master's Degrees (M.S. or M.Ed.) and a Certificate of Advanced Study (CAS), the program is designed for students at the beginning of their graduate career, professionals wishing to expand their current clinical and theoretical knowledge base, and professionals who need additional course work or internship to meet state licensing requirements. The program can also be designed to include course work required by other states for licensure as a Mental Health Counselor.

The Clinical Mental Health Counseling program offers courses which provide the student with an opportunity to gain a comprehensive understanding of counseling theory, practice, and training in the skills necessary for providing counseling services in a variety of mental health settings including community mental health agencies, hospitals, crisis centers, and private practice.

The counseling practice and internship component of the program provide the student with a solid base of practical skills and experience in a supervised setting with additional faculty supervision. Special consideration is given to the student's area of interest in designing the fieldwork and internship experience. The faculty in the Clinical Mental Health Counseling program offer support and assistance in finding internship sites that enhance the skills of the students.

Contact Person:

Dr. Anna Moriarty, Ph.D.

Telephone: (413) 748-3322

E-Mail: Anna_Moriarty@spfldcol.edu

Core Requirement:

S.H.

RSCH 610: Foundations and Methods of Research 3

Program/Concentration Requirements:

PSYC 622: Principles of Counseling 3

PSYC 631: Psychopathology 3

PSYCHOLOGY AND COUNSELING Continued

PSYC 588: Clinical Seminar in Assessment, Diagnosis, and Treatment Planning	3
PSYC 633: Psychotherapy	3
PSYC 612: Psychopharmacology	3
PSYC 515: Child Development and Therapy	3
PSYC 623: Crisis Intervention	3
PSYC 614: Counseling Diverse Populations	3
PSYC 680: Group Dynamics	3
PSYC 613: Professional Ethics	3
PSYC 513: Psychological Testing	3
PSYC 639: Human Life Span Development	3
PSYC 643: Career Development	3
PSYC 685: Counseling Practicum	3
PSYC 686: Internship and Seminar	9
TOTAL = 51	

Selectives:

RSCH 620: Educational and Psychological Statistics I (required for M.S.)	3
CISC 605: Computer Concepts in Research (for M.S.)	3
PSYC 545: Imagery, Hypnosis, and Self-Hypnosis	3
PSYC 611: Psychology of Humor	3
PSYC 660: Introduction to Marriage and Family Therapy	3
PSYC 588: Forensic Psychology	3
RHDS 685: Treatment Methods in Substance Abuse Rehabilitation	3
RSCH 618: Guided Individual Study	3
TOTAL = 9	

Research requirement:

Plan A: M.Ed:

PSYC 626: Research Project and Master's Comprehensive Examination

Plan C: M.S:

PSYC 626: Research Project and two additional research classes

Total semester hour requirement for concentration: 60

The candidate will be eligible for a M.Ed. degree or a M.S. degree in accordance with Plans A or C (refer to p.14).

GENERAL COUNSELING

Springfield College offers a General Counseling program, which is geared toward producing generalists who have training in all areas of specialization. This program, through interdepartmental course work, selected by students in consultation with a faculty advisor, allows students to customize their own academic program to their personal goals. These goals may be to continue their education at the doctorate level, or for professionals to expand their current clinical and theoretical knowledge base. The General Counseling program also helps the student prepare for any of the various service areas in the community with such providers as mental health agencies, substance abuse programs, runaway or foster

home projects, halfway house programs for battered women and children, court related programs, and other child and family social service agencies.

Contact Person:

Dr. Derek Paar, Ph.D.
Telephone: (413) 748-3264
E-Mail: Rick_Paar@spfldcol.edu

Core Requirements:

RSCH 610: Foundations and Methods of Research	S.H. 3
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Program/Concentration requirements:	None
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Program/Departmental Requirements:

PSYC 685: Counseling Practicum	3
PSYC 622: Principles of Counseling	3

Research Requirements:

Plan A: M.Ed.

PSYC 626: Research Project in Psychology	3
<i>Or</i>	
RSCH 618: Guided Individual Study	2-3
<i>And</i>	

Master's Comprehensive Examination

Plan B: M.S.

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Plan C: M.S.

PSYC 626 and two additional research classes	2-9
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Total semester hour requirement for concentration: 48

The candidate will be eligible for the Masters of Education (M.Ed.) or Masters of Science (M.S.) Degree in accordance with Plan A, B, or C (refer to p.14).

With a degree in General Counseling, there is no guarantee of licensing as a counselor.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PROGRAM

The Industrial/Organizational (I/O) Psychology program at Springfield College blends course work from the fields of management, counseling, and organizational psychology in applying the science of psychology to the solution of a wide array of human and organizational problems ranging from employee selection to team building and organizational development. The I/O Psychology program allows for flexibility in designing a course of study and fieldwork options for individual students.

PSYCHOLOGY AND COUNSELING Continued

Objectives:

The I/O Psychology program provides students with the opportunity to learn how to:

- Design, conduct, and evaluate organizational research projects.
- Translate psychological information into non-technical terms.
- Design, implement, and evaluate training programs.
- Assess the impact of motivation, job stress, leadership and other constructs of work behavior.
- Build effective work groups through job analysis, group development and worker participation.
- Develop and implement performance appraisal and compensation/benefits systems.
- Analyze and design organizational change strategies.
- Effectively develop employee selection and job placement criteria.
- Help individual employees develop to their full potential.
- Design healthy and safe work environments.
- Mediate employee and labor disputes.

Career Opportunities:

Upon completion of graduate training in I/O Psychology, students are prepared for careers in human resources management, training and development, consumer research, recruitment, organizational development, management consulting within business, nonprofit and public settings.

The plan of study requires a minimum of 48 semester hours and is developed with the major advisor. The plan of study is intended to meet the personal and professional goals of the students and culminate in a Masters of Science degree. A program of study leading to a Certificate of Advanced Study is also available to students who have completed a Masters degree in an appropriate field. The CAS requires a minimum of 32 semester hours beyond the Masters degree.

Contact Person:

Dr. Michael Surrette, Ph.D.
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E-Mail: Michael_Surrette@spfldcol.edu

Undergraduate Prerequisites:

There are no prerequisites for the program

S.H.

Core Requirement:

RSCH 610: Foundations and Methods of Research 3

Departmental Requirements:

PSYC 622: Principles of Counseling 3

PSYC 685: Industrial Psychology Counseling Practicum 3

Total: 6

Industrial/Organizational Program Requirements:

PSYC 635: Psychology in Organizations 3

PSYC 648: Training and Development in Organizations 3

PSYC 649: Communication and Motivation in Organizations 3

PSYC 650: Organizational Development and Change 3

PSYC 652: Consulting Skills 3

PSYC 673:	Human Factors in the Workplace	4
PSYC 681:	Work Group Dynamics	3
PSYC 686:	Fieldwork/Internship and Seminar	1-7

Minimum Total: 23

Industrial/Organizational Program Selectives:

PSYC 643:	Career Development	3
PSYC 638:	Adult Development and Learning	3
PSYC 688:	Conflict Mediation	3
MGTE 605:	Managerial Supervision	3
MGTE 645:	Consumer Behavior	3
MGTE 675:	Entrepreneurial Studies	3
MGTE 678:	Business Law	3
MGTE 680:	Corporate Social Responsibility	3
RCTR 652:	Public Relations	3
RCTR 677:	Supervisory Management	3
RCTR 679:	Personnel Human Resource Management	3
RHDS 676:	Employee Assistance Programs	3

Total: 9

Research Requirement: Student Chooses Option B or C

Option B:

RSCH 620:	Educational and Psychological Statistics I	3
RSCH 625:	Thesis Seminar	2
RSCH 635:	Thesis	4

Total: 9

Option C: S.H.

PSYC 626:	Research Project in Psychology	3
RSCH 620:	Educational and Psychological Statistics I	3

Students also select one of the following four courses:

CISC 605:	Computer Concepts in Research	3
MGTE 677:	Organizational Research	3
RSCH 615:	Qualitative Research Methodology	3
RSCH 720:	Educational and Psychological Statistics II	3

Total: 9

MARRIAGE AND FAMILY THERAPY

Marriage and family therapy has been a rapidly growing field since its beginnings some fifty years ago. Therapists, counselors, educators, clergy and health care workers, among others, are becoming increasingly aware of the complexities of human interactions and are seeking new ways of conceptualizing and working with individuals, couples and families.

Offering both a Master's degree and a Certificate of Advanced Study (CAS; for those already possessing a Master's degree), the program is designed for: students beginning their graduate careers; for individuals interested in expanding or enhancing their clinical and theoretical knowledge; or for individuals who need to take courses necessary to meet licensing/certification requirements. The program can be completed on a full- or part-time basis and courses are offered in the late afternoon or evening for those who work during the day.

PSYCHOLOGY AND COUNSELING Continued

The program offers courses which provide students an opportunity to gain a comprehensive understanding of family systems theory, exposure to the various schools of marriage and family therapy, and training in the skills necessary for provision of marriage and family therapy in a variety of settings. Fieldwork designed to help students integrate theory and practice is also an important part of the curriculum. Students will be able to apply the theoretical knowledge and clinical skills gained during the course of study to a wide range of personal, educational and clinical settings.

DUAL MARRIAGE AND FAMILY THERAPY/ MENTAL HEALTH COUNSELING OPTION

A dual concentration has been created for those interested in meeting the licensing requirements for both marriage and family therapy and mental health counseling in Massachusetts. This concentration can be completed by choosing electives tailored to meet both requirements and by taking one additional credit for an M.Ed. or ten additional credits for an M.S.

Contact Person:

Dr. Laura Maggio, Ph.D.
Telephone: (413)748-3472
E-Mail: Laura_Maggio@spfldcol.edu

Undergraduate Prerequisites: None.

Core requirement:

RSCH 610: Foundations and Methods of Research 3

Departmental Requirements:

*PSYC 622: Principles of Counseling 3

*PSYC 685: Counseling Practicum 3

Total: 6

Marriage & Family Program Requirements

Human Development (3 courses required)

PSYC 515: Child Development and Therapy 3

*PSYC 631: Psychopathology 3

PSYC 540: Psychology of Sexual Behavior 3

**PSYC 639: Human Life Span Development 3

Total: 9

Marital & Family Studies (3 courses required)

*PSYC 660: Intro. to Marriage & Family Therapy 3

*PSYC 662: Marital & Family Interaction 3

PSYC 664: Couples Therapy 3

PSYC 560: Rituals in Families 3

RHDS 587: Substance Abuse & Family Treatment 3

Total: 9

Marital and Family Therapy (3 courses required)

*PSYC 663: Structural Family Therapy 3

*PSYC 667: Strategic Family Therapy 3

*PSYC 661: Systemic Family Therapy 3

Total: 9

Professional Studies (1 course required)

*PSYC 669: Professional Studies in Marriage & Family Therapy 3

Clinical Experience (12 months/ 15 hours per week, minimum)

*PSYC 686: Fieldwork/Internship & Seminar 9

Selectives:

**PSYC 513: Psychological Testing 3

**PSYC 680: Group Dynamics 3

RSCH 618: Guided Individual Study in Psychopharmacology 1

**PSYC 614: Counseling Diverse Populations 3

**PSYC 643: Career Development 3

Research Requirements:

Plan A: M.Ed. 3

PSYC 626: Research Project and Master's Comprehensive Examination

Plan B: M.S. - Thesis

Plan C: M.S.

PSYC 626: Research Project and two additional research courses

Total = 60

Refer to p.14 regarding Plan A, B, and C.

* Required Course

* * Additional courses required for students who wish to apply for dual licensure as a Marriage and Family Therapist and Mental Health Counselor.

Certificate of Advance Study- Minimum of 32 semester hours

SCHOOL GUIDANCE AND COUNSELING

The School Guidance Counseling Program prepares students to meet Massachusetts State Licensure requirements for School Guidance Counselors. Most students work toward a Master's Degree (M.Ed.). Students who have previously earned a master's degree in a related field may work toward a Certificate of Advanced Study (CAS). Through their courses and fieldwork, students will come to: Understand the field of school guidance and the multifaceted roles of school counselors, develop skills to counsel and assess youth, learn to consult successfully with students, parents, school personnel, and members of the wider community, and learn to serve the needs of diverse students. The program is designed for students at the threshold of their graduate careers, seasoned educators, and others wishing to expand their experiential and theoretical knowledge base.

The School Guidance practicum experiences provide students with intensive supervised opportunities to integrate theory and practice, solidify their practical skills, and deepen their knowledge of youth and schools. Before beginning their practicum fieldwork, students are required to pass the Communications and Literacy portions of the

PSYCHOLOGY AND COUNSELING Continued

Massachusetts Tests for Educator Licensure (MTEL).

The Master's Degree is typically earned by completing 48 credits. A minimum of 32 credits beyond the Masters degree is required for the Certificate of Advanced Study. The courses required for the Masters Degree (M.Ed.) are listed below.

The Massachusetts Department of Education is currently revising the Licensing guidelines for Guidance Counselors. The Springfield College program will be revised in accordance with the new regulations, and therefore the following program of study is subject to change.

NOTE: This program is not presently a Massachusetts state approved program. We are in the process of submitting the program for approval.

Contact Person:

Dr. Lisa Fontes, Ed.D.

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E-Mail: Lisa_Fontes@spfldcol.edu

Core requirement:

RSCH 610: Foundations and Methods of Research	S.H. 3
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School Guidance and Counseling Program requirements:

PSYC 515: Child Development and Therapy	3
PSYC 600: Principles and Practices of School Guidance	3
PSYC 622: Principles of Counseling	3
<i>Or</i>	
PSYC 639: Human Life Span Development	3
PSYC 614: Counseling Diverse Populations	
PSYC 662: Marital and Family Interaction (section for school personnel)	
PSYC 643: Issues and Techniques in Career Development	3
PSYC 513: Psychological Testing	
PSYC 621: Theories of Personality	3
<i>Or</i>	
PSCY 631: Psychopathology	3
RHDS 683: Learning Disabilities	3
<i>Or</i>	
EDUC 556: Accommodating Student Needs	
PSYC 680: Group Dynamics	3
PSYC 684: Practicum in School Guidance	9
PSYC 685: Counseling Practicum	3
PSYC 686: Fieldwork/Internship & Seminar	1-16
Total: 48	

Research requirement:

The candidate will be eligible for a Master of Education (M.Ed.) Degree (PSYC 626). Additional research courses and/or a thesis are required for a Master of Science (M. S.) degree (refer to p. 14).

STUDENT PERSONNEL ADMINISTRATION IN HIGHER EDUCATION

The Springfield College graduate preparation program in Student Personnel Administration in Higher Education is an established program that provides a unique opportunity for students to engage in graduate study in a friendly small college environment. With fieldwork and internship experiences offered at both large and small local institutions, and with a number of degree options, the program offers a great deal of choice to future professionals based upon their own career needs. After completing core requirements, students develop individualized programs that reflect their personal and career goals. Course work, fieldwork, and assistantships provide students with a broad background of knowledge and skills in student development and student affairs work in preparation for working with diverse college populations. Fieldwork is considered to be an essential component in the learning experience.

The student personnel administration program offers a broad curriculum of professional development in preparation for the following positions: orientation coordinators, academic support and advisement professionals, financial aid officers, admissions personnel, career development specialists, college counselors, students activities coordinators, student center directors, residence life staff, deans of students and other student affairs positions. The program is designed to meet CAS guidelines for graduate programs and emphasizes counseling and student development in its curriculum. Student may elect to complete a portfolio, a thesis, a research project, or a comprehensive examination as a culminating activity for their degree. A strong network of Springfield College alumni(ae) provides support to graduates of the program.

Undergraduate Prerequisites: None.

Core Requirement:

RSCH 610: Foundations and Methods of Research	S.H. 3
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Departmental Requirements:

PSYC 622: Principles of Counseling	3
PSYC 685: Counseling Practicum	3

Total: 6

Student Personnel Program Requirements:

PSYC 651: Student Personnel Administration in Higher Education	3
PSYC 570: Psychology of the College Age Adult	3
PSYC 655: Current Issues in Student Personnel	3
PSYC 686: Fieldwork/Internship and Seminar in Student Personnel	6-12
EDUC 665: Higher Education in America	3
<i>Or</i>	
EDUC 620: Higher Education Law	3

Total: 18-24

Student Personnel Program Selectives:

PSYC 614: Counseling Diverse Populations	3
PSYC 638: Adult Development and Learning	3

PSYCHOLOGY AND COUNSELING Continued

PSYC 680:	Group Dynamics	3
PSYC 643:	Issues and Techniques in Career Development	3
PSYC 635:	Psychology in Organizations	3
EDUC 665:	Higher Education in America (If not taken to meet SPA Program Requirement)	3
EDUC 620:	Higher Education Law (If not taken to meet SPA Program Requirement)	3
Total:		12

Research Requirement:

Plan A: M.Ed:

PSYC 626: Research Project and Master's Comprehensive Examination

Plan B: M.S.- Thesis

Plan C: M.S.

PSYC 626: Research Project in Psychology and two additional research courses

Total semester hours requirement for concentration: 48

The candidate will be eligible for either a Master of Education or a Master of Science depending upon the selection made in consultation with the advisor (refer to p.14 for degree options).

A Certificate of Advanced study (32 semester hours) is also available in this concentration.

MASTER'S OF EDUCATION IN EDUCATION AND COUNSELING

The M.Ed. in Education and Counseling leads to the initial license as a secondary classroom teacher and school adjustment counselor in the Commonwealth of Massachusetts. The interdisciplinary program of study provides individuals with a deep understanding of the complex social, emotional, academic, and political issues that support and inhibit learning. Course work includes theoretical and practical instruction in education, counseling, social science and research. The prerequisite is a bachelor's degree in Math, English, Political Science, French, Spanish, History, Chemistry, Biology, Earth Science, Visual Arts, Health, Physical Education or Business. The cornerstones of the Springfield College Authentic Graduate Programs in Education (S.A.G.E.) are inquiry-based teaching methods, standards-based curriculum development and strategies that enhance relationships with individuals, groups and families.

Field placements in both teaching and counseling allow students to develop the attitudes and skills needed to enhance the support systems and opportunities available within schools that allow all students to succeed. These authentic learning experiences include 225 hours of documented practice teaching in a setting appropriate to the teaching license and a 2 phase 900 hour clinical experience (450 hr Phase I; 450 hr Phase II) as a school adjustment counselor. Students who are not already teach-

ing or counseling full-time, may do these field placements through the Springfield College AmeriCorps Program (See p.28). Students must achieve advanced standing prior to the teaching practicum and Phase II (final 450 clock hours) of the counseling clinical experience.

Courses are held in the evenings and on Saturdays to accommodate the schedules of working adults. Degree available: M.Ed.

Contact Person:

Jennifer Seydel

Telephone: (413) 748-3610

E-Mail: Jennifer_Seydel@spfldcol.edu

Core Requirement:

RSCH 610:	Foundations and Methods of Research	3
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Program/Concentration Requirements:

Course work in Education:

EDUC 681:	Assessment and Evaluation for Secondary Teachers	3
EDUC 530:	Integrating Experiential Education Across the Curriculum	3
EDUC 540:	Behavior Management for High Risk Adolescents	3
EDUC 585:	Methods and Organization for the Secondary Classroom	3
EDUC 607:	Philosophical Foundations of Education	3
EDUC 621:	School Law	3
EDUC 664:	Clinical Teaching Experience - Secondary	4
EDUC 675:	Curriculum Design and Evaluation for Secondary Education	3
Total =		25

Course work in Psychology:

PSYC 614:	Counseling Diverse Populations	3
PSYC 622:	Principles of Counseling	3
PSYC 631:	Psychopathology	3
PSYC 639:	Human Life Span Development	3
PSYC 662:	Marital and Family Interactions	3
PSYC 680:	Group Dynamics	3
PSYC 685:	Counseling Practicum	3
PSYC 686:	Fieldwork Seminar: School Adjustment Counselor	4
Total =		25

Other Course work:

SOC 680:	Juvenile Delinquency	3
RHDS 683:	Etiology of Learning Disabilities	3
Total =		6

Research Requirement:

EDUC 626:	Education Research Project	2-3
Total semester hours required in program/concentration =		61

PSYCHOLOGY AND COUNSELING Continued

This course of study is subject to change based on the requirements of the Massachusetts Department of Education licensing regulations.

Israel Branch Campus Programs

Springfield College currently offers graduate programs at its Israel Branch Campus in Ramat-Gan, Israel. The graduate programs offered at this branch offer students the opportunity to earn the degrees of Master of Science or Master of Education in Industrial/Organizational Psychology. An additional program leading to the Master of Science in Health Care Management is anticipated as part of the future offerings at this branch.

The requirements of the degree programs offered in Israel match those of the programs offered at the main campus in Springfield. Courses offered in Israel follow the same syllabi as those in Springfield, and instructors from the main campus regularly teach at the Israel branch. Students interested in learning more about this program should contact Dr. Robert Lussier, Professor of Management and Economics, and the Director of the Israel Branch program.

RECREATION AND TOURISM

Springfield College's philosophy of humanics has been the impetus behind the development of the philosophy, art, and skill in the recreative use of leisure for over a century. At the turn of the century, a pioneer in the American recreation movement named Luther Gulick was among the first to recognize the value of wholesome play and recreation in building character. An early Springfield College professor, Gulick envisioned a world in which recreational activities are available to everyone.

Today, career opportunities abound in the field of recreation and leisure services. Youth and community agencies, resorts, health clubs, businesses, the armed forces, and schools and colleges recognize the need for well-prepared, knowledgeable individuals to create and manage high-quality recreation and fitness programs. The delivery of recreation and leisure services has become a multibillion dollar industry; two of the twenty fastest-growing occupations in the United States are recreation professionals and therapeutic recreation specialists.

The graduate program in the Department of Recreation and Tourism provides preparation for recreation professionals in leadership, supervisory, and management positions.

Springfield College offers graduate programs in:

- Recreation Management
- Therapeutic Recreation Management
- Outdoor Recreation Management

Contact Person(s):

Dr. Donald R. Snyder, CTRS
 Professor and Graduate Coordinator
 Department of Recreation and Tourism
 Tel. (413) 748-3693, 748-3272
 Fax. (413) 748-3685
 E-Mail: dsnyder@spfldcol.edu

RECREATION MANAGEMENT

The Recreation Management program prepares graduate students for administrative and supervisory positions. Graduates of this program learn to apply the principles of systems development, public relations, personnel management, team building concepts, problem solving processes, and experiential management practices applicable in current management situations. Today's recreation and leisure service managers need to understand modern management theories and their application to effectively deal with an ever changing myriad of twenty-first century management issues. Cultural diversity in the workplace, downsizing the organization, total quality management (TQM), and the shift to a service-driven global economy are some of the issues managers are prepared to address. These issues and content areas are presented in the context of several recreational organizations that include: the not-for-profit, municipal government, private for profit, and the resort and commercial industry.

The Recreation Management program prepares the graduate students for career opportunities in:

- Armed Forces Recreation
- Campus Recreation
- Employee Services and Recreation
- Municipal Recreation
- Resort and Commercial Recreation
- YMCA
- Tourism
- Sport Complexes- Stadiums, Coliseums, Arenas, Rinks
- Golf Course Management

Core requirement:

RSCH 610: Foundations and Methods of Research	S.H. 3
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Program requirements:

RCTR 679: Personnel Management	3
RCTR 607: Leisure Behavior	3
RCTR 652: Public Relations	3
RCTR 682: Graduate Seminar	2
RCTR 677: Supervisory Management	3
RCTR 678: Organization and Administration	3
RCTR 680: Resort and Commercial Recreation	3
RCTR 681: Problem Solving	3

Or

RCTR 672: Maintenance Management	2
RCTR 686: Graduate Internship (3.0 GPA required)	10

Total: 32-35

Research requirements:

* RSCH 626: Research Project	2
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Or

RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total: 2-9

* Successful completion of the Master's Comprehensive Examination is required with this option. This is to be taken after all courses above are completed and the student has a GPA of 3.0 at the beginning of the semester in which the Comprehensive Exam is given. No academic credit is given for the examination. A minimum of 37 graduate credit hours is required for a master of education degree for students who choose the Comprehensive Examination option.

Candidates are eligible for the M.Ed. or M.S. Degree in accordance with Plans A or B (p.14).

Graduates of the Recreation Management program are eligible for certification as a Certified Park and Recreation Professional (CPRP) by the National Recreation and Parks Association (NRPA).

Any exception to this program must be documented on a program change form and signed by the Recreation and Tourism Graduate coordinator.

RECREATION AND TOURISM Continued

THERAPEUTIC RECREATION MANAGEMENT

The Therapeutic Recreation Management program is based on the philosophy that recreation and leisure experiences are essential to the physical, emotional, psychological, and social development of all individuals. The program's purpose is based on the definition of therapeutic recreation by the National Therapeutic Recreation Society (NTRS).

Springfield College offers a Therapeutic Recreation Management program at the bachelor's and master's degree levels. The programs are designed to prepare entry-level, supervisory, and administrative personnel for the field of therapeutic recreation management. The program is competency-based in design and follows the guidelines published by the National Recreation and Parks Association (NRPA) and the NTRS. The program embraces the current NTRS vision statement and the curriculum educates students who will ensure that individuals with disabilities or limitations are afforded leisure experiences that enhance their physical, social, emotional, intellectual, and spiritual abilities.

The Therapeutic Recreation Management program emphasizes and provides a variety of skills in clinical and nonclinical settings. Such settings include medical/surgical psychiatric hospitals, senior centers, child-life programs, mental health agencies, shelter workshops, vocational training centers, correctional facilities and long-term care facilities and nursing homes serving persons with a variety of biopsychosocial disabilities.

Graduates of Springfield College's Therapeutic Recreation Management program have completed the educational requirements to be certified by the National Council for Therapeutic Recreation Certification (NCTRC) as a Certified Therapeutic Recreation Specialist (CTRS).

A Therapeutic Recreation/Child-Life Specialist concentration is available in the department of Recreation and Leisure Services.

A **child-life specialist** works in health care settings focusing on the emotional and developmental needs of children. Through the use of play and other forms of communication, the specialist seeks to reduce the stress of health care and enable children and families to cope with these experiences. The child-life specialist is a member of the interdisciplinary team for assessment, treatment, and evaluation working generally in hospital settings.

Students who complete the Therapeutic Recreation Management requirements have completed the educational requirement for certification by the NCTRC. Students who complete the Child-Life Specialist concentration are eligible for certification through the Association for Care of Children in Hospitals (ACCH). Students should be aware that in order to follow the child-life specialist concentration they must complete requirements of the Therapeutic Recreation Management program. The Child-Life Specialist concentration is not available as a separate program.

THERAPEUTIC RECREATION MANAGEMENT CURRICULUM

Prerequisite requirements:

RCTR 272: Introduction to Therapeutic Recreation

S.H.

3

RCTR 253: Processes & Techniques in Therapeutic Recreation	3
BIOL 130/131:	
Mammalian Anatomy & Physiology I and II (1 semester)	4
PSYC 221: Abnormal Psychology	3
**EDUC 160: Developmental Psychology	3
Total: 16	

Core requirement:

RSCH 610: Foundations and Methods of Research	3
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Program requirements:

RCTR 679: Personnel Management	3
RCTR 678: Organization and Administration	3
RCTR 652: Public Relations	3
RCTR 682: Graduate Seminar	2
RCTR 630: Leisure Counseling	3
RCTR 673: Therapeutic Recreation Programming for Persons with Disabilities	3
RCTR 607: Leisure Behavior	3
RCTR 686: Graduate Internship	10
Total: 30	

One of the following is required:

RCTR 611: Community Based Therapeutic Recreation	3
RCTR 670: Therapeutic Recreation with Chronic Illness and Older Adult (not for child-life)	3
Total: 3	

Research requirements:

* RSCH 626:		
Research Project	2	
	<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3	
RSCH 625: Thesis Seminar	2	
RSCH 635: Thesis	4	
Total: 2-9		

* Successful completion of the Master's Comprehensive Examination is required with this option. This is to be taken after all courses above are completed and the student has a GPA of 3.0 at the beginning of the semester in which the Comprehensive Exam is given. No academic credit is given for the examination. A minimum of 38 graduate credit hours is required for a master of education degree for students who choose the Comprehensive Examination option.

* RCTR 605 is required for all Therapeutic Recreation students without an undergraduate degree in recreation.

** Developmental Psychology is required or Psychology of Human Development Across the Life Span is required for the National Council for Therapeutic Recreation Certification (NCTRC).

Candidates are eligible for the M.Ed., or M.S. Degree in accordance with Plans A or B (p.14).

RECREATION AND TOURISM Continued

Any exception to this program must be documented by a program change form and signed by the Recreation and Tourism Graduate Coordinator.

THERAPEUTIC RECREATION MANAGEMENT CHILD-LIFE SPECIALIST CONCENTRATION

Program requirements:	S.H.
PSYC 515: Child Development and Therapy	3
RCTR 674: Child-Life Concepts	3
RCTR 676: Child-Life Clinic	3
RCTR 687: Child-Life Internship	10
Total: 19	

A minimum of 57 hours of graduate credit is required for a Master's of Education degree with a child-life concentration for those students who choose the Comprehensive Examination/Research Project option in the academic year 2001-2002.

Any exception to this program must be documented by a program change form and signed by the Recreation and Tourism Graduate Coordinator.

OUTDOOR RECREATION MANAGEMENT

Millions of individuals are involved in recreation activities in programs at outdoor facilities. The need for professionally trained outdoor recreation leaders and managers is essential to the field. Springfield College has prepared leaders and administrators for positions in private, not-for-profit sectors such as ski areas and resorts or in such public areas as parks and forests. Graduates of the Outdoor Recreation Management program are eligible for certification as Certified Leisure Professionals (CLP). Springfield College has an outdoor recreation facility and areas used for classroom skill and outdoor experiential learning.

Prerequisites:

RCTR 360: Facility and Design	3
<i>Or</i>	
RCTR 672: Maintenance Management	2
RCTR 204: Outdoor Leadership	3
BIOL 64-66: General Horticulture	4
EMSM 115: Emergency Medical Technician	3
EMSM 374: Search and Rescue	3
RCTR 255: Introduction to Outdoor Education	3

Core requirement:

RSCH 610: Foundations and Methods of Research	3
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Program requirements:

RCTR 679: Personnel Management	3
RCTR 675: Legal Aspects of Leisure Services	3

RCTR 652: Public Relations	3
RCTR 681: Problem Solving	3
<i>Or</i>	
RCTR 672: Maintenance Management	2
RCTR 682: Graduate Seminar	2
RCTR 607: Leisure Behavior	3
RCTR 678: Organization and Administration	3
RCTR 626: Park and Natural Resource Management	3
RCTR 686: Graduate Internship	10

Total: 32-33

Research requirements:

	S.H.
* RSCH 626:	
Research Project	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total: 2-9

A minimum of 37 semester hours of graduate credit is required for a Master's of Education degree for students who choose the Comprehensive Examination/Research project option for the academic year 2001-2002.

RCTR 605 and RCTR 635 are required for all OER students without an undergraduate degree in recreation.

Any exception to this program must be documented by a program change form and signed by the Recreation and Tourism Graduate Coordinator.

GRADUATE INTERNSHIP EXPERIENCE

The graduate internship is a major part of the graduate program in the Department of Recreation and Tourism. All graduate internships follow the guidelines of the National Recreation and Parks Association.

Graduate internships in **Recreation Management** and **Outdoor Recreation Management** are done for a minimum of ten to twelve weeks full-time for a minimum of 400 hours in one setting. A wide range of opportunities is available throughout the United States, and internships have been done in other countries as well.

Graduate internships in **Therapeutic Recreation Management** require twelve to fifteen weeks full-time for 480-600 hours in one setting. Students will be supervised by a faculty member and an agency supervisor who are both certified as CTRS by the NCTRC. All internships for Therapeutic Recreation Management students must meet the requirements of the National Council for Therapeutic Recreation Certification.

The Recreation and Tourism Office (Locklin Basement) maintains an A-Z schedule of placements for field experience throughout the United States, Mexico, and Canada. Graduate students have the opportunity to peruse this file throughout their tenure at Springfield College.

REHABILITATION COUNSELING AND SERVICES

The Rehabilitation and Disability Studies Department at Springfield College offers both full-time and part-time graduate programs in Rehabilitation Counseling and Services leading to the master's degree as well as the Certificate of Advanced Study. The programs are designed to provide a combination of didactic course work along with professionally supervised clinical experiences. The Rehabilitation Counseling and Services programs are offered in cooperation with the Rehabilitation Services Administration (RSA), U.S. Department of Education. A limited number of RSA scholarships may be available to full-time students.

General Curriculum

The general curriculum requirements are such that each student is expected to demonstrate skills and understanding in six basic areas of functioning. These areas are as follows:

1. Foundations of Rehabilitation Counseling and Services
2. Assessment and Evaluation
3. Case Management
4. Interviewing and Counseling (Individual, Group, Family)
5. Personal Career Development and Placement
6. Research, Analysis and Application

Within the general requirements, emphasis is placed on knowledge and understanding of medical, psychological, social, educational, and vocational aspects of disability and impairments. Faculty advisors meet with students at the beginning of their enrollment to outline an appropriate course of study. Individual differences in background, education, and training are taken into account in meeting the basic requirements.

Programs

In addition to the general requirements, which are at the core of all programs, the graduate candidate may earn a master of science or master of education degree by completing a course of study in one of the following areas:

Rehabilitation Counseling:

General Counseling and Casework
Alcohol Rehabilitation and Substance Abuse Counseling
Psychiatric Rehabilitation and Mental Health Counseling
Pediatric and Developmental Disabilities
Counselor for Persons Who Are Deaf or Hard of Hearing
Vocational Evaluation and Work Adjustment

Rehabilitation Management and Administration:

Disability Management
Employee Assistance Administration

Rehabilitation Services Administration
Program Supervisor

Rehabilitation Services:

Rehabilitation Services Specialist
Cognitive Behavioral Rehabilitation
Geriatric Rehabilitation
Cardiac Counseling and Education
Addiction Services
Expressive and Activity Therapies
Citizen and Consumer Advocacy
Pediatric Early Intervention Specialist

The graduate programs are designed to meet the goals and needs of students with a variety of educational and experiential backgrounds as well as the national professional standards required to assist our graduates to be fully marketable in the field. Individual eligibility should be discussed with the department chairperson and faculty advisor. Students who have completed the master's degree may pursue advanced course work leading to a Certificate of Advanced Study. Typically, students seeking the certificate wish to complement their existing educational and professional background, training, and experience to qualify for advanced positions or to become eligible for rehabilitation certification. Programs are arranged individually with the student's faculty advisor. A minimum of thirty-two semester hours of graduate credit is required for the Certificate of Advanced Study. Two program levels are available for the master's degree. Program levels may be determined and approved by the completion of the first twelve to fifteen semester hours of course work.

Eligibility

Program Level I: Students with bachelor's degrees but without previous rehabilitation education or experience are eligible for the minimum sixty-semester-hour program. Students should have a minimum of fifteen to eighteen semester hours of undergraduate course work in the behavioral and social sciences especially psychology and sociology. Where the undergraduate background is deficient, prerequisite course work may be necessary.

Program Level II: Students who possess a bachelor's degree, previous experience, concurrent employment in rehabilitation counseling, or a minor in Rehabilitation Services Education with at least eighteen semester hours of acceptable course work are eligible for this program. A minimum of forty-eight semester hours of graduate credit is required.

Program Level III: In recognition of the increasing need for qualified rehabilitation specialists to work with persons with disabilities, and the difficulties encountered by many individuals seeking to fulfill degree requirements, guidelines have been established for an individualized master's degree program in Rehabilitation Services and Rehabilitation Management and Administration only. Students with acceptable previous

REHABILITATION COUNSELING AND SERVICES Continued

Selectives (Choose one below with advisor):

RHDS 694: Psychiatric Rehabilitation	3
RHDS 680.02: Advanced SAASI	2
RHDS 676: Employee Assistance Programming	3
RHDS 699: Cognitive Behavioral Rehabilitation	3

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice <i>and/or</i>	3
RHDS 584: Clinical Practice II	3
RHDS 586: Rehabilitation Internship	12

Research requirements:

For master of education degree:

*RSCH 618: Guided Independent Study	3-6
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Total Hours = 60 - 63

For master of science degree:

RSCH 620: Educational Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total Hours = 66

Or

CISC 605: Computer Concepts in Research	3
RSCH 620: Educational Psychological Statistics I	3
*RSCH 626: Research Project	2

Total Hours = 65

* Successful completion of the Master's Comprehensive Examination is required (refer to p. 14 for degree options).

Psychiatric Rehabilitation and Mental Health Counseling

Students primarily interested in working with mental health or psychiatric populations are offered a program in this growing and exciting area of rehabilitation. Emphasis is placed not solely on understanding and knowledge in psychopathology and psychotherapy but rather on concepts of growth and development, independent living, vocational rehabilitation, milieu and expressive therapies, and psychosocial support systems. A dual program concentration with Alcohol Substance Abuse is also available to students in this program. Graduates of this program are typically employed in hospitals, clinic, community mental health programs, vocational rehabilitation agencies, and private psychiatric facilities. Completion of this option results in (a) eligibility to sit for the CRC exam upon graduation [75%]; (b) eligibility to sit for the Massachusetts Licensed Rehabilitation Counselor (LRC) exam after completion of two years of acceptable employment; and (c) eligibility to become a Massachusetts Licensed Mental Health Counselor (LMHC) after completion of two years of acceptable employment and passing exam.

CORE requirement:

RSCH 610: Foundations & Methods of Research	3
General Rehabilitation Counseling Requirements:	21
RHDS 501: Human Development, Diversity, & Disabling Conditions	3
RHDS 505: Rehabilitation Counseling: History, Phil, & Practice	3
RHDS 506: Case Management Techniques	3
RHDS 535: Rehabilitation Counseling: Theory & Practice	3
RHDS 542: Career Development & Job Placement Techniques	3
RHDS 550: Psychosocial Evaluation & Assessment	3
RHDS 561: Medical Survey	3

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice <i>and/or</i>	3
RHDS 584: Clinical Practice II	3
RHDS 586: Rehabilitation Internship I & II	12

Specific program electives:

RHDS 680.01: SAASI/Substance Abuse Prevention/Intervention	3
RHDS 692: Group Counseling	3
RHDS 694: Psychiatric Rehabilitation	3
PSYC 612: Psychopharmacology	3
PSYC 631: Psychopathology	3
PSYC 633: Introduction to Psychotherapy	3

Research requirement:

For master of education degree:

*RSCH 618: Guided Independent Study	3-6
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Total Hours = 60 - 63

For master of science degree:

RSCH 620: Educational Psychological Statistics I	3
RSCH 625: Thesis Seminar	2
RSCH 635: Thesis	4

Total Hours = 66sh

Or

CISC 605: Computer Concepts in Research	3
RSCH 620: Educational Psychological Statistics I	3
*RSCH 626: Research Project	2

Total Hours = 65sh

* Successful completion of the Master's Comprehensive Examination is required (refer to p.14 for degree options).

Pediatric and Developmental Disabilities

Graduate students interested in this program prepare themselves to work with those individuals who have developmental disabilities or children with disabilities. Primary consideration is given to developmental theory

REHABILITATION COUNSELING AND SERVICES Continued

and practice, social learning, and behavioral techniques. Graduates usually become employed in special schools and developmental centers, rehabilitation hospitals, and community agencies. Students who take specific courses may be certified as a Developmental (Early Intervention) Specialist or a Child Life Specialist or conjointly gain a CRC.

Or

CISC 605: Computer Concepts in Research	3	
RSCH 620: Educational Psychological Statistics I	3	
*RSCH 626: Research Project	2	
		Total Hours = 65sh

CORE requirement:

RSCH 610: Foundations and Methods of Research	3	
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General requirements:

RHDS 501: Human Development, Diversity, and Disabling Conditions	3	
RHDS 505: Rehabilitation: History, Principles, and Practices	3	
RHDS 506: Casework Management Techniques	3	
RHDS 535: Rehabilitation Counseling: Theory and Techniques	3	
RHDS 542: Career Development and Placement Techniques	3	
RHDS 550: Advanced Assessment Techniques	3	
RHDS 561: Medical Survey	3	

Specific program courses: 12sh

Required (6sh):

RHDS 630: Pediatric Rehabilitation	3	
RHDS 664: Rehabilitation of the Developmentally Disabled	3	

Choices (6sh):

RHDS 602: Implications of Disability on the Family	3	
RHDS 642: Behavioral Techniques for Developmentally Disabled	3	
RHDS 683: Learning Disabilities	3	
<i>Or</i>		
RHDS 694: Psychiatric Rehabilitation	3	

Specific program electives: 3

EDUC 555: Current Development of Infant/Toddler	3	
RCTR 674: Child Life Concepts	3	
PSYC 515: Child Development Theory	3	
EDUC 657: Organizational & Administrative of Early Childhood Ed.	3	
RCTR 676: Child Life Clinic	3	

Clinical fieldwork requirements: 15sh

RHDS 582: Rehabilitation Counseling Practice <i>and/or</i>	3	
RHDS 584: Clinical Practice II	3	
RHDS 586: Internship	12	

Research requirement:

For master of education degree:		
*RSCH 618: Guided Independent Study	3-6	
		Total Hours = 60 - 63

For master of science degree:

RSCH 620: Educational Psychological Statistics I	3	
RSCH 625: Thesis Seminar	2	
RSCH 635: Thesis	4	
		Total Hours = 66

* Successful completion of the Master's Comprehensive Examination is required (refer to p.14 for degree options).

Rehabilitation Counseling for Deaf and Hard of Hearing

This program is designed to prepare students to work with individuals who are deaf or hard of hearing. Deafness and hearing disorders are among the highest specialty disabilities in need of rehabilitation services in the United States. The primary objective of this program is to develop and integrate the students' knowledge base and practitioner skills in the rehabilitation process with specific training in total communication, the deaf culture and rehabilitation practices, and procedures for the deaf and hearing impaired. Graduates of this program are typically employed as specialists in rehabilitation agencies, rehabilitation facilities, clinics, and related education and community programs.

CORE requirement:

RSCH 610: Foundations and Methods of Research	3	
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General requirements:

RHDS 501: Human Development, Diversity, and Disabling Conditions	3	
RHDS 505: Rehabilitation: History, Principles, and Practices	3	
RHDS 506: Casework Management Techniques	3	
RHDS 535: Rehabilitation Counseling: Theory and Techniques	3	
RHDS 542: Career Development and Placement Techniques	3	
RHDS 550: Advanced Assessment Techniques	3	
RHDS 561: Medical Survey	3	

Specific program courses:

RHDS 661: Rehabilitation in Speech and Language Disorders	3	
RHDS 662: Rehabilitation of the Hearing Impaired	3	
RHDS 578: Manual Communication and Deaf Culture	3	
RHDS 579: Advanced Manual Communication and Deaf Culture	3	

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice	3	
RHDS 584: Clinical Practice II	3	
RHDS 586: Internship	12	

Research requirement:

For master of education degree:		
*RSCH 618: Guided Independent Study	3-6	

Total Hours = 54 - 57

REHABILITATION COUNSELING AND SERVICES Continued

For master of science degree:

RSCH 620:	Educational Psychological Statistics I	3
RSCH 625:	Thesis Seminar	2
RSCH 635:	Thesis	4

Total Hours = 60sh

Or

CISC 605:	Computer Concepts in Research	3
RSCH 620:	Educational Psychological Statistics I	3
*RSCH 626:	Research Project	2

Total Hours = 60

* Successful completion of the Master's Comprehensive Examination is required (refer to p.14 for degree options).

Rehabilitation Counseling General Casework

The primary objective of this program is to prepare students to work with a wide variety of physical, mental and emotional disabilities, illnesses, traumas, and other conditions. Emphasis is placed on knowledge and skills needed for diagnostic assessments, evaluation, interviewing, and counseling. Students are educated in the use of relevant information and dynamics for casework planning, case management, and client services. Typically, graduates of this program work as counselors, consultants, and specialists for employers in many different public and private settings. Usual responsibilities require the ability to work with various individuals, groups, families, schools, employers, physicians, and other professionals.

CORE requirement:

RSCH 610:	Foundations and Methods of Research	3
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General requirements:

RHDS 501:	Human Development, Diversity, and Disabling Conditions	3
RHDS 505:	Rehabilitation: History, Principles, and Practices	3
RHDS 506:	Casework Management Techniques	3
RHDS 535:	Rehabilitation Counseling: Theory and Techniques	3
RHDS 542:	Career Development and Placement Techniques	3
RHDS 550:	Advanced Assessment Techniques	3
RHDS 561:	Medical Survey	3

Specific program courses:

RHDS 699:	Cognitive Behavioral Rehabilitation	3
RHDS 691:	Neurological Rehabilitation	3
RHDS 692:	Group Techniques	3
RHDS 694:	Psychiatric Rehabilitation	3

Specific program elective: 3

Clinical fieldwork requirements:

RHDS 582:	Rehabilitation Counseling Practice	3
RHDS 584:	Clinical Practice II	3
RHDS 586:	Internship	12

Research requirement:

For master of education degree:

*RSCH 618:	Guided Independent Study	3-6
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Total Hours = 60 - 63

For master of science degree:

RSCH 620:	Educational Psychological Statistics I	3
RSCH 625:	Thesis Seminar	2
RSCH 635:	Thesis	4

Total Hours = 66

Or

CISC 605:	Computer Concepts in Research	3
RSCH 620:	Educational Psychological Statistics I	3
*RSCH 626:	Research Project	2

Total Hours = 65

* Successful completion of the Master's Comprehensive Examination is required (refer to p.14 for degree options).

Vocational Evaluation - Work Adjustment Specialist

The primary objective of this program is to prepare students to work as rehabilitation evaluation and work adjustment specialists. Emphasis is placed on the knowledge and skills needed in the professional use of standardized educational-vocational and psychological tests, work samples, situational assessment, assessment of learning, and functional skills assessment. Typically, graduates of this program work as vocational evaluators and work adjustment specialists for employers in many different agencies. Usual responsibilities include the ability to assess clients and consumers in a variety of modalities and milieus, write comprehensive reports, recommend appropriate learning and behavioral rehabilitation plans, and work as a member of a post-acute team of rehabilitation and health care professionals. This program leads to eligibility for national certification as a vocational evaluator/work adjustment specialist.

CORE requirement:

RSCH 610:	Foundations and Methods of Research	3
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General requirements:

RHDS 501:	Human Development, Diversity, and Disabling Conditions	3
RHDS 505:	Rehabilitation: History, Principles, and Practices	3
RHDS 506:	Casework Management Techniques	3
RHDS 535:	Rehabilitation Counseling: Theory and Techniques	3

REHABILITATION COUNSELING AND SERVICES Continued

RHDS 542:	Career Development and Placement Techniques	3
RHDS 550:	Advanced Assessment Techniques	3
RHDS 561:	Medical Survey	3

Specific program courses:

RHDS 626:	Philosophy and Principles of Vocational Evaluation	3
RHDS 627:	Vocational Evaluation Report Development and Communication	3
RHDS 642:	Behavioral Techniques for the Developmentally Disabled	3
RHDS 683:	Learning Disabilities	3
RHDS 692:	Group Counseling	3

Clinical fieldwork requirements:

RHDS 582:	Rehabilitation Counseling Practice	3
RHDS 584:	Clinical Practice II	3
RHDS 586:	Rehabilitation Internship I & II	12

Research requirement:

*RSCH 618	— Guided Independent Study	3-6
Total Hours = 60 - 66		

* Successful completion of the Master's Comprehensive Examination is required (refer to p.14 for degree options).

Management and Administration

Excellent opportunities exist for well-trained individuals to take leadership positions in the administration, supervision, management, and coordination of rehabilitation programs. Primary emphasis of this offering is in the development of planning, organizational and management skills, motivational theory and practice, and human resource development. Students completing this concentration become employed in a variety of public and private rehabilitation settings. Many opportunities currently exist in business and industry as well as public agency settings in such areas as personnel management and supervision, employee assistance programs, projects with industry, and insurance rehabilitation.

CORE requirement:

RSCH 610:	Foundations and Methods of Research	3
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General requirements:

RHDS 501:	Human Development, Diversity, and Disabling Conditions	3
RHDS 505:	Rehabilitation: History, Principles, and Practices	3
RHDS 506:	Casework Management Techniques	3
RHDS 535:	Rehabilitation Counseling: Theory and Techniques	3
RHDS 542:	Career Development and Placement Techniques	3
RHDS 550:	Advanced Assessment Techniques	3
RHDS 561:	Medical Survey	3

Specific program courses:

RHDS 676:	Employee Assistance Programming	3
RHDS 535:	Psychology in Business and Industry	3
RHDS 664:	Organization and Administration	3
MGTE 610:	Financial Management Health Care	3

Clinical fieldwork requirements:

RHDS 582:	Rehabilitation Counseling Practice	3
RHDS 584:	Clinical Practice II	3
RHDS 586:	Internship	12

Research requirement:

For master of education degree:		
*RSCH 618:	Guided Independent Study	3-6
Total Hours = 60		

For master of science degree:

RSCH 620:	Educational Psychological Statistics I	3
RSCH 625:	Thesis Seminar	2
RSCH 635:	Thesis	4
Total Hours = 65sh		

Or

CISC 605:	Computer Concepts in Research	3
RSCH 620:	Educational Psychological Statistics I	3
*RSCH 626:	Research Project	2
Total Hours = 65sh		

* Successful completion of the Master's Comprehensive Examination is required (refer to p.14 for degree options).

Special Services

Within the scope of departmental offerings and related offerings of other cooperating departments or programs, opportunities exist with faculty advisor guidance and assistance to develop a specialized program or specific individualized elective concentration. For example, specialty programs currently exist within some of the following areas: sensory disabilities (visual and hearing disorders), gerontological services, cardiac rehabilitation, and head injury rehabilitation. Students interested in this program option must arrange a planned program of study with faculty advisor and departmental approval.

CORE requirement:

RSCH 610:	Foundations and Methods of Research	3
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General requirements:

RHDS 501:	Human Development, Diversity, and Disabling Conditions	3
RHDS 505:	Rehabilitation: History, Principles, and Practices	3
RHDS 506:	Casework Management Techniques	3

REHABILITATION COUNSELING AND SERVICES Continued

RHDS 535:	Rehabilitation Counseling: Theory and Techniques	3
RHDS 542:	Career Development and Placement Techniques	3
RHDS 550:	Advanced Assessment Techniques	3
RHDS 561:	Medical Survey	3

Specific program courses:

(Choose minimum of 12-15sh; other offerings may be selected in consultation with faculty advisor)

RHDS 642:	Parents and Family of the Disabled	3
RHDS 650:	Action Expressive Therapies	3
RHDS 661:	Speech/Language Disorders	3
RHDS 662:	Rehabilitation of the Hearing Impaired	3
RHDS 670:	Rehabilitation Needs of Aging	3
RHDS 671:	Therapeutic Approaches of the Aging	3
RHDS 675:	Holistic Medicine and Rehabilitation	3
RHDS 578:	Manual Communication with Deaf	3
RHDS 689:	Cardiac Rehabilitation	3
RHDS 699:	Behavioral Medicine	3
RHDS 664:	Organization and Administration	3

Clinical fieldwork requirements:

RHDS 582:	Clinical Practice I	3
RHDS 584:	Clinical Practice II	3
RHDS 586:	Internship	12

Research requirement:

For master of education degree:

*RSCH 618:	Guided Independent Study	3-6
Total Hours = 60		

For master of science degree:

RSCH 620:	Educational Psychological Statistics I	3
RSCH 625:	Thesis Seminar	2
RSCH 635:	Thesis	4
Total Hours = 63 - 66		

Or

CISC 605:	Computer Concepts in Research	3
RSCH 620:	Educational Psychological Statistics I	3
*RSCH 626:	Research Project	2
Total Hours = 62 - 65		

* Successful completion of the Master's Comprehensive Examination is required (refer to p.14 for degree options).

Students should consult with their advisors to plan sequence of courses to be sure course prerequisites are appropriately met and to determine if specific requirements by certifying bodies have been changed.

SOCIAL WORK

The School of Social Work prepares social workers for professional practice through a **single concentration in advanced generalist practice**. Students graduate well-equipped to work at the individual, family, group, organization, and community levels with knowledge-guided practice.

Mission:

Through the teaching of social work knowledge and practice the School of Social Work at Springfield College prepares individuals to promote a commitment to meeting universal human need that will engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity and human rights.

Program options:

The School of Social Work offers a sixty-credit program leading to the master of social work (M.S.W.) degree through four options of study:

Master of social work weekday program (full-time, two years)- In this option, classes meet usually on Tuesdays and Wednesdays. In addition to classroom work, a field practicum is required in each of four semesters and as part of the field practicum, participation in a field seminar is required.

Master of social work weekend program (part-time, three years)- In this option, classes meet two weekends per month. In addition to classroom work, a field practicum is required in the fourth, fifth, seventh, and eighth semesters.

Advanced standing program for highly qualified graduates of bachelor of social work (B.S.W.) programs (full-time, three semesters or part-time, three semesters)- The B.S.W. program must be accredited by the Council on Social Work Education (CSWE) and must have been successfully completed within five years of enrollment at the Springfield College School of Social Work.

The content and quality of weekday and weekend programs are the same. The schedule differs only to ensure the flexibility needed to accommodate employed students.

Master of social work/juris doctor (M.S.W./J.D.) combined program with Western New England College School of Law (full-time, four years)- This program allows the student to earn both degrees in less time than it would take to pursue each degree separately.

Admission requirements for the M.S.W. programs:

For admission to the Springfield College School of Social Work week-day, weekend, and advanced standing programs, a graduate candidate must have:

- A bachelor's degree from an accredited college or university that reflects a broad background in liberal arts, with at least twenty semester hours in the social, behavioral, and biological sciences with an emphasis on human biology. Social and behavioral sciences include anthropology, economics, education, history, political science, psychology, and sociology. Biological sciences include botany, biology, physiology, and zoology.

The School looks favorably on transcripts that include course work in writing and in research methods or statistics.

- A grade point average (GPA) of at least 2.5 for all undergraduate work and 3.0 in the last two years of academic work. Exceptions may be made by faculty on the basis of other evidence that demonstrates ability to do graduate study in social work. Applicants who do not meet the GPA minimum will be considered for admission on probation if space is available.
- The personal capacity to work effectively with people to achieve professional standing.
- Social work experience as an employee, volunteer, or in an undergraduate field practicum.
- A personal statement describing (1) professional goals and reasons for pursuing a M.S.W. degree in this program; and (2) the education, professional/work experience, and personal characteristics that make the applicant a good candidate for an advanced generalist M.S.W. program.
- Three professional or academic references that address the applicant's ability, potential, and readiness for graduate education and professional social work practice.

Applicants to the advanced standing program must complete a supplemental application available from the School of Social Work.

Although all the work for the M.S.W. is usually completed at the Springfield College School of Social Work, transfer credit may be awarded, course-by-course, for up to nine graduate credits earned at the CSWE-accredited graduate program in social work. Courses taken within five years of the anticipated date of completing the M.S.W. at Springfield College, and in which the student has earned a grade of B or better, are eligible for consideration, following admission. No course credits are granted for life experience or previous work experience. The department will not grant transfer credit for graduate courses that were already used for another awarded graduate degree.

Admission requirements for the M.S.W./J.D. combined degree program:

Applicants interested in the M.S.W./J.D. combined degree program must successfully meet the separate admission requirements of each institution and be accepted into the combined degree program. Neither the Springfield College School of Social Work nor the Western New England School of Law admits new students for the spring semester.

The combined degree program is open only to students in the full-time M.S.W. and J.D. Programs. Although admission to the combined degree program is usually decided at initial enrollment, it is possible to begin studies at the School of Law and then apply to the School of Social Work and enroll in the combined degree program, or vice versa. Applications to the second institution would need to be made before completion of the first year of studies at the first institution.

Deadlines:

The application for admission and all supporting credentials are due in the Office of Graduate Admissions by March 15. Applications received after the deadline will be considered only if space is available.

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Accreditation information:

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 Colleges and Secondary Schools, which accredits schools and colleges in the six New England states. Membership in these associations indicates that the College has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The School of Social Work is accredited through 2005 by the Council on Social Work Education (CSWE), the official accrediting body for social work programs in the USA. This enables graduates to sit for professional social work licensure examinations in all fifty states.

The Western New England College School of Law, Springfield College's partner in the joint M.S.W./J.D. combined degree program, is accredited by the American Bar Association (ABA) and is a member of the Association of American Law Schools (AALS).

Contact names and telephone numbers:

Springfield College
Office of Graduate Admissions
263 Alden Street
Springfield, MA 01109-3797
Tel:(413) 748-3225
Web Site: <http://www.spfldcol.edu>

Mae E. Chillson, Admissions Coordinator
Springfield College School of Social Work
263 Alden Street
Springfield, MA 01109-3797
Tel:(413) 748-3060

Springfield College is committed to equal opportunity in employment and education. No student, employee, or applicant will be denied admission, employment, or access to program and activities because of race, gender, religion, age, color, national origin, disability status, or sexual orientation. This College policy is in concert with appropriate state and federal laws. Inquiries concerning the College's compliance with antidiscrimination laws should be addressed to: Equal Opportunity Officer, Office of Human Resources, Springfield College, 263 Alden Street, Springfield, MA 01109-3797. Reasonable accommodation is available upon request.

Curriculum overview:

The sixty credits are distributed across four sequences, two field practicums and seminars, and three electives, as follows;

- Human Behavior in the Social Environment sequence (three courses, eight credit hours).
- Social Work Practice sequence (four courses, twelve credit hours).
- Social Work Research sequence (three courses, nine credit hours).
- Social Welfare Policy sequence (three courses, nine credit hours).
- Foundation Field Practicum and Seminar (eight credit hours, 225 practicum hours per semester).
- Concentration Field Practicum Seminar (eight credit hours, 300 practicum hours per semester).
- Electives (three courses, six credit hours).

Guided by the School's mission, the master of social work curriculum is designed around a generalist foundation year and an advanced generalist concentration year. The first year provides students with theoretical perspectives across the four sequences, as well as grounding in fundamental skills in individual, family, group, and community intervention.

The advanced generalist concentration year is designed around "skill sets" that build on the foundation year. The curriculum provides students with opportunities to develop advanced clinical assessment, intervention, supervisory, and administrative skills in practice; mastery of diagnostic skills; a set of complex social action skills in policy; and finally, a set of research skills.

The focus on "skill sets" occurs within the context of three programmatic themes: social change, human rights, and social justice. In comparison to generalists, advanced generalists are able to assess more complex situations with individuals, families, groups, organizations, and communities and to intervene with more advanced, sophisticated practice skills.

Electives enrich the concentration year curriculum by providing students the opportunity to explore a specific area of advanced generalist practice in greater depth, depending upon individual interests, strengths, and/or needs. Elective courses include:

- Seminar in Social Work Practice with Diverse Populations
- Theories of Intervention and Psychotherapy
- Human Rights
- Contemporary Challenges in Child Welfare
- Substance Abuse in Social Work Practice
- Policy and Practice Issues in Aging
- Proposal Writing and Grant Acquisition
- Social Work in Education
- Legal Aspects of Social Work
- Mediation and Conflict Resolution
- Brief Treatment and Managed Care
- Social Work Practice with Children
- Family Treatment
- Therapeutic Applications of Adventure
- Loss and Bereavement
- Special Topics

The M.S.W./J.D. Combined Degree Program:

The full-time M.S.W./J.D. combined degree program is offered in partnership with Western New England College School of Law and provides students with the distinct advantage of being able to complete the program with four rather than five years it would take if pursued separately.

Having both a social and legal perspective effectively prepares graduates to meet the social work and legal challenges in many areas of practice, such as child welfare, education, mental health, individual and family practice, family mediation, services to the disabled, legal aid, criminal and juvenile justice, consumer protection, advocacy, employment, housing, community development, human rights, and evaluation of social service programs.

Curriculum and cross-credits: To be awarded the social work and law degrees, the student must complete the academic requirements of each institution, totaling 124 credits or semester hours. For the School of Social Work, sixty credits are required, twelve of which are taken at the

SOCIAL WORK Continued

School of Law. For the School of Law, eighty-eight credits must be earned, twelve of which are taken at the School of Social Work.

Those courses completed with a grade of B or better in the School of Social Work are eligible for transfer to the School of Law. In return, the School of Social Work accepts transfer credit from the School of Law for those courses completed with the average necessary to maintain good academic standing.

To transfer the twelve credits from the School of Law to the School of Social Work, the student must formally petition the Springfield College School of Social Work and the School of Graduate Studies. At the Western New England College School of Law, the student must obtain permission from the associate dean to have the twelve credits transferred from the School of Social Work. A student who commences but fails to complete the M.S.W./J.D. combined program cannot apply credit for courses completed at one school toward the degree granted at the other school.

Weekday curriculum sequence for the master of social work: S.H.

Fall of First Year:

MSSW 601: Human Behavior in the Social Environment 1	3	
MSSW 611: Social Policy 1	3	
MSSW 621: Research 1	3	
MSSW 631: Social Work Practice 1	3	
MSSW 684: Field Practicum/Seminar	4	
Total: 16		

Spring of First Year:

MSSW 602: Human Behavior in the Social Environment 2	3	
MSSW 612: Social Policy 2	3	
MSSW 622: Research 2	3	
MSSW 632: Social Work Practice 2	3	
MSSW 685: Field Practicum/Seminar	4	
Total: 16		

Fall of Second Year

MSSW 603: Human Behavior in the Social Environment 3	2	
MSSW 623: Research 3	3	
MSSW 633: Social Work Practice 3	3	
MSSW 686: Field Practicum/Seminar	4	
MSSW Elective	2	
Total: 14		

Spring of Second Year

MSSW 613: Social Policy 3	3	
MSSW 687: Field Practicum/Seminar	4	
MSSW 634: Social Work Practice 4	3	
MSSW Elective	2	
MSSW Elective	2	
Total: 14		

Weekend curriculum sequence for the master of social work: S.H.

Fall of First Year:

MSSW 611: Social Policy 1	3	
MSSW 601: Human Behavior in the Social Environment 1	3	
Total: 6		

Spring of First Year:

MSSW 602: Human Behavior in the Social Environment 2	3	
MSSW 621: Research 1	3	
Total: 6		

Summer of First Year

MSSW 612: Social Policy 2	3	
MSSW Elective	2	
Total: 5		

Fall of Second Year

MSSW 631: Social Work Practice 1	3	
MSSW 684: Field Practicum/Seminar	4	
Total: 7		

Spring of Second Year

MSSW 622: Research 2	3	
MSSW 685: Field Practicum/Seminar	4	
MSSW 632: Social Work Practice 2	3	
Total: 10		

Summer of Second Year

MSSW 603: Human Behavior in the Social Environment 3	2	
MSSW Elective	2	
MSSW Elective	2	
Total: 6		

Fall of Third Year

MSSW 623: Research 3	3	
MSSW 633: Social Work Practice 3	3	
MSSW 686: Field Practicum/Seminar	4	
Total: 10		

Spring of Third Year

MSSW 613: Social Policy 3	3	
MSSW 634: Social Work Practice 4	3	
MSSW 687: Field Practicum/Seminar	4	
Total: 10		

ADVANCED STANDING

Weekday option:

Weekday advanced standing students waive the first year and must take a total of 32 credits.

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Summer

MSSW 604: Human Behavior in the Social Environment 4	2
MSSW Elective	2
Total: 4	

Fall

MSSW 603: Human Behavior in the Social Environment 3	2
MSSW 623: Research 3	3
MSSW 633: Social Work Practice 3	3
MSSW 686: Field Practicum/Seminar	4
MSSW Elective	2
Total: 14	

Spring

MSSW 613: Social Policy 3	3
MSSW 687: Field Practicum/Seminar	4
MSSW 634: Social Work Practice 4	3
MSSW Elective	2
MSSW Elective	2
Total: 14	

Weekend option:

Weekend advanced standing students waive the first year and must take a total of 32 credits.

Summer

MSSW 604: Human Behavior in the Social Environment 4	2
MSSW 603: Human Behavior in the Social Environment 3	2
Total: 4	

Fall

MSSW 623: Research 3	3
MSSW 633: Social Work Practice 3	3
MSSW 686: Field Practicum/Seminar	4
MSSW Elective	2
Total: 12	

Spring

MSSW 633: Social Policy 3	3
MSSW 634: Social Work Practice 4	4
MSSW 687: Field Practicum/Seminar	4
MSSW Elective	2
Total: 13	

Summer

MSSW Elective	2
MSSW Elective	2
Total: 4	

Electives: Advanced Standing Students may take the electives in either the weekday or weekend programs.

M.S.W./J.D. Curriculum: Sample curriculum sequence for the M.S.W./J.D. combined degree program Year one or two-Springfield College School of Social Work:

MSSW 611: Social Policy 1	3
MSSW 612: Social Policy 2	3
MSSW 601: Human Behavior in the Social Environment 1	3
MSSW 602: Human Behavior in the Social Environment 2	3
MSSW 631: Social Work Practice 1	3
MSSW 632: Social Work Practice 2	3
MSSW 684: Field Practicum/Seminar	4
MSSW 685: Field Practicum/Seminar	4
MSSW 622: Research 2	3
Total: 29	

Western New England School of Law:

Constitutional Law I	3
Contracts	6
Criminal Law	3
Civil Procedure	6
Property	6
Torts	6
Lawyering Process	2
Total: 32	

Year three- Western New England School of Law:

Business Organization	3
Constitutional Law II	3
Income Taxation	3
Evidence	3
Electives in Law	20
Total: 32	

Year four- Springfield College School of Social Work and Western New England School of Law:

*MSSW 613: Social Policy 3	3
Or	
Law and Social Services	3
*MSSW 623: Research 3	3
Or	
Advanced Research in Law	3
MSSW 603: Human Behavior in the Social Environment 3	2
MSSW 633: Social Work Practice 3	3
MSSW 634: Social Work Practice 4	3
MSSW 686: Field Practicum/Seminar 3	4
MSSW 687: Field Practicum/Seminar 4	4
Electives in Law	12
Total: 31	

* To meet M.S.W. requirements, students must take either Social Policy 3 or Research 3. Students who take Social Policy 3 must take Advanced Research in Law as one of the 12 elective credits in the School of Law. Students who take Research 3 must take Law and Social Services as one the 12 elective credits in the School of Law.

GRADUATE COURSE DESCRIPTIONS

Graduate courses at Springfield College are numbered as follows:

500 level: Open to seniors and graduate students only*

600 level: Open to graduate students only

700 level: Open to certificate of advanced study and doctoral students only

The following is the minimum number of class hours of attendance required per semester to earn the indicated number of semester hours of academic credit:

Fifteen hours for 1 S.H.

Forty-five hours for 3 S.H.

Thirty hours for 2 S.H.

Sixty hours for 4 S.H.

Not every course in the following listing is offered annually. Definite information about course offerings and class hours is available at the time of registration through the Office of the Registrar. Insufficient enrollment or changing conditions may occasionally necessitate the cancellation of scheduled courses.

ANTHROPOLOGY

ANTH 621: Comparative Cultures (CORE course)

2 S.H.

This course is an analysis of the origin, history, structure, and effects of various contrasting culture patterns. Cultural differences in social systems, especially as manifested in value systems, are studied. Social processes inhibiting and accelerating change are also examined. Types of social change and the study of selected examples from primitive and modern societies are explored.

APPLIED EXERCISE SCIENCE

AEXS 601: Management of Health/Fitness Programs

3 S.H.

This course is designed to give 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 the health/fitness major (ninety-nine semester hours) and/or permission of instructor.

AEXS 611: Exercise and Public Health

3 S.H.

This course is designed to give students an overview of current knowledge regarding the relationships among physical activity, fitness, and health. Basic epidemiological principles and applications to the study of exercise and health are covered. Issues in the interpretation of literature, public health recommendations, and principles and strategies for exercise promotion are discussed. Format for the course is lecture/discussion. Prerequisites: MOST 303 and AEXS 260.

AEXS 613: Exercise for Special Populations

3 S.H.

This course provides an advanced level overview of the principles and practice of exercise testing and prescription in select special populations. Focus of the course is on exercise considerations for non-cardiac conditions. Laboratory exercises and clinical site visits are required. Prerequisite: AEXS 260.

AEXS 661: Electrocardiogram Interpretation and Graded Exercise Testing

3 S.H.

The purpose of this course is to continue general orientation to a cardiovascular health program; to review physical fitness knowledge techniques and interpretation; to increase understanding of monitored graded exercise testing; to provide skill training in the administration and interpretation of exercise testing protocol and procedures; and to introduce the student to cardiac rehabilitation program policies and procedures. Prerequisite: AEXS 260 or YMCA Physical Fitness Workshop or permission of instructor.

AEXS 670: Strength and Conditioning

3 S.H.

This course is designed to provide students with information for the design and implementation of a successful strength and conditioning program. Emphasis will be placed on assessment, description and analysis of sport movement, and designing weight training programs to enhance performance variables. This course will assist those students who desire to take the National Strength and Conditioning (CSCS) Exam. However, this course is not a preparation course for the exam.

AEXS 671: Strength and Conditioning Applications

1 S.H.

This course provides students with the appropriate setting in which to apply the principles of strength and conditioning which are taught in the AEXS 670 course. Emphasis is placed on assessment of athletic performance as well as the development of musculoskeletal flexibility, speed, agility, quickness, strength, and power. Prerequisite/Corequisite: AEXS 670.

AEXS 677: Stress Management

3 S.H.

This course provides comprehensive and advanced treatise of stress management. The concept of stress, the psychophysiology of stress, the measurement of stress, the relation of stress to mental and physical health and performance, prevention and intervention in stress management, and special topics related to stress are discussed. Prerequisite: BIOL 130-131, 132-133.

AEXS 680: Advanced Strength and Conditioning

2 S.H.

This course provides students with information to complement and illustrate material taught in AEXS 670. Emphasis is placed on theory and methodology of training and preparing athletes for competition. Prerequisite: AEXS 670.

AEXS 686: Fieldwork in Health/Fitness

1-8 S.H.

This course is a supervised field-based experience in an appropriate work site. The work experience is arranged on an individual basis and must reflect a new dimension consistent with career aspirations. The student becomes involved with on-the-job training through active observation and participation in programs, projects, and practices. Placement must be made and approved by the health/fitness program coordinator. Prerequisite: Program requirements completed or concurrent.

AEXS 692: Independent Study in Applied Exercise Science 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

ART THERAPY

ARTS 622: Asian Arts and Culture (CORE Course) 3 S.H.

This course provides a survey of the arts of Asia, specifically India, China, and Japan from prehistory to modern times. Lectures and discussions focus on the traditional arts of painting, sculpture, and architecture, as well as the art of Feng Shui, Ikebana, Calligraphy, Haiku, Bonsai, Raku, and martial arts. Students have an opportunity to work directly with some of the art forms. Students are exposed to the aesthetics as well as the philosophical basis of these Eastern Arts.

ARTS 670: Advanced Studio in Ceramics 3 S.H.

This course is an advanced clay course including the use of the potters wheel as a method of producing functional as well as sculptural objects. As basic skills are acquired, various advanced forms are introduced. Students may also choose to work in a purely sculptural tradition. Students experiment with various materials and building techniques, researching information with a multicultural view in conjunction with assigned projects. Prerequisite: ARTS 223 or permission of instructor.

ARTS 678: Designing for the Web 3 S.H.

This course teaches graduate students how to use professional level design programs to create a web site for upper level course projects. The methodologies and skills include design elements of a web page, the ability to create both still and animated graphics, and the ability to write in a concise professional manner. Emphasis is placed on applying traditional research documentation while presenting the project in a professional and visually exciting form.

ATPY 510: The Therapeutic Aspects of Clay 3 S.H.

This course demonstrates techniques and tools to utilize clay as a therapeutic medium. It introduces methods and theories of art therapy utilizing clay as a tool for healing. Technical and theoretical information is covered in depth, along with the integration of clay as a vehicle to express social and political concerns.

ATPY 520: Theory and 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. Discussion, lectures, and experimental exercises are the foundation of the classroom experience.

ATPY 600: Art Therapy with Children and Adolescents 3 S.H.

This course focuses on preventive art therapy and treatment methods of various childhood psychological and behavioral disorders. Students review theories of child and adolescent development with special consid-

eration of psychological issues occurring in childhood and adolescence. Case studies and hands-on experience with children enhance the practical application of art therapy with this age group.

ATPY 601: Art Therapy and Assessment Techniques 3 S.H.

Students explore assessment techniques available in treatment during individual and group art therapy sessions, including use of art materials, content analysis, and the evaluation process. Students study psychological assessments and appraisal techniques that have influenced the field of art therapy. Lectures focus on issues and principles of art therapy and psychological assessment; provide a historical perspective; focus on identification (DSM), etiology, and diagnosis using such techniques; and review basic intake procedures. Current issues and trends in psychological and art therapy assessments are evaluated. Prerequisite: ATPY 520.

ATPY 602: Painting for the Art Therapist 2 S.H.

This course focuses on the art of art therapy. The formal elements of art are utilized by artists/art therapists to help convey the motive and psychological atmosphere of their work. Students are required to develop work based on an extensive exploration or thematic approach addressing these concerns.

ATPY 603: Sculpture for the Art Therapist 2 S.H.

This course focuses on utilizing the elements of sculpture in the therapeutic milieu. Students explore a variety of innovative sculpture-making media and processes. They research and design techniques appropriate for healing. They also exercise these techniques to develop and extend their own artistic abilities and expressions.

ATPY 604: Printmaking for the Art Therapist 2 S.H.

In this course, students learn traditional and innovative printmaking techniques, utilize materials and equipment, and understand limits and advantages of printmaking as a therapeutic modality in clinical sites. Students are required to produce prints in various media, apply techniques to selected client populations in a written paper, and produce a final book project.

ATPY 605: Drawing and Mixed Media for the Art Therapist (CORE Course) 2 S.H.

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

ATPY 607: Integration of Art Education, Art History, and Art Therapy (CORE Course) 2 S.H.

This course integrates concepts and theories of art education, art therapy, and art history. Students learn the parameters and potential fusion of these disciplines. Discussions of the analysis of art by nineteenth and twentieth century artists who experienced psychological problems, as well as the utilization of art history in therapeutic practice with clientele, is the essence of the course.

ATPY 608: Art Therapy for the Elderly 2 S.H.

This course teaches the student to utilize art therapy as a tool to work with the physical, psychological, and social needs of the elderly. It focuses on materials and methodologies that the art therapist uses to assist the elderly in expressing these needs nonverbally through the art process.

ATPY 610: Ethical Issues in Art Therapy 3 S.H.
Professional standards, legal obligations, and ethical conflicts in art therapy and mental health counseling are discussed and debated. Issues of managed healthcare and malpractice insurance are discussed. Additional topics include the interrelationship between psychotropic medication and artistic rendering, and research regarding the correlation between medication and creativity. Standards in clinical mental health counseling public policy are debated. Corequisites: ATPY 520 and PSYC 631.

ATPY 611: Computer Graphics for Persons with Disabilities (CORE Course) 2 S.H.
This course focuses on computer graphics for therapeutic use with persons with disabilities. Students learn assistive technology and combine therapeutic interventions with clients and their knowledge of computer graphics. Students also explore computer graphics for their own artistic expression.

ATPY 612: 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 process 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 applications of art therapy with family therapy, within specific limitations of clinical settings, are examined. Prerequisite: ARTS 520 or permission of instructor.

ATPY 616: Art Therapy and Body Therapies 2 S.H.
This course is designed for students who are interested in how to incorporate body therapies in the practice of art therapy. Case studies are discussed depicting the connection between emotions held within the body and illness. Prerequisite: Consent of the Art Department.

ATPY 619: Art Therapy with Special Needs Populations 3 S.H.
This course is designed for individuals who are interested in working with multi-diagnoses 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 620: Group Counseling Techniques and Group Art Therapy 3 S.H.
The purpose of this course is to synthesize general theories of group practice within an art therapy framework. Various types of groups, purposes, and theories are integrated with the theoretical applications of art therapy materials and modalities along with their symbolic manifestation. The course is didactic and experiential. Prerequisites: ATPY 520 and 625.

ATPY 625: Supervision for Beginning Practicum in Art Therapy 2 S.H.
Practicum in art therapy is considered the core of art therapy training. Students observe an art therapist in practice and, by the end of the semester, co-lead groups in the field for a total of 100 hours. Students participate in biweekly supervision meetings. Clinical supervision, peer supervision, video supervision, and discussion of literature are a part of each meeting. Students learn to write clinical notes and organize case presentations.

ATPY 626: Research Project in Art Therapy 3 S.H.
This course is designed for individuals who are preparing a final research project. Students discover how research in art therapy can be designed and implemented. They learn that an integral part of being a professional art therapist is to be able to understand and produce responsible, ethical, and critical research. Prerequisites: RSCH 610, RSCH 620.

ATPY 630: Multicultural Issues in Art Therapy 3 S.H.
The social, political, and multicultural concerns that arise in the practice of art therapy are addressed in this course. Topics include, but are not limited to, multicultural issues in art assessment, art therapy treatment, ethics, family art therapy, and art therapy with various clientele.

ATPY 682: Advanced Seminar in Art Therapy and the Helping Professions 3 S.H.
This course provides information on advanced levels of art therapy practice as part of the helping professions. This course includes methods and materials, brief systems utilizing art therapy, professional identity and development, and integration into community resources and referrals options. Prerequisites: ATPY 520, ATPY 600, and ATPY 684.

ATPY 684: Practicum in Art Therapy 1-6 S.H.
Practicum in art therapy is 600 hours. This course provides practical involvement necessary for acquiring art therapy skills in a variety of clinical settings. Practicum experiences include a minimum of twenty-five hours of group supervision to be held on campus. The six credits are usually taken over a period of two semesters. Prerequisites: ARTS 520, 600, 625, and PSYC 631.

ATPY 688: Special Topics in Art Therapy 1-3 S.H.
This course examines various current professional issues, theories, mediums, and experientials in art therapy. Specific units concentrate on content areas that enhance and augment student learning beyond the basic graduate art therapy courses.

ATHLETIC TRAINING

ATRN 512: Advanced Therapeutic Exercise and Modalities 3 S.H.
This is an advanced course for students in the Athletic Training Rehabilitation Track in the Graduate Athletic Training Program. The topics included in this course concentrate on the use of therapeutic exercise and modalities in the rehabilitation of injuries to the physically active. Current research is an integral part of the course. Prerequisites: students in the Athletic Training Master's Degree program or permission of the instructor.

ATRN 520: Athletic Training Clinical Education 3 S.H.
Course content is divided into three modules: 1) Athletic Training Clinical Education, 2) Current Policies and Procedures in Clinical Education, 3) Clinical Instructor Educator (CIE) Seminar. Students explore these topics through seminar, research, class and web-based discussion. Prerequisites: students enrolled in the Athletic Training Master's Degree program or permission of the instructor.

ATRN 582: Seminar in Athletic Health Care 3 S.H.

This seminar format course examines current topics and issues in athletic health care. Topics include: prevention and management of injuries to the physically active, professional preparation, credentialing of the athletic trainer and reimbursement for athletic training services.

ATRN 586: Fieldwork in Athletic Training 3 S.H.

This fieldwork experience provides the athletic training graduate student the opportunity to gain clinical experience in one of three concentrations: 1) Athletic Training Administration, 2) Athletic Training Professional Preparation, and 3) Athletic Training Rehabilitation. Fieldwork experiences are supervised by NATABOC certified and state licensed athletic trainers. Prerequisite: students enrolled in the Athletic Training Master's Degree program.

ATRN 605: Athletic Injury Rehabilitation and Therapeutic Exercise 3 S.H.

This course introduces the athletic training student to athletic injury rehabilitation. It includes assessment skills, treatment goal development, and documentation techniques. The use of therapeutic exercise in injury rehabilitation is emphasized. Prerequisites: ATRN 226 and enrollment in the athletic training major. Non-majors need permission of the instructor.

ATRN 607: Athletic Injury Rehabilitation and Therapeutic Modalities 3 S.H.

This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 605) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise, and modalities in the treatment of athletic injuries. Prerequisites: ATRN 605 and enrollment in the athletic training major. Non-majors need permission of instructor.

ATRN 610: Administration and Education in Athletic Training 3 S.H.

This course examines the responsibilities of the athletic trainer as an educator and administrator. Concepts of learning theory, learning styles, and instructional strategies are presented. Topics include principles of administration, staffing, and supervision. The evolving role of athletic training in United States healthcare is also discussed. Prerequisites: Athletic training major, ATRN 305 and 384.

ATRN 676: Orthopedic Basis of Sport Injury 3 S.H.

This is a course dealing with the prevention and management of sport-related injuries. It provides a detailed discussion of orthopedics as applied to sport and activity-related injuries. (This course is open to theory of athletic injury, movement science, and physical therapy master's degree students. Others may register with permission of the instructor.)

ATRN 686: Fieldwork in Sports Medicine 3-9 S.H.

This course provides a sports medicine supervision fieldwork experience with direct clinical supervision for students enrolled in the sports injury prevention and management master's degree program. Sites may include sports medicine centers, fitness centers, physical therapy centers, etc.

ATRN 692: Independent Study in Athletic Training 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

BIOLOGY**BIOL 608: Cell and Molecular Biology 3 S.H.**

This course studies the structure and function of cells and the molecular basis of cellular activity. Topics include cellular organelles, gene expression and protein synthesis, molecular biology, and recombinant DNA technology. Students must also register for BIOL 209. Prerequisites: BIOL 121-122, 123-124 and CHEM 221-222, 223-224. Organic chemistry and physics is recommended.

BIOL 609: Cell and Molecular Biology Laboratory 1 S.H.

This laboratory course emphasizes the methods of cell and molecular biology research. Topics include cell culture, DNA isolation and cloning, separation and identification of biological macromolecules, and data analysis and presentation. Students must also register for BIOL 608.

BIOL 611: Human Microscopic Anatomy 3 S.H.

The emphasis of this course is the microscopic structure of cells, tissues, and their organization into organs in the human body. The unique arrangements of tissues in each organ provides clues to understanding the functions of that organ. This course is beneficial to preprofessional students of medicine, dentistry, nursing, and allied health. Students must also register for BIOL 612. Prerequisites: BIOL 121-122, 123-124.

BIOL 612: Human Microscopic Anatomy Laboratory 1 S.H.

This laboratory course is designed to be taken concurrently with BIOL 611. Students learn to identify various human tissues and organs using the light microscope and related electron micrographs. Prerequisites: BIOL 121-122.

BIOL 620: Cellular Physiology 3 S.H.

This course emphasizes the amazing array of cellular activities that allow the human body to function. Students gain an appreciation of the elegance and precision of cellular interaction necessary to maintain human health. Students must also register for BIOL 621. Prerequisites: BIOL 121-122, 123-124, BIOL 250-251, 252-253 and CHEM 221-222, 223-224.

BIOL 621: Cellular Physiology Laboratory 1 S.H.

Students perform laboratory exercises that elucidate the important concepts in cell physiology. They gain experience using current laboratory methods including enzyme assays, protein gel electrophoresis, chromatography, and some recombinant DNA techniques. Students must also register for BIOL 620.

COMMUNICATIONS/SPORTS JOURNALISM

COMM 684: Practicum in Sports Journalism 6-10 S.H.

This practicum provides students with a professional experience in sports broadcasting, sports writing, and sports information. Prerequisite: Eight hours of sports journalism.

COMM 686: Journalism Internship 6-10 S.H.

This course provides an opportunity for the student to work on an individual basis with a professional in the field of journalism. The student 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 ten weeks. Prerequisite: Permission of the department chairperson. Graduate credit for six semester hours only.

COMPUTER SCIENCE

CISC 605: Introductory Computer Concepts for Research 3 S.H.

This is an introduction to computer concepts course for use by the graduate student. Content of this course includes demonstrations and hands-on experiences using such computer applications as: word processing, spreadsheet use and design, library searching, statistical and mathematical data reduction, on-line data acquisition, elementary programming, etc.

CISC 610: Statistical Applications of Computer Programming 3 S.H.

This is an introduction to computer programming for uses in research or educational environments. Emphasis is placed on the fundamentals of program design, development, testing, and documentation with statistical applications using FORTRAN. Coverage includes language syntax, input and output devices, editing, and problem analysis. An exposure to a statistical package is also included.

CISC 620: Microcomputer Applications in a Clinical Setting 3 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, Pascal or C++ is assumed. Prerequisite: CISC 165 or CISC 175 or the equivalent.

CISC 688: Special Topics in Computer and Information Sciences: Object-Oriented Programming with Java 3 S.H.

This course deals with a study of object-oriented programming principles using the programming language, Java. Both Java applications and applets are designed. Specific topics include Java primitive data types, Java control structures, methods, event-driven programming, designing graphical user interfaces, graphics and sound, threading and multithreading. Previous programming experience is required, preferably in C or C++. Prerequisite: CISC 175 or permission of the instructor.

ECONOMICS

ECON 600: Economic Aspects of Healthcare Organizations 3 S.H.

This course introduces students to basic concepts of macroeconomics and microeconomics and examines the economic aspects of health services in terms of production, distribution, and institutional structure. Topics covered include: conditions affecting the demand for and the supply of medical care, delivery mechanisms, human resource management, the role of government regulation, and proposals to restructure the health care system in response to changing economic conditions.

EDUCATION

EDUC 540: Integrating Experiential Education Across the Curriculum 3 S.H.

This course provides an overview of educational theory and practice of experiential learning, interdisciplinary curriculum design, and student-centered learning environments as they relate to a pluralistic secondary school population. Students explore current research on topics such as learning styles, community service learning, adventure education, expeditionary learning, interdisciplinary curriculum design, computer assisted learning, and the use of reflection as a tool for learning as they relate to the Common Core of Learning of the Massachusetts Curriculum Frameworks.

EDUC 542: Educational Assessment 3 S.H.

This course acquaints the students with formal and informal techniques for assessing and recording the development of 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 585: Curriculum Methods and Organization for Secondary Education 3 S.H.

In this course, students learn lesson plan development, methods of instruction, and curriculum organization for middle school and high school teaching. Questioning techniques, alternative teaching-learning strategies, classroom innovation, the use of technology and audiovisual media, and the organization of time and teaching material are included. Individualization of teaching is stressed. Prerequisite: None.

EDUC 607: Philosophical Foundations of Education (CORE Course) 3 S.H.

This course provides an introduction to some of the major philosophical approaches to education, including theories of multicultural education. Emphasis is on the importance of understanding and implementing, in a philosophically consistent way, a multi-ethnic approach to education in a pluralistic society.

**EDUC 612: Education and the Future
(CORE Course) 3 S.H.**

This course represents an attempt to study the human condition in the context of educational enterprises and alternative futures. It provides the opportunity to examine our developing consciousness of time and explores how awareness of the future affects our present thinking.

EDUC 619: Contemporary Issues in Education 3 S.H.

This seminar addresses contemporary issues in education including, but not restricted to, education policy, academic standards, social justice, multi-cultural education, curriculum, and schools in a changing society. Readings of contemporary writings in education, interaction with guest speakers, and viewing of videos which cover current educational issues form the basis of classroom discussion. This course encourages critical thinking, the formulation of clear arguments, and active listening skills. Prerequisite: EDUC 607 or permission of instructor.

EDUC 620: Higher Education Law 3 S.H.

This course is an exploration of the legal issues that affect the administration of postsecondary institutions. The major focus is on issues pertaining to the various constituents (students, faculty, administrators) of colleges and universities. Legal cases are analyzed from the perspectives of law, education, and public policy. While the course is open to any graduate student, it is designed primarily for those who will be faculty or administrators in higher education.

EDUC 621: School Law 3 S.H.

This course examines issues of law that affect public schools today. Legal aspects of teaching, teachers' and students' rights, and a variety of other legal issues are introduced.

EDUC 626: Education Research Project 2-3 S. H.

This course builds on the research foundation established in Research 610, and specifically addresses educational research, including various qualitative methodologies (e.g., case study, observation, interviews, ethnography), with a focus on applied research methodology practical for educational settings (K-12 classrooms and schools, adult education, professional development, and other educational settings). Interpretation of research and its impact on professional practice will also be studied. Students will design, conduct, analyze and present a research project. Prerequisite: RSCH 610.

EDUC 627: Constructing, Managing, and Assessing Literacy 3 S.H.

This course is designed to help teachers refine ways to construct, manage, and assess literacy programs in today's schools. Course content includes an analysis of the phonological, morphemic, syntactical, and semantic aspects of reading and writing processes and an examination of current approaches and assessments in teaching reading and writing. Participants closely examine modifications for teaching reading and writing to children with special needs.

EDUC 631: International Education: Culture and Change (CORE Course) 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 that influence the distinctive character and development of national systems of education.

EDUC 637: Social Justice and Diversity Issues 3 S.H.

This course provides students with an understanding of social justice and diversity issues as they relate to both traditional and non-traditional education settings, as well as the impact of social class, gender, race, ethnicity, religion, age, ability, sexual orientation, on education and related work places. Emphasis is placed on the importance of creating inclusive learning and working environments through greater awareness of diversity issues, increased understanding of social justice, and cross cultural skill development. Prerequisite: None.

EDUC 640: Behavior Management for High-Risk Adolescents 3 S.H.

This course presents theory and methods for delivering the S.A.G.E. psycho-educational behavior management program to high-risk adolescents. The course explores risk factors for serious antisocial behavior. An emphasis is placed on developing a multimodal approach including cognitive restructuring, social skills development, community and family involvement, establishing boundaries, and crisis intervention.

EDUC 655: Higher Education in America 3 S.H.

This course provides an examination of the landmark historical events in the development of higher education in America and the implications thereof. Some description of circumstances in differing types of institutions is developed. Some limited treatment of legal, financial, and social complexities which have evolved in recent years is given.

EDUC 660: Adult and Professional Development 3 S.H.

This course examines key issues of adult development and socialization as they relate to adult learning theories and an individual's professional growth in the education field. The course explores ways in which technology is used as both the context and content of professional development in today's education settings. This course provides an opportunity for students to participate in an electronic classroom and design a professional development program pertinent to their area of specialization. Prerequisite: None.

EDUC 662: Graduate Teacher of Students with Moderate Disabilities Practicum 3 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage a classroom of students with moderate disabilities for 7 weeks. Students complete a minimum of 150 hours. This course is for students seeking licensure as a teacher of students with moderate disabilities who already possess a license in either elementary education or a secondary content area. Prerequisites: Advanced standing in the Education Department and permission of the Office of Teacher Preparation.

EDUC 664: Clinical Teaching Experience – Secondary 4-7 S.H.

This is a supervised clinical teaching experience under the guidance of an experienced, fully certified teacher at the secondary level for a total of 400 hours or one semester. A seminar conducted by Springfield College faculty is included. Site assignments are made in consultation with and by permission of the Office of Teacher Preparation. Prerequisite: Satisfactory completion of the majority of the coursework for the S.A.G.E. M.Ed. program or permission of the coordinator of teacher preparation and certification.

EDUC 665: Administrative Practicum 5 S.H.

The administrative practicum, necessary for provisional certification, is 150 hours of supervised work and seventy-five 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.

EDUC 667: Graduate Early Childhood Practicum PreK-K 2 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for 5 weeks. Students complete a minimum of 100 hours at the preschool to Kindergarten level (PreK-K). This course is for students seeking licensure as an early childhood teacher. At least one of the early childhood practices must be in a setting that includes children with special needs. Prerequisite: Advanced standing in the Education Department and permission of the Office of Teacher Preparation.

EDUC 668: Graduate Elementary Practicum 6 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage an elementary classroom for 15 weeks. Students complete a minimum of 300 hours at the elementary level. This course is for students seeking licensure as an elementary teacher. Prerequisites: Advanced standing in the Education Department and permission of the Office of Teacher Preparation.

EDUC 670: Group Processes and Organizations 3 S.H.

The purpose of this course is to train future administrators in a range of group process skills that can be utilized in organizations. Major attention is given to group process analysis, evaluation, and intervention in organizational contexts. Students also learn a variety of designs and facilitation techniques for promoting effective teamwork in organizations.

EDUC 673: Curriculum Design, Methods and Evaluation for Students with Special Needs 3 S.H.

Participants engage in the development of curriculum for students with diverse learning issues. Special emphasis is given to design, implementation, and evaluation as it relates to students with special needs. Familiarity with specialized materials and current methods of teaching students with special needs is stressed. Prerequisite: None.

EDUC 674: Curriculum Design and Evaluation for Administrators 3 S.H.

Participants engage in the development of curriculum, with special emphasis on design, implementation, and evaluation from the perspective of the principal and/or curriculum supervisor.

EDUC 675: Curriculum Design and Evaluation for Secondary Education 3 S.H.

Students engage in the development of curricula, emphasizing design, implementation, and evaluation. To meet the requirements of the current competencies for teacher certification, the course is grounded in multicultural education theory and the Massachusetts Curriculum Frameworks. Students engage in personal reflection to explore the implications for multicultural education on their own teaching strategies and resources in order to develop methods and materials applicable to formal and informal educational settings. They learn to develop curricula with an understanding of the culture, strengths, and developmental needs of high school and middle school students. The significance of racism and other forms of oppression, and their influence in education is presented in discussions and explorations.

EDUC 676: Curriculum Design and Evaluation for Early Childhood Education/Elementary Education 3 S.H.

Participants engage in the development of curriculum, with special emphasis on design, implementation, and evaluation.

EDUC 680: The IEP Process: The Special Educator's Role 3 S.H.

This course addresses federal mandates for special education as required by PL 94-142. Students develop individual education plans and individual transition plans. All aspects of the IEP process, including assessment, construction, and writing of professional reports, are included.

EDUC 682: Seminar in Contemporary Issues in Special Education 3 S.H.

This course focuses on the most current issues facing educators who work with children. Multicultural issues, pertinent diagnosis, changes in legislation, and mainstreaming practices serve as the primary topics in the scope of the course. A requirement for this course is an independent research project, which is necessary to fulfill certification requirements.

EDUC 688: Special Topics in Education 1-4 S.H.

This course provides an opportunity for concentrated exploration and experience in a specialized or current area of relevance to both preservice and inservice educators. Topics are offered on a variable basis. A student may register for this course for credit more than once, provided the topic is different each time. Prerequisite: Education major or permission of instructor.

EDUC 690: The Principalship 3 S.H.

This course identifies those skills that exemplify effective principals. Among the topics and skill competencies examined are school organization, curricular needs, program and staff development, strategies for institutional change, fiscal management, and leadership styles.

EDUC 693: Leadership in a Diverse Society 3 S.H.

This course, with tomorrow's leaders in mind, examines appropriate and current leadership skills which will create effective organizations and builds a knowledge base of the multi-diversified groups and subgroups with whom an administrator (i.e. principal, assistant principal, supervisor, or curriculum specialist) must interact. Participants demonstrate the requisite skills that are necessary for effective leadership with diverse populations through the study of social justice issues in society. Prerequisite: None.

EDUC 694: Principles of Supervision 3 S.H.
This course studies major problems confronting supervisors in improving instruction, including interpreting educational objectives to staff and public, coordinating education programs, teacher supervisor relations, mentoring, evaluating instruction, and supervision of student teachers.

ENGLISH

ENGL 508: Designing for the Web 3 S.H.
This course teaches graduate students how to use professional level design programs to create a web site for upper level course projects. The methodologies and skills include design elements of a web page, the ability to create both still and animated graphics, and the ability to write in a concise professional manner. Emphasis is placed on applying traditional research documentation while presenting the project in a professional and visually exciting form.

ENGL 635: Literacy, Hypermedia, and Modern Communication (CORE Course) 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 work place. Students work towards a definition of literacy and an understanding of its underlying technological basis. They trace literacy's historical evolution from oral to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy, particularly as embodied in hypertext and hypermedia. Cross-listed as CISC 335.

ENGL 659: The Contemporary Novel (CORE Course) 3 S.H.
This course seeks to investigate the novel from the point at which 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 667: Shakespeare (CORE Course) 3 S.H.
This course is designed to develop the student's appreciation of Shakespeare as a master dramatist through a study of selected tragedies, comedies, and histories. The plays selected are concerned with the classic problems which beset humankind. The emphasis shifts yearly from the tragedies to comedies, with histories incorporated each year.

FRENCH

FREN 611: Intermediate French 3 S.H.
This course is an advanced study of the French language and a review of all verb forms, which 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 112 or three to four years of high school French.

FREN 612: Advanced Intermediate French 3 S.H.
This course focuses on the ability to communicate efficiently in everyday life situations such as telephoning long distance, planning a trip, writing

business letters, or operating a computer terminal. The review of grammar and the acquisition of vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. Prerequisite: FREN 112 with a B+ average or FREN 611 or permission of the instructor.

HEALTH STUDIES

HLTH 502: Methods and Materials in Health Education II 3 S.H.
Students in this class analyze the theory, practice, and planning processes for school health education. The readings, discussions, observations, lesson planning, practice teaching, unit planning, and critical analysis emphasize quality interactive teaching and professionalism in health education.

HLTH 505: Curriculum Construction and Instruction 3 S.H.
This course analyzes the essential components of and procedures for the development of a written pre-K-12 comprehensive health education curriculum. Students critically review current general and specific curricula in light of various teaching possibilities and environments for health education.

HLTH 517: Organization and Administration for the School Health Program 3 S.H.
This course studies administrative relationships and procedures in conduct of school health programs, general policies, state responsibility, annual health examinations, examinations for athletes, follow-up services, clinics, classes for the handicapped, sanitation of school plant, duties of personnel, record and report forms, services of outside agencies and community relationships, and the opportunity for considering specific problems encountered during school or public health education experience. Prerequisite: HLTH 303.

HLTH 525: Human Disease 3 S.H.
This course examines a wide range of contemporary health problems. The health professional examines the epidemiology and pathology of major diseases and their attendant psychosocial implications. Prevention and control are discussed within ethical issues identified for study. Prerequisites: BIOL 101, 130-131, HLTH 103, or permission of instructor.

HLTH 560: Health-Related Aspects of Aging (CORE Course) 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. The healthcare delivery system is examined and discussed.

HLTH 570: Women's Health Care (CORE Course) 3 S.H.
This course is designed to consider those personal health topics of special interest and applicability to women. The focus is upon the role of self-understanding and self-help in promotion of health and well-being. Prerequisite: Permission of the instructor.

HLTH 580: Health Program Planning and Design 3 S.H.

This course provides an overview of assessment, planning, implementing, and evaluating public and community health administration, education, and promotion programs. Students develop their abilities in setting goals and objectives, coordinating and administering health services, and communicating health education, needs, concerns, and resources.

HLTH 588: Special Health Topics for the Classroom Professional 3 S.H.

This course is designed for the classroom professional (pre-K-12) to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, students are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

HLTH 601: Health Behavior 3 S.H.

This course presents a theoretical basis for the analysis and interpretation of health behavior. Research and literature in areas such as sociocultural and environmental factors associated with health behaviors, and planning and developing effective programs are reviewed.

HLTH 603: Teaching Methods and Learning Styles 3 S.H.

This course analyzes 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. The course analyzes how to teach students with special needs and how to develop, plan, and implement IEPs. Prerequisite: Permission of instructor.

HLTH 610: Issues in Public Health (CORE Course) 3 S.H.

Selected contemporary issues in the field of public health are examined, including social, psychological, political, and community problems in the provision of healthcare services, payment of healthcare, and development of health manpower. Specific issues examined vary each year.

HLTH 612: Dimensions of Wellness (CORE Course) 3 S.H.

This course examines the dimensions of wellness: spiritual, physical, intellectual, career, emotional, and social. Emphasis is on self-responsibility and a holistic approach to wellness and illness. Students review wellness programs, identify assessment instruments, and learn to apply this knowledge to the achievement of a healthful way of living.

HLTH 614: Administration of Health Programs 4 S.H.

This course is designed to teach students how to implement, manage, and evaluate health promotion programs in the public and private sectors. The components of a comprehensive health promotion program are examined and the relationship of health promotion to healthcare cost containment, employee productivity, and absenteeism are covered. Methods of quantifying program effectiveness and techniques for improving the student's employment market ability are examined. Prerequisite: HLTH 601.

HLTH 616: Health Law 3 S.H.

This course is designed to provide an analytical framework to enable the understanding of the legal and ethical climates within which the health care institution operates. Emphasis is placed on the legal and ethical concepts which bear most heavily upon current healthcare problems, planning, and decision-making activities of the healthcare profession.

HLTH 640: Techniques of Applied Nutrition 3 S.H.

This course is a study in applied nutrition as related to human health. Health issues related to nutritional deficiencies and excesses, and related therapies are discussed. Practical applications of sound nutritional principles are the focus of this course. Prerequisite: Permission of instructor.

HLTH 682: Seminar in Health Promotion 1-3 S.H.

This seminar considers problems and provides advanced study in health promotion and wellness management programs. A graduate student, with permission of the advisor, may register for this seminar only two times.

MATHEMATICS

MATH 688: Topics in Mathematics and 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, that are not covered in other courses, but are of current interest and relevance. Prerequisite: Permission of Instructor.

MANAGEMENT AND ECONOMICS

MGTE 600: Selected Applications of Accounting 3 S.H.

This course offers an in-depth study of accounting for the graduate student with no previous accounting background. The emphasis is on the preparation, interpretation, and use of financial statements for profit and nonprofit organizations. A management-oriented approach to accounting procedures is utilized.

MGTE 605: Managerial Supervision 3 S.H.

This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisites: MGTE 215.

MGTE 610: Financial Management of Healthcare Organizations 3 S.H.

This course explores specific skills in modern financial management. The course covers the fundamental skills of identifying financial weaknesses and problem-solving in the healthcare sector. Special emphasis is on fund raising, budget control, and fund management. Analytical skills are enhanced in the subject areas of profitability and asset management. Financial reporting criteria are discussed and case study analysis is included.

MGTE 618: Advertising 3 S.H.

This course introduces the richness and variety of the real world of advertising. A study is made of advertising lessons in marketing, campaign objectives, creative strategy, planning, and evaluative research. Thought provoking, real-world concepts and controversies are approached to personally involve students in the practical applications of advertising. Prerequisite: MGTE 121 or 325 or permission of the instructor.

MGTE 620: Strategic Management of Healthcare Organizations 3 S.H.

This course explores specific issues and concepts in long-term strategic planning to ensure exemplary healthcare delivery. Skills in identifying opportunities and weaknesses in organizational development in the healthcare sector are taught. Special emphasis is on organizational and human resource development, client-based needs assessment, and asset utilization.

MGTE 630: Management in Long-Term Healthcare Organizations 3 S.H.

This course studies the problems of organizational effectiveness in long-term healthcare organizations and the impact of public policy, accreditation, regulation, and reimbursement on their operating policies and practices.

MGTE 640: 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 to allow students to gain experience with mathematical notation and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. Prerequisite: MGTE 360.

MGTE 645: Consumer Behavior 3 S.H.

This course is designed to examine the use of consumer behavior research and theory as a central element of business strategy, especially in marketing. Students study the activities involved in obtaining, consuming, and disposing of products and services. Prerequisites: MGTE 121 or 325, ECON 205, and either PSYC 101 or SOCI 101, or permission of instructor.

MGTE 675: Entrepreneurial Studies 3 S.H.

The course covers the theoretical and practical points of starting new organizations. The course covers financing options, 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 210 or 211, MGTE 315, ECON 200, MATH 115 or equivalent, or permission of the instructor.

MGTE 677: Organization Research 3 S.H.

This course provides academic and practical skills in various types of data acquisition and associated analysis within organizational settings. The course focuses on quantitative and analytical techniques that are utilized by the industrial psychologist practitioner as outlined by the Society for Industrial and Organizational Psychology. The administration of questionnaires, interviews, training evaluation, attitude surveys, sampling procedures, survey research, formulation of research-based conclusions, and ethical standards are covered. Prerequisites: RSCH 610 and 620.

MGTE 678: Business Law 3 S.H.

This course explores basic legal principles and engages the student 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, nonprofit, health agencies, and professional sports are included. Prerequisite: MGTE 150.

MGTE 680: Corporate Social Responsibility (CORE Course) 3 S.H.

This course examines the multiform problems and issues that are typical of the business and society interface and the initiatives taken by businesses to resolve those issues. Students learn how to identify issues and stakeholders and how to formulate and implement social-issues strategies and to integrate them with business strategy. Prerequisites: PHIL 225 and MGTE 150 or permission of the instructor.

MGTE 688: Special Topics 3 S.H.

This course consists of a series of one semester hour graduate seminars which focus on current topics in healthcare management; students choose three in consultation with an advisor. Topics of current interest to students are offered on a variable basis. A list of topics includes, but is not restricted to: home healthcare, health insurance, occupational medicine, death and dying, managing a health maintenance organization, health policy, facilities planning, hospital administration, managing a CCRC, hospice management, and negotiation skills.

MGTE 694: Management of Compensation and Benefits 3 S.H.

This course focuses on managing employee compensation in contemporary organizations. Students examine the current state of compensation decision-making and learn how to apply theoretical and research developments in their decisions. Specific content includes strategic perspectives associated with the design of compensation systems as well as the determinants of individual compensation packages. Prerequisites: RCTR/MGMT 479 or permission from instructor. Cross-listed as PSYC 694.

MOVEMENT SCIENCES**MSCI 601: 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 skeletal, muscle, cardiorespiratory, endocrine, and renal systems. In addition, environmental effects, ergogenic aids, gender differences, and training procedures are studied. Prerequisite: MOST 303 or equivalent.

MSCI 602: Exercise Biochemistry 3 S.H.

This course covers the biochemical principles responsible for the release of energy from carbohydrates, fats, and proteins during exercise. Biochemical changes associated with acute exercise, chronic training, and endocrine control of metabolism are also covered. Prerequisite: MOST 303.

MSCI 603: Cardiovascular Physiology and Exercise 3 S.H.

This course provides the students the opportunity to study cardiovascular function both at rest and during exercise. The effect of both acute and chronic exercise on cardiovascular function is studied both in lecture and during a laboratory component. The relationship of pulmonic function to cardiovascular function is also reviewed. Prerequisite: MOST 303 or permission of instructor.

MSCI 604: Neuromuscular Functional Exercise 3 S.H.

This course examines the integration of neural and muscular aspects of human movement, the effects of acute and chronic exercise on neuromuscular function, and factors which influence neuromuscular function. Prerequisites: MOST 303 and MSCI 624.

MSCI 605: Seminar: Movement Science 1 S.H.

This course involves discussion of current research and literature related to selected problems in movement science. Topics are selected on the basis of current trends as well as students' interests and needs.

MSCI 606: Environmental Physiology 3 S.H.

This course provides the student the opportunity to study the various forms of environmental stress and how the human organism responds physiologically to them. Students study how physical performance is affected by environmental stressors such as heat, cold, altitude, and the hyperbaric environment both in lecture and in a laboratory component. Prerequisites: MOST 303 and MSCI 624 or permission of instructor.

MSCI 607: Pulmonary Physiology & Exercise 3 S.H.

This course provides students the opportunity to study pulmonic physiological function both at rest and during exercise. The effect of chronic exercise on pulmonic function is studied both in lecture and during a laboratory component. The effect of acute exercise is also studied. The relationship of cardiovascular function to pulmonic function is also presented. Prerequisite: MSCI 603 or permission of instructor.

MSCI 624: Laboratory Techniques in Movement Science 1-3 S.H.

This modularized course provides students with demonstrations and hands-on experiences utilizing selected laboratory techniques from the movement sciences. Specialized sections of the course are offered to fulfill the needs of students in a number of movement science related areas including: biomechanics, exercise physiology, motor learning, cardiac rehabilitation, physical therapy, and sports injury prevention and management. Prerequisites: MSCI 319 and 303.

MSCI 640: Nutrition and Athletic Performance 3 S.H.

This course focuses on the relationship 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: Permission of instructor and HLTH 261.

MSCI 642: Qualitative Biomechanics of Movement 3 S.H.

This course examines qualitative biomechanical concepts of human and related animal movements. Applications are drawn from normal locomo-

tive, occupational, sport, and pathological movements. The student becomes familiar with determining and applying biomechanical principles based on aided and unaided observation and measurements taken using commonly available equipment. Prerequisite: MSCI 319.

MSCI 645: Exercise and Aging 3 S.H.

This course provides information on the aging process and how this process is impacted by exercise. The focus is on children and the geriatric population. Prerequisites: BIOL 130, 131, 132, 133 or permission of instructor.

MSCI 651: Quantitative Biomechanics of Movement 3 S.H.

The process of quantitative biomechanical analysis is examined, with emphasis on human motion and its mechanical interaction with the environment. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Instruction is provided in cinematographer and force platform laboratory procedures for use in kinematics and kinetic analysis projects. Prerequisites: MSCI 319 and MSCI 642 or permission of instructor.

MSCI 652: Data Acquisition and Signal Analysis in Movement Sciences 2 S.H.

This course is designed to present theory and procedures used in computerized, real-time data acquisition and subsequent signal analysis. Practical experience is gained through the use of hardware and software packages designed for that purpose. Applications are drawn from representative data acquisition tasks used in movement sciences research. Prerequisite: BASIC or FORTRAN computer programming experience or permission of instructor.

MSCI 653: Presentation Techniques and Technologies in Movement 1 S.H.

This course is designed to present the theory and application of technology to facilitate effective verbal and nonverbal components of professional presentations.

MSCI 662: Skeletal Biomechanics 2 S.H.

This course is an evaluation of biomechanical principles as applied to skeletal structures. Concepts from statics and dynamics are applied to bone and joint structures, which enhance students' understanding of the dynamics of human motion. Prerequisite: Permission of instructor.

MSCI 672: Medical Physiology 3 S.H.

This course focuses on the pathophysiology of selected diseases. The diseases covered include cardiac, pulmonary, and renal disease. This information is important for those who have an interest in clinical exercise physiology. Prerequisite: MSCI 603.

MSCI 675: Graded Exercise Testing and Electrocardiography 3 S.H.

This course is designed to instruct students in the acquisition and interpretation of both resting and exercise electrocardiograms. Students are taught to identify various supraventricular and ventricular dysrhythmias. This course is also designed to acquaint students with the procedures involved with exercise testing and prescription for healthy and diseased populations. Prerequisite: MSCI 603 or permission of instructor.

MSCI 687: Internship in Clinical Exercise Physiology 2-6 S.H.

In this course, graduate students have the opportunity for hands-on application of their didactic instruction. Students are exposed to a variety of clinical experiences as they interact with patients having or recovering from cardiac, pulmonary, metabolic, musculoskeletal, neuromuscular, immunological/hematological conditions at an approved site. Prerequisites: AEXS 613, MSCI 603, MSCI 672, MSCI 675.

MOVEMENT AND SPORT STUDIES

MOST 610: Assessment in Movement and Sport 3 S.H.

This course is designed to present to the student various assessment tools in the psychomotor, cognitive, and affective domains used in movement science and sport. An introduction to research in movement science and sport and basic statistical analysis are presented. A practical experience in administering a test, including the writing of an article suitable for a research journal, is involved.

MOST 624: 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 224 and 610 or permission of instructor.

MOST 629: Heritage and Values of Movement and Sport 3 S.H.

This course is designed to teach students about the cultural heritage and values of human movement and sport from a philosophical and historical perspective. A close examination is made of important time periods of the past that have affected current attitudes, understanding, knowledge, and behavior.

OCCUPATIONAL THERAPY

OCTH 512: Neuroscience and Occupation I 3 S.H.

This course presents the neurological foundations of human performance, behavior, and emotion through lecture and laboratory formats. Students engage in collaborative analysis of clinical examples to better understand the structure, function, and development of the nervous system and its influence on functional tasks throughout the lifespan. Prerequisite: Occupational therapy major.

OCTH 513: Neuroscience and Occupation II 1 S.H.

This seminar is a continuation of OCTH 512 in which students engage in collaborative analysis of neurological disorders and begin to practice assessment procedures related to function of the nervous system. Topics discussed relate to concurrent courses in the occupational therapy curriculum, with a focus on occupational performance throughout lifespan. Cases studied are drawn from prior fieldwork, concurrent occupational therapy courses, texts, videos, and computer software. Prerequisite: OCTH 512.

OCTH 520: Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy 3 S.H.

This course presents the theory and scope of practice in occupational therapy for the prenatal through school age period. Human performance is emphasized and related to normal and dysfunctional processes affecting growth, development, self care, play/leisure, and family functioning. Techniques for occupational therapy assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are studied. Prerequisite: Occupational therapy major or permission of the instructor.

OCTH 521: Performance, Dysfunction, and 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 which may affect growth and development, learning, self care, play/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 520.

OCTH 525: Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents 3 S.H.

This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes which may affect growth and development, learning, self-care, leisure, peer relations, and family functioning. Various theories and occupational therapy frames of reference are utilized in understanding the life tasks of adolescents. Intervention strategies are covered and practiced in a one-hour weekly lab. Prerequisites: OCTH 501 and 350.

OCTH 531: Occupation, Dysfunction, and Adaptation in Adults I 3 S.H.

This course is the first in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practice related to the physical domain of human occupation. Techniques for occupational therapy interventions, emphasizing a neurodevelopmental approach, are reviewed and practiced in laboratory experiences. This course is concurrent with OCTH 532. Prerequisites: OCTH 520 and 521, PHTH 608 and 211.

OCTH 532: Occupation, Dysfunction, and Adaptation in Adults II 3 S.H.

This is the second in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses the operational use of psychosocial occupational therapy theories within the context of traditional psychiatric theories. Occupational therapy interventions, emphasizing therapeutic use of self, engagement in activity, and psychosocial evaluations are practiced. This course is concurrent with OCTH 531. Prerequisites: OCTH 501 and 505.

OCTH 533: Occupation, Dysfunction, and Adaptation in Adults III 3 S.H.

This is the third in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practices related to the physical domain of human occupation. Techniques for occupational therapy intervention, emphasizing biomechanic, rehabilitative, and human occupation approaches, are reviewed and practiced. This course is concurrent with OCTH 534. Prerequisite: OCTH 531.

OCTH 534: Occupation, Dysfunction, and Adaptation in Adults IV 4 S.H.

This is the fourth in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practice related to the psychosocial domain of human occupation. Psychiatric diagnoses are explored, along with occupational therapy techniques for assessment and intervention. Students have the opportunity to experience group leadership roles in the community. This course is concurrent with OCTH 533. Prerequisite: OCTH 532.

OCTH 535: Development and Occupational Therapy Adaptation for the Older Adult 3 S.H.

Aging includes a variety of physical and psychosocial changes and increased risks for dysfunctions. Students discuss myths and facts surrounding these issues and the roles occupational therapists play to facilitate normal health during this part of life. A short field experience is required. Prerequisite: OCTH 501.

OCTH 536: Occupational Therapy for the Older Adult 1 S.H.

Techniques and issues specific to occupational therapy and older persons are explored, including evaluation, treatment, reimbursement, and other special issues. Students with a great deal of work and/or academic experience related to older persons tailor this course with the professor to fit their individual needs. Prerequisite: Permission of professor and OTRC.

OCTH 550: Occupational Therapy Management 3 S.H.

This course examines the development of occupational therapy programs and departments emphasizing strategic planning, marketing, budgeting, staffing, reimbursement, and federal and state licensing regulations. Managing staff, consulting to agencies, writing grant proposals, and utilizing resources are also explored. Prerequisites: OCTH 501 and 503.

OCTH 582: Graduate Seminar 3 S.H.

This course provides a discussion of professional ethics and current issues in the field. Personal values and attitudes, and their relationship to the provision of patient care, are explored as they relate across the spectrum of cultures, classes, and current events. Prerequisite: Occupational therapy major.

OCTH 584: Clinical Education I 3 S.H.

This course is a combination of supervised field experience in one or more healthcare settings where occupational therapy is practiced, and a series of seminars. It provides experience in occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. Students may take this course more than once. Prerequisites: OCTH 501 and 503.

OCTH 585: Individualized Fieldwork in Occupational Therapy 1-6 S.H.

This course provides additional Level I fieldwork to explore particular clinical interests or to address specific performance issues identified in OCTH 584. The student and an occupational therapy faculty member develop specific objectives for an individualized clinical experience which includes regular supervision with a faculty member and a clinical supervisor, with readings, special projects, written assignments, and presentations. Prerequisite: OCTH 584.

OCTH 586: Clinical Education II 10 S.H.

A two-hour weekly seminar, designed to assist in the academic to field work transition, is followed by an intensive twelve week (or the equivalent) field experience in an accredited facility. In these settings, students practice application of occupational performance theories and clinical reasoning with a case load of clients. Prerequisite: Permission of instructor.

OCTH 587: Clinical Education III 10 S.H.

This intensive course consists of a 480-hour (usually twelve weeks full time) supervised field experience and a fifteen hour follow up seminar. In sequence, this is the second, required Level II fieldwork experience (as defined by AOTA). During Level II fieldwork, students have the opportunity to learn about the application of occupational therapy theory to practice in assessment, planning, treatment, and administration. Students are also exposed to the applications of professionalism, ethics, and clinical reasoning through reflective practice. Prerequisite: OCTH 586.

OCTH 592: Individual Study in Occupational Therapy 1-4 S.H.

This course provides students with the opportunity to engage in individualized study with an occupational therapy faculty member. The student may explore particular academic or professional interests, beyond or within the requirements of the occupational therapy curriculum. The learning experience may include guided study in a particular professional specialty area, a small research project, or independent reading or writing on a topic related to the field. This course may be taken more than once. Prerequisite: Occupational therapy major.

OCTH 601: Theory and Practice of Human Occupation 3 S.H.

Theories, philosophies and clinical reasoning focusing on health through human occupations are evaluated and related to students' own OT practice areas. Students also explore the value of occupation and evidenced based practice in occupational therapy and develop their own individualized plans to expand these components in their current work. Prerequisites: Enrollment in OT or permission of instructor.

OCTH 650: Understanding, Evaluating and Improving Clinical Practice 3 S.H.

This seminar style course applies advanced management and research principles to the clinical practice of Occupational Therapy. Students review and critique relevant literature, design a program evaluation, learn specific computer skills and prepare a management report. Case examples from the experience of course participants as well as the instructor are used to facilitate discussion and problem solving.

OCTH 673: Clinical Supervision in Occupational Therapy 3 S.H.

This course combines seminar, workshop, and fieldwork formats to focus on the art and science of supervision in occupational therapy practice and to build on students' skills and knowledge of effective, individualized supervision approaches. Students reflect on readings and observations from site visits to relate the philosophy of occupational therapy to their education and supervision of students and clinicians in field settings. Prerequisites: Permission of instructor.

OCTH 674: Clinical Education Administration 3 S.H.

This seminar examines legal and professional requirements of occupational therapy clinical education with emphasis on current issues such as the impact of changes in healthcare on occupational therapy fieldwork programs. Students participate in classroom and field-based activities in order to learn techniques for developing and implementing innovative programs. Prerequisites: Permission of instructor.

OCTH 682: The Challenge of Contemporary Practice 3 S.H.

This seminar style course is designed to explore contemporary occupational therapy practice. Students review the current state of OT practice, explore the social and economic contributions to the delivery of services, examine philosophical and conceptual trends in the field and the future practice environments. Special attention is given to the relationships between organizational behavior regarding change, the philosophy and core values of OT, and marketing and promotion. Prerequisites: Enrollment in OT Program or permission of instructor

OCTH 686: Specialty Clinical Education 0 S.H.

This optional fieldwork goes beyond the traditional requirement and offers students the opportunity to explore and perfect occupational therapy skills in a specialty area of practice. It is designed to strengthen students' skills in a specialty area which demands refined expertise. Prerequisite: Permission of instructor. Fee.

OCTH 688: Special Topics Course in OT: Single Case Research Design 2 S.H.

This course encourages collaborative learning among entry level OT students, experienced practitioners from the community, and faculty mentors as they work in clinical research teams over one semester. It begins with a two day workshop to introduce methods of single-case research and to form teams to begin developing research projects. The class continues to meet throughout the semester as students implement their projects. Students present project results at a research symposium and complete manuscripts suitable for submission to professional journals. Prerequisite: Occupational therapy major or permission from instructor.

PHYSICAL EDUCATION

PHED 510: Elementary and Secondary Physical Education Teaching Methods 3 S.H.

This course is designed to help graduate students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. This course is open only to graduate students enrolled in the Teacher Certification Program for non-provisionally certified graduate students in physical education.

PHED 520: Sport and Art 3 S.H.

The historical and contemporary relationship of sport and art is 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 522: Organization and Administration of Aquatics 2 S.H.

Leadership problems of organization, administration, and supervision of pools and aquatic programs are presented. Also included are standards of health, supervision, maintenance, and operation of pools; survey studies of the status of personnel and programs in representative cities and organizations; training for professional and lay aquatic leaders; programs for schools, colleges, camps, and civic recreational centers; financing; publicizing; motivating attendance; and legal relations.

PHED 523: Organization and Administration of Intramurals 2 S.H.

This course analyzes the total aspects of organizing and administering an intramural sports program on the high school, junior college, and college/university levels. Leadership qualities, financing, publicizing, liabilities, tournament preparation, equipment, motivational aspects, and the role of coeducational activities are among some of the topics discussed.

PHED 550: Workshop in Physical Education 1-2 S.H.

This course provides an opportunity for group thinking and discussion on 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. **Please note:** A student may register for this course for credit more than once, provided the area to be included is different each time. Prerequisite: Undergraduate major in physical education or permission of instructor.

PHED 562: Physical Education for the Mentally Retarded and Those with Associated Disorders 2 S.H.

This course studies the characteristics and needs of the mentally retarded. Disorders associated with mental retardation are presented, and the focus is on theory, current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. Prerequisite: Senior or graduate status.

PHED 580: The Female Athlete 3 S.H.

This course, through a review of related materials, lecture, and discussion, is designed to examine the female in the sport milieu from "herstorial," legislative, social, psychological, biomechanical, physiological, and nutritional perspectives. Course format is lecture/discussion.

PHED 581: History of Physical Education and Sport 2 S.H.

Designed to explore the history of physical education and sport within the context of man's cultural development, this course includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

PHED 612: Concepts in Assessment and Remedial Exercise Theory 3 S.H.

This is an application of appropriate exercise programs for individuals with specific rehabilitation needs. It includes testing and evaluation, indications and contraindications of exercise, crutch and wheelchair management, use of adaptive equipment, and specific pathology.

PHED 613: Advanced Level Coaching: Methods and Issues 3 S.H.

In this course, graduate students examine the role and responsibilities of the coach in intercollegiate and elite athletics. Major topics include ethics, recruiting, staffing, practice design, and governing body regulations. Prerequisite: Previous playing experience at the college level or previous coaching experience at the interscholastic level or above.

PHED 620: Philosophy of Sport 3 S.H.

The ethical, aesthetic, epistemological, axiological, and metaphysical dimensions of sport are studied. Prerequisite: Undergraduate course in philosophy.

PHED 625: Seminar in Research in Motor Learning 3 S.H.

This seminar involves an in-depth study of current research topics in the field of motor learning with specific application to the field of physical education. Specific content areas vary, but major areas of emphasis include feedback, transfer, perception, and current motor learning theories of skill acquisition. Prerequisite: MOST 624.

PHED 627: Construction and Maintenance of Physical Education Facilities 2 S.H.

Principles, terminology, and standards for planning, construction, use, and maintenance of outdoor and indoor physical education facilities are considered.

PHED 629: Curriculum Construction in Physical Education 3 S.H.

This course provides an opportunity for graduate students, especially those preparing themselves for administrative positions, to undertake a practical experience in physical education curriculum construction.

PHED 630: Curriculum and Instruction Seminar 2 S.H.

This course provides opportunities for advanced students to study and research selected topics in curriculum theory and make practical application of the processes of curriculum development and instructional implementation.

PHED 632: Analysis of Teacher Behavior in Physical Education 3 S.H.

This course provides graduate students with an introduction to current research and literature in the analysis of teacher behavior. It provides opportunities for students to practice various analytic techniques currently being utilized in physical education teacher behavior research.

PHED 633: Athletic Administration 3 S.H.

Problems and standards connected with the administration of school and college athletics are considered, as well as relationships with state and

national athletic foundations and with conferences for athletics. The course is designed to prepare the graduate student to organize and administer a program of intramural sports on both the public school and collegiate levels.

PHED 635: Motor Development and Analysis 3 S.H.

This course is an examination and analysis of perceptual motor factors which affect cognitive, psychological, social, and physical development throughout the lifespan. Topics include prenatal development, patterns of growth and development, reflexes, information processing, gender differences, adult regression, and remediation programs.

PHED 640: International Relations Through Physical Education 2 S.H.

The contribution to worldwide understanding which might be made through health, physical education, and recreation is explored; development of national programs, physical education in other countries, and the contributions which Springfield College graduates can make to the development of other countries are studied. Emphasis is placed on governmental and other programs designed to promote international understanding, and the role of international competition is discussed.

PHED 648: Comparative Physical Education 3 S.H.

This course presents systematic analysis and comparisons of various physical education systems in different parts of the world, with special emphasis on the impact of historical, political, societal, religious, cultural, and economic influences on past and present practices.

PHED 658: Sport in American Culture (CORE Course) 3 S.H.

This course offers the graduate student an opportunity to inquire into the nature, meaning, and expression of sport with particular emphasis on American culture.

PHED 660: 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 advanced concepts underlying successful teaching. Laboratory sessions are devoted to hands-on, practical applications and observational assessments of lecture concepts in a controlled environment and in field-based classes.

PHED 661: Functional Anatomy and Kinesiology Applied to Disabling Conditions 4 S.H.

This course exposes students to functional anatomy and kinesiology for use in the evaluation of persons with special needs. The nervous system, skeletal-muscular systems, arthrology, and myology are reviewed as applicable to abnormal motor function. Prerequisites: BIOL 130, 131.

PHED 663: Adapted Sports and Recreation 3 S.H.

This is a theory course which presents a study of prevalent physically handicapping conditions with special emphasis on relevant legislation, research, muscular and motor dysfunction, and adaptation of activity/equipment for amelioration and remediation through physical activity. Prerequisite: PHED 308.

PHED 672: Organizational Theory and Personnel Management in Physical Education and Athletics 3 S.H.

This course explores the theoretical and practical aspects of organizational structures, personnel management, and improving public relations as they relate to administering physical education and athletic units. Emphasis is placed on the behavioristic theories relevant to recruitment and selection practices and on ways of enhancing school-community and school-media relationships.

PHED 674: Budgeting and Liability in Physical Education and Athletics 3 S.H.

This course is designed to provide knowledge and understanding of the budgetary processes in public school education, the laws pertaining to physical education and athletics throughout the United States, and the factors important to school and college physical educators.

PHED 676: Current Literature and Research in Physical Education 2 S.H.

This is a critical analysis of recent literature and research in physical education. Readings and assignments are organized around problems significant in present day education. Seminar method is employed.

PHED 678: Sport Psychology 3 S.H.

This course is designed to provide the student with the theory basis of human behavior in sport settings with an emphasis on the cognitive aspects of behavior. Areas to be discussed are sport personology (including personality, motivation, achievement, and attributions), anxiety/arousal, attentional focus, and social/cultural manifestations of sport (including humanism, youth sport, aggression, cooperation/cohesion, and leadership).

PHED 679: Applied Sport Psychology 3 S.H.

This course provides opportunity for investigations into current skill enhancement techniques from sport psychology. Direct application in sport through classroom learning and supervised field experience is emphasized. Performance enhancement techniques, including goal setting, imagery and relaxation, self talk, attributions, visualization, and mental practice, are employed as the student practices psychological skills training with an athlete. Prerequisite: PHED 678.

PHED 682: Seminar in Sport Psychometrics 2 S.H.

This course is designed to provide students with information about the theoretical basis of sport specific psychological inventories. There are opportunities to define and understand others' feelings and attitudes and to relate these to non-observable (cognitive) processes and observable behaviors through an examination of selected inventories with demonstrated efficacy in the sport milieu. Prerequisites: RSCH 610 and PHED 678.

PHED 683: Seminar in Athletic Administration 2 S.H.

This course explores in-depth, relevant problems in administering school and collegiate athletic sport programs. Required of all students enrolled in the program for athletic administration, it should be taken after or concurrent with PHED 633.

PHED 684: Clinical Teaching Experience 7 S.H.

This is a supervised clinical teaching experience under the guidance of an experienced, fully certified physical educator at the elementary, middle, or high school level for a total of 400 hours or one semester. A seminar conducted by Springfield College faculty is included. Site assignments are made in consultation with and permission by the Office of Teacher Preparation. Prerequisite: Satisfactory completion of the majority of the coursework for the clinical master's program or permission of the coordinator of teacher preparation and certification.

PHED 685: Internship in Advanced Level Coaching 2-4 S.H.

In this course, graduate students have an opportunity to utilize the knowledge base acquired in the coaching program and to practice their coaching skills with intercollegiate or elite athletes. Prerequisite: PHED 613.

PHED 686: Graduate Field Experience 2-4 S.H.

Supervised experiences are arranged on an individual basis. The student is expected to be involved in the conduct of programs through active observation and participation. This experience is to be fitted to the student's career development and supervised by a qualified person.

PHED 687: Internship in Sport Psychology: Performance Enhancement 1-3 S.H.

In this course, doctoral students have the opportunity to apply the principles and theories of sport psychology in different settings and utilize a variety of performance enhancement techniques with coaches, athletes, and exercisers in a supervised setting. A minimum of 135 hours of supervised experience is required. Prerequisites: PHED 679 and permissions of the instructor.

PHED 688: Special Topics: Professional Seminars 1-3 S.H.

This course is devoted to the analysis and synthesis of selected problems, issues, or special topics facing physical education and sport. Students may take a maximum of four semester hours in PHED 550 and PHED 688 within a master's program.

PHED 692: Independent Study in Physical Education 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

PHED 695: Fieldwork in Adapted Physical Education 2-6 S.H.

Students are introduced to a variety of programs and handicapped/disabled populations. A minimum of three placements is required. Emphasis is placed on public school adapted physical education programs, with additional placements in recreational, geriatric, clinical, and social agencies. The course is limited to students in the master's degree adapted physical education program, with two semester hours in the fall, and three semester hours in the spring.

PHED 696: Administrative Field Experience 2-6 S.H.

This course provides administrative field experience for students enrolled in the Certificate of Advanced Study program in physical education. Students may elect to complete the experience within one semester or during several semesters.

PHED 710: Doctoral Seminar 2 S.H.

This course deals with broad, vital issues in physical education and sport, and critically analyzes recent research studies related to these issues. Problems involved in conducting and publishing research are discussed. This course is required of all doctoral students in physical education.

PHED 731: Professional Preparation in Physical Education 2 S.H.

This course considers problems involved with teacher preparation in physical education and health education. It aims to provide students with background to assume responsibility for professional education in physical education. Major topics considered include admission requirements, professional subject matter, degree requirements, faculty, facilities, and evaluation. Topics are treated on both the graduate and undergraduate level.

PHYSICAL THERAPY

PHTH 503: Physical Therapy in the Health Care System 1 S.H.

This course focuses on the roles and responsibilities of a physical therapist within the health care system. Methods of health care delivery and issues of access, availability, and financial coverage are examined. Prerequisite: Physical therapy major or permission of instructor.

PHTH 580: 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 radiological assessment are covered, with an emphasis on their relationship to rehabilitation assessment and treatment planning. Prerequisite: Physical therapy major or permission of instructor.

PHTH 586: Clinical Education Experience I 3 S.H.

This is the first clinical education experience in the application of basic physical therapy procedures, introduction to the medical care system, and patient-therapist relationships under the direction and supervision of a qualified physical therapist. Prerequisites: PHTH 602, 607, 604, 608, 609, and 620-622.

PHTH 602: Clinical Concepts in Physical Therapy I 3 S.H.

This course provides an introduction to physical therapy practice skills. Theories and application of clinical concepts prepare the student for professional practice. Students are expected to attain a minimal level of competency in selected fundamental clinical skills. Prerequisite: Physical therapy major.

PHTH 604: 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.

PHTH 607: Clinical Concepts in Physical Therapy II 2 S.H.

This is a final introductory course in physical therapy prior to the Clinical Science and Practice sequence and a continuation of the first clinical concepts course. Topics addressed prepare the student for professional practice by covering specific diagnostic conditions and engaging the student in writing activities. Students are expected to attain a minimal level of competency in goniometric measurement of joints. Prerequisites: PHTH 203/503, 302/602.

PHTH 608-609: Human Anatomy 3-3 S.H.

This course provides a comprehensive study of normal and pathological functions of human movement, with emphasis on the skeletal, articular, and muscular systems. Using a regional approach, the course includes surface anatomy and clinical palpation. The laboratory experience includes dissections of human cadavers. Prerequisite: Physical therapy or occupational therapy major or permission of instructor.

PHTH 615: Clinical Education Seminar 1 S.H.

This course is designed to prepare students for their initial clinical affiliation. It introduces students to the psychosocial aspects of physical therapy, communication, and the structure of clinical education programs. Prerequisite: PHTH 503.

PHTH 616: Clinical Kinesiology 3 S.H.

The focus of this course is the study of functional anatomy using a regional approach in which joint and muscle function is analyzed in detail. Topics covered include the clinical examination and mechanical analysis of normal gait and posture, developmental biomechanics, and ergonomics. This course serves as the foundation for exercise prescription and other therapeutic interventions. Prerequisites: PHTH 608 and PHYS 21 & 22 (or equivalent); corequisite is PHTH 609.

PHTH 620: Clinical Competency Laboratory I 1 S.H.

This course utilizes case studies and group discussion to maximize integration of physical therapy clinical theory and professional practice material, enhance comprehensive problem solving, and promote evaluation skills. Prerequisite: Concurrent registration in PHTH 621 and 622.

PHTH 621: Clinical Science and 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 and include sterile technique, massage, and thermal agents. The selection, application, and theories supporting these treatments are emphasized. Prerequisites: PHTH 602 and 607.

PHTH 622: Clinical Science and Practice II 4 S.H.

This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. Prerequisites: PHTH 602 and 607.

PTMS 623: Physical Therapy Management for Patients with Acute Medical Conditions 3 S.H.

Patient/client management of patients with acute medical conditions related to the circulatory, endocrine, and integumentary systems is the focus of this course. Functional limitations and disability as a result of pathophysiological system alterations across the lifespan are covered. Students are expected to use scientific evidence to support patient management strategies. Prerequisites: PHTH 586, 666.

PHTH 624: Clinical Science and Practice IV 3 S.H.

This course presents concepts of posture control and locomotion including strategies for physical therapy management of balance disorders. Characteristics of normal and pathological gait and strategies for management of gait dysfunction are discussed. Included are the application of orthotic and prosthetic devices to problems of the limbs, spine, conditions of limb amputation, and medical illness. Prerequisites: PHTH 620, 621, 622 and 586.

PHTH 625: Clinical Competency Laboratory II 1 S.H.

This course utilizes case studies and group discussion to maximize integration of physical therapy, clinical theory and professional practice material, enhance comprehensive problem solving, and promote evaluation skills. Prerequisite: Concurrent registration in PHTH 623 and 624.

PHTH 630: Neuroscience 3 S.H.

This course presents basic neuroanatomy and neurophysiology with an emphasis on issues that have clinical relevance to physical therapy rehabilitation. Emphasis is placed on developing an understanding of human performance and motor control. Prerequisite: Physical therapy major or permission of the instructor.

PHTH 631: PT Management for Patients with Neuromuscular Conditions I 3 S.H.

This course addresses patient/client management concepts for individuals with neuromuscular conditions. Functional limitations and disability with motor and sensory function are addressed through selected conditions across the lifespan. Emphasis is placed on the neurological examination, motor function, sensory function, motor development, and spinal cord injury management. Prerequisites: PHTH 630, 586.

PHTH 660: Education in Physical Therapy Practice 3 S.H.

Education in physical therapy occurs with patients, families, colleagues, and the public, through individual, group, collaborative, and consultative presentation. The focus of this course is on the development of objectives, learning experiences, and evaluation of teaching in physical therapy practice. Students have the opportunity to develop, present, and evaluate instructional materials for use across settings in physical therapy practice. Prerequisites: PHTH 503, PHTH 615, and final year physical therapy major, or permission of instructor.

PHTH 664: Management of Patients with Spinal Disorders 3 S.H.

This course provides a foundation for physical therapy management of patients who have spinal disorders. Students are introduced to exercise and manual techniques to help alleviate spine related pain. The theoretical approaches of Cyriax, McKenzie and Osteopathic techniques are incorporated into an integrated approach for managing patients with

cervical, lumbar or sacroiliac joint impairments. Prerequisites: Successful completion of PHTH 621, 622 and 624 or permission of instructor.

PHTH 665: Clinical Science and Practice V 4 S.H.

This course provides the knowledge, skills, and abilities to apply neurophysiological principles and techniques in therapeutic exercise. Included are motor and reflex development, evaluation procedures, various treatment approaches, and selected physical disabilities. Prerequisites: PHTH 620-625, 630, and 631.

PHTH 673: Administration and Management in Physical Therapy 3 S.H.

This course introduces students to basic concepts and principles of management as they apply to the administration and direction of physical therapy services. Included are development planning and design, fiscal management, principles of supervision, legal issues, and quality assurance. Prerequisites: Successful completion of PHTH 685 and 686 or permission of instructor.

PHTH 675: Niche Practices in Physical Therapy 3 S.H.

This course introduces the student to niches that are being created in the continually evolving job market in Physical Therapy. Students learn about the Physical Therapy approach to primary and secondary prevention as well as wellness strategies for some of the more innovative settings in which Physical Therapy is practiced. Prerequisites: Successful completion of PHTH 686 and 687 or permission of instructor.

PHTH 680: Advanced Orthopedics 3 S.H.

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

PHTH 681: Clinical Ergonomics 3 S.H.

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

PHTH 682: Pediatric Neurology 3 S.H.

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

PHTH 683: Sports Physical Therapy 3 S.H.

This course is designed for the physical therapy student interested in developing advanced skills and competence in prevention and management of sport-related injuries. Prerequisite: Physical therapy major or permission of instructor.

PHTH 684: Adult Neurology 3 S.H.

This course explores the theoretical basis for the evaluation and treatment of patients with neurological impairments. Current theories of motor learning, motor control, and motor development will be used as the framework for this process. Evaluation procedures, findings, and their implications for therapeutic intervention will be discussed. The format will include patient demonstrations. Prerequisite: Physical therapy major or permission of instructor.

PHTH 685-686: Clinical Education II-III 6 S.H.

This course provides a full-time clinical practicum experience of eight weeks duration in an approved health agency center located away from the College. This is a supervised, direct-patient care experience that allows students to put problem-solving theories into practical application and to develop effective and efficient approaches to total patient care. Prerequisites: All PHTH courses through PHTH 665.

PHTH 687: Clinical Education IV 2 S.H.

This course provides an opportunity for the student to gain essential knowledge, specialized application, and evaluation in the following special topic areas: cardiopulmonary physical therapy, occupational biomechanics, administration, education, orthopedics, neurology, sports physical therapy, research, clinical electrophysiology, community health, geriatrics, obstetrics/gynecology, oncology, and pediatrics. Prerequisites: PHTH 685 and 686.

PHTH 692: Individual Study in Physical Therapy 1-6 S.H.

This course provides an opportunity for the student to work on an individual basis with a faculty member in the Department of Physical Therapy. The student will be responsible for designing objectives and selecting methods of study with the direction of the faculty member. The learning experience may include specialized study, research, and clinical applications that further his/her personal and professional growth in physical therapy. Prerequisite: Physical therapy major.

POLITICAL SCIENCE

POSC 630: 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 United States has had with the rest of the world, and presents models for understanding and analyzing the policy-making process.

PSYCHOLOGY

PSYC 501: Motivation and Learning 3 S.H.

An examination of major theories and issues is covered from both a historical and contemporary perspective. Stress is put on the scientific, experimental approach to understanding the nature of learning and motivation. Detailed analysis of classical and instrumental conditioning, reinforcement theory, punishment, and the contributions of Skinner, Hull, and Tolman, are but a few areas investigated.

PSYC 505: 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 101.

PSYC 506: Psychology of Diversity 3 S.H.

This course examines the ways in which culture influences behavior and perception, and is concerned with understanding psychological principles as either universal or culture specific. Standard areas of psychology, cognitive development, language acquisition, emotion, abnormal behavior, and social psychology are explored from a cross-cultural perspective.

PSYC 507: History of Modern Psychology 3 S.H.

This course explores the growth and development of psychology and whether it is a science, a philosophy, or a loosely connected field of study. The great thinkers and various schools of thought that make up psychology are examined, with special emphasis on the political, social, and cultural climate which allowed for their origin and inevitable decline. Additionally, the history of psychology at Springfield College is elaborated to show the contributions that our college has made.

PSYC 508: Cognitive Psychology 3 S.H.

This course presents the basic concepts of cognitive psychology. Areas include psycholinguistics, cognition, and information processing. Other areas explored are memory, thought, categorization, and neural networks. Current and future trends in the field are examined with special consideration of their application to problem solving enterprises.

PSYC 510: Special Topics in Counseling 2-3 S.H.

This course examines various current professional issues, topics, and techniques in the area of counseling services. Specific units concentrate on content areas that enhance and augment students' learning beyond the basic, traditional counseling courses. This course may be taken for up to six semester hours of credit.

PSYC 513: Psychological Testing 3 S.H.

This course establishes 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.

PSYC 515: Child Development and Counseling 3 S.H.

This course examines the bio-psychosocial development of children and adolescents. Learning, normal development, and play therapy techniques are covered.

PSYC 518: Behavior Modification 3 S.H.

This course is designed to help students in psychology and other fields develop skills in identifying, assessing, and treating behavioral problems. At the end of the course students should be able to do the following: define behavior theory, identify fundamental behavioral models, recognize major contributors to behavior theory, apply the techniques of behavior therapy, assess different behavioral problems, and generate appropriate treatment strategies for behavioral problems.

PSYC 522: Interviewing and Counseling 3 S.H.

This course is designed to help students in education, recreation, health fitness, and psychology, develop helping and listening skills. The class combines lecture and practical experiences in order for students to gain a conceptual framework for the use and treatment methods in counseling.

PSYC 540: Psychology of Sexual Behavior 3 S.H.

This course studies all forms of human sexual behavior, with emphasis on attitudes and practical concerns, such as interpersonal relationships, emotional involvement, and sexual difficulties, failures, and therapy.

PSYC 545: Imagery, Hypnosis, and Self-Hypnosis 3 S.H.

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of those techniques as a tool in 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 560: Rituals in Families 3 S.H.

This course provides an overview of the functions 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, use of popular movies, and class participation.

PSYC 570: Psychology of the College-Age Adult 3 S.H.

Covering ages 17 to 25, this course deals with psychological and social development in this critical period. Principle dimensions and conditions influencing development are examined. Relevant research findings are related to the student's current circumstances and stage of development.

PSYC 582: Coordinating Seminar 3 S.H.

In this seminar, students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisite: Twenty-four semester hours of psychology.

PSYC 600: Principles and Practices of School Guidance 3 S.H.

This course orients students to the profession of school counseling. It encompasses developmental comprehensive guidance, day-to-day tasks of the profession, ethical issues, and relevant legislation. Theoretical concepts, experiential activities, and diversity issues are explored.

PSYC 611: Psychology of Humor (CORE Course) 3 S.H.

Psychology of humor provides a theoretical and practical basis for the role and use of humor in our society. This course explores the positive use of humor in areas of education, health and wellness, creativity, and as social commentary. It also investigates the negative uses of humor in society in areas such as racism, sexism, and ethnicity.

PSYC 612: Psychopharmacology 3 S.H.

This course examines the role of psychiatric medication in the treatment of psychiatric disorders. Topics include the neurological basis of mental disorders, pharmacokinetics, and specific medications used in the treatment

of mood, anxiety, and psychotic disorders. In addition, the role of biological treatment of organic disorders is investigated.

PSYC 613: Professional Ethics 3 S.H.

This course provides a foundation for the ethical practice of counseling. The focus is on ethical decision-making through an understanding of legal and ethical standards of practice for counselors and psychologists and self-examination. Issues such as client rights, confidentiality, dual relationships, duty to warn, and ethical consideration of special populations are studied.

PSYC 614: Counseling Diverse Populations 3 S.H.

This course examines the complex interplay of values, expectations, and social and political forces that influence the counselor/client relationship. Students learn about multicultural counseling competency in mental health agencies, schools, and other settings. Students improve their ability to counsel members of specific ethnic groups and gay men and lesbians.

PSYC 621: Theories of Personality (CORE Courses) 3 S.H.

This course emphasizes the dynamics of human behavior and the application of these principles in a better understanding of one's life. A variety of theorists from the major schools of thought (psychoanalytic, behavioral, and existential/humanistic) are covered so that students are able to examine their own assumptions about people.

PSYC 622: Principles of Counseling 3 S.H.

The course provides graduate students with opportunities to learn and acquire basic counseling skills that can be used in a variety of settings. Participants survey major approaches to counseling in order to further their knowledge of human behavior and the change process. Particular emphasis is placed on understanding the dynamics underlying various therapeutic techniques and fostering the ability to establish a strong working alliance.

PSYC 623: Crisis Intervention 3 S.H.

This course examines crisis intervention techniques used in the treatment of children, adolescents, and adults in hospital and community agency settings. Topics such as suicide and risk assessment, polysubstance abuse, spousal battery, psychotic disorders, anxiety disorders, and post-traumatic stress syndrome, violence, and bereavement are explored in light of current crisis intervention strategies.

PSYC 626: Research Project in Psychology 3 S.H.

This course builds on the research foundation established in Research 610, and specifically addresses applied research within the discipline of psychology. Interpretation of research and its impact on professional practice are studied. Students participate in the design, implementation and interpretation of a research project. Prerequisites: RSCH 610.

PSYC 627: Individual Intelligence Testing 4 S.H.

This course features instruction and supervised practice in the administration and interpretation of the Wechsler scales. The history, purpose, interpretation, strengths, and weaknesses of these scales are reviewed. Each student gives no less than five tests on each of the Wechsler scales (WAIS, WISC-R, WPPIS). A total of twenty satisfactory tests are required. The course format includes lecture, demonstrations, and videotaped testing sessions.

PSYC 631: Psychopathology 3 S.H.

Employing a biological, psychodynamic, behavioral, humanistic, cognitive, and sociocultural approach, various types of pathology across the lifespan are examined, emphasizing descriptive characteristics, etiology, and treatment. This course focuses on the use of the DSM-IV, interpretation of case histories, and awareness of moral/ethical aspects of labeling or acknowledging psychopathology.

PSYC 633: Introduction to Psychotherapy 3 S.H.

This course explores the major psychotherapies, ranging from psychoanalysis through person-centered therapy to neurolinguistic programming, and integrates their techniques into the theory of relative causation. Prerequisites: PSYC 621, 622, 631, or equivalent, or permission of instructor.

PSYC 635: Psychology in Organizations 3 S.H.

This class aims to help students understand the nature and problems of personnel administration and to evaluate ways in which psychological theory and techniques may be applied to the improvement of human relations in business and industry. Major topics include motivation, attitudes, and morale; psychological and other devices for selection; placement and development of personnel; analysis and evaluation of jobs and job performance; communication; training and supervision; employee services and programs.

PSYC 638: Adult Development and Learning (CORE Course) 3 S.H.

This course introduces students to current information related to adult development and learning. Life stage, life phase, and life event theories are examined, as well as research concerning learning during the adult years. Implications for teaching, counseling, and serving adult students are discussed. A special emphasis is placed on adult transitions and the change process.

PSYC 639: Human Life Span Development 3 S.H.

This course examines the major theories of Human Life Span Development from birth to death. This course investigates each age group from a cognitive, physical, psychosocial, and cultural developmental perspectives with a focus on age specific issues that impact development.

PSYC 643: Issues and Techniques in Career Development 3 S.H.

This course provides a framework for career development interventions across a variety of professional settings. Theory and research perspectives related to career development over the life span are offered as a basis for individual and group work in career planning, guidance, and employment counseling. Current issues such as college counseling, employment trends, assessment, multiculturalism, and the use of technology in career advisement are addressed.

PSYC 644: Pre-Practicum in School Guidance 3 S.H.

The purpose of the pre-practicum experience is to expose students to the inner workings of a guidance office. Students work with a practicum supervisor to enhance their knowledge of guidance counseling services and gain an understanding of the diversity of the school population and the demands of the profession. Students have the opportunity to determine whether school guidance is an appropriate career for them to continue to pursue.

PSYC 648: Training and Development in Organizations 3 S.H.

This course is designed as a practicum in developing and conducting training programs. Specific topics include training needs assessments, training evaluation, program design, as well as presentations skills. A major focus is to provide students with the knowledge and skills necessary to create and implement training and development strategies that result in measurable improvement in individual and organizational performance.

PSYC 649: Communication and Motivation in Organizations 3 S.H.

This course examines the communications processes and motivational theories and practices in organizations. Specific areas addressed are communication modes and channels, nonverbal communications, listening skills, and individual, group, and organizational communication issues. Theories of motivation and their implementation in the workplace are also addressed.

PSYC 650: Organizational Development and Change 3 S.H.

This course examines the process of planned organizational change. Students are introduced to several organizational development techniques, including team building, job enrichment, survey feedback, Quality of Work programs, and the quality-control circle. Class demonstrations and participatory activities help students experience organizational change strategies.

PSYC 651: Student Personnel Administration in Higher Education 3 S.H.

This is an introduction to various forms of organizations and functions in student personnel work in higher education. Student development theory is analyzed and its utilization is examined in a variety of settings, including admissions, counseling, financial aid, residence life, and career development.

PSYC 652: Consulting Skills 3 S.H.

This course examines management, motivational, and leadership theories and their applications in a variety of settings. Change strategies, organizational development, and the role of the consultant are emphasized.

PSYC 654: Issues and Techniques in Athletic Counseling 3 S.H.

This course examines current counseling strategies used with members of sport teams at high school, college, and professional levels. Participants explore current research in three main areas: motivation and skill development, psychosocial development, and career maturity. Class demonstrations, counseling experiences, and field visits are designed to enhance learning.

PSYC 655: Current Issues in Student Personnel 3 S.H.

This course provides an in-depth study of current trends, issues, and problems facing the student personnel field today. Students will explore demographic, social, financial, ethical, legal, and professional issues through research, readings in current periodicals, class presentations, and discussion.

PSYC 656: Life Skills Programming for Student-Athletes 3 S.H.

This course offers students an overview of various life skills (i.e., career development, study skills, goal setting, time management, health, values clarification, etc.). Students are introduced to teaching skills and methods. They are given opportunities to do presentations on topics of their interest so that they may teach or offer workshops on life skills to student-athletes.

PSYC 657: Professional Studies in Athletic Counseling 1-3 S.H.

This course is designed to prepare athletic counseling students for their roles as professionals in the field. Areas of study include professional ethics, record keeping, NCAA guidelines, working as part of an interdisciplinary team, and legal issues.

PSYC 660: Introduction to Marriage and Family Therapy 3 S.H.

This course introduces students to the history of marriage and family counseling, major interpretive systems, current theoretical issues, counseling techniques, and practices. While the course focuses on helping students understand these cognitive elements, it also provides for some direct experience with counseling techniques and assessment instruments.

PSYC 661: Systemic Family Therapy 3 S.H.

This course explores recent developments in family systems theory and therapy. Specifically, the course reviews theories of first and second-order cybernetics, constructivism, and “post-Milan” models of systemic family therapy, including the reflecting team. Class activities include class discussion, role-play exercises, and video taped examples of systemic family therapy. Prerequisite: PSYC 667 or permission of instructor.

PSYC 662: Marital and Family Interaction 3 S.H.

This course examines the family in a life-cycle framework. The interaction patterns of individuals before marriage, in the marital dyad, and as members of a family are presented as valuable constructs for the understanding and treatment of the family unit.

PSYC 663: Structural Family Therapy 3 S.H.

This course presents concepts related to the formation and resolution of human problems from the structural family therapy perspective. Students learn the basic theory and skills used in assessing and treating problematic families. Prerequisites: PSYC 660, 662, or permission of instructor.

PSYC 664: Couples Therapy 3 S.H.

This course is designed for students who have mastered basic counseling skills and marriage and family theory. Specific dynamics that became important when working with couples are explored. Students are asked to demonstrate the use of counseling techniques in simulated couple counseling situations. Prerequisites: PSYC 685 and 660, or permission of instructor.

PSYC 667: Strategic Family Therapy 3 S.H.

The purpose of this course is to teach students the theory and application of three specific models of strategic family therapy as developed by the Mental Research Institute, Haley and Madanes, and the Milwaukee Group. Students have the opportunity to videotape family role plays and design strategic team interventions, utilizing the live supervision approach

with the three models. Prerequisites: PSYC 660, 662, and 663, or permission of instructor.

PSYC 669: Professional Studies in Marriage and Family Therapy 3 S.H.

This course is designed to prepare marriage and family therapy students for their roles as professionals in the field. Areas of study include professional ethics, licensure or certification, professional organizations, legal issues, family law, and independent practice. In addition to these professional issues, attention is given to personal factors in professional development including the interaction of career with family.

PSYC 672: Laboratory in Counseling Athletes 3 S.H.

This course is designed for athletic counseling students who wish to improve their career development, counseling, and skill building techniques with athletes. Participants have an opportunity to practice strategies to enhance their effectiveness in counseling this unique population. Prerequisite: PSYC 654 or permission of instructor.

PSYC 673: Human Factors in the Workplace 4 S.H.

This course is designed as an overview and practicum in the study of organizational ergonomics. The major goal is to provide students with a broad understanding of the worker’s relationship with technology and the design of the workplace environment. The course involves contemporary human factors theory, concepts, principles, and research techniques. A hypermedia laboratory allows students the opportunity to apply ergonomic principles using computer simulations.

PSYC 680: Group Dynamics (CORE Course) 3 S.H.

This is an examination of and experience in basic group processes. Emphasis is on knowledge of group dynamics, skill building as group leaders, and participation in a group experience. Awareness of self and others at increasingly open and honest levels of communication is encouraged without the intensity of encounter approaches.

PSYC 681: Work Group Dynamics 3 S.H.

This course is designed to teach students how to be effective work team members and leaders. Students learn the theoretical and experiential aspects of the dynamics of work groups. By forming intact semester project work teams, students actively assess work group dynamics and behaviors, practice inter- and intra-group communications, manage group conflicts, and develop group facilitation and leadership skills.

PSYC 684: Practicum in School Guidance 3 S.H.

This course is designed to bring graduate students face-to-face with the actual day-to-day responsibilities undertaken by school guidance counselors. Students, in a supervised environment, are involved in all facets of the role of school guidance counselor. They work with students, administrators, teachers, parents, and the other constituencies which play a role in the academic life of students. They are challenged to adapt the theories learned in the classrooms to the practice of the school guidance setting. Prerequisites: PSYC 600, 644, and 685.

PSYC 685: Counseling Practicum 3 S.H.

This course provides an opportunity for skill-building experience in the application of counseling methods in a closely supervised laboratory situation. Each student is seen individually and in group seminar on a weekly basis for discussion and videotape evaluation of counseling interviews. Prerequisite: PSYC 622.

PSYC 686: Fieldwork/Internship and Seminar 1-16 S.H.

Supervised field experience is considered to be an integral part of preparation for professional activity. The specific nature of the fieldwork/ internship experience varies with the submajor and goals of the student and depends upon approval by the respective graduate program director. Students receive regular supervision from competent professionals in the field and attend a weekly fieldwork/internship seminar with the faculty. Each semester hour of credit is based upon fifty clock hours of fieldwork/internship plus a weekly one-and-a-half hour seminar. The minimum number of credits required varies with the submajor.

PSYC 694: Management of Compensation and Benefits 3 S.H.

This course focuses on managing employee compensation in contemporary organizations. Students examine the current state of compensation decision-making and learn how to apply theoretical and research developments in their decisions. Specific content includes strategic perspectives associated with the design of compensation systems as well as the determinants of individual compensation packages. Prerequisites: RCTR/MGMT 245 or permission from instructor. Cross-listed as MGTE 394.

RECREATION AND TOURISM

RCTR 605: History and Philosophy of Leisure and Recreation (CORE Course) 3 S.H.

Students review and discuss the evolution of leisure beginning with the Greek philosophers and including the noted writings of selected leisure theorists. The works of Aristotle, DeGrazia, Huizinga, Kando, Kaplan, Kraus, Murphy, and others are explored. Students are required to conceptualize and present their own concise philosophy of leisure.

RCTR 607: Recreation and Leisure Behavior 3 S.H.

This course examines the behavior of individuals and populations involved in recreation and leisure. Students explore the concepts developed in behavioral theories that apply to recreation and leisure. Social and psychological aspects of leisure are explored through recreation and behavioral research.

RCTR 611: Community Based Therapeutic Recreation Services 3 S.H.

This course is designed to provide an understanding of the management and development of community based therapeutic recreation service. Emphasis is placed on legislation, community based protocols, inclusion, rights, and needs of persons with disabilities for therapeutic recreation service. A practical professional field assignment/project is required.

RCTR 610: Sports and Recreation Facility Management 3 S.H.

This course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership, partnership, corporation, sales proprietorship, entrepreneurship versus salaried employment management, practices 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.

RCTR 619: Camp Programming and Administration 3 S.H.

This course consists of lecture and laboratory sessions designed to cover selected organizations and administrative details in organized camping, including budget, camp sites, buildings and equipment, publicity, recruitment, insurance, nutrition, health safety, and current trends.

RCTR 625: Outdoor Recreation Planning 3 S.H.

This course offers an introduction to the concepts and procedures of planning on all levels: national, state, regional, county, and local. Students are introduced to the complexity of the planning process, including social, historical, resource, and management perspectives. This course also includes an investigation of the supply-demand relationship and cost-benefit analysis.

RCTR 626: Management of Natural Resources 3 S.H.

This course is designed to enable the student to develop an understanding of management concepts and practices and the interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principles, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.

RCTR 630: Leisure Counseling (CORE Course) 3 S.H.

This course is designed to provide an examination of the historical, philosophical, and developmental aspects of leisure counseling and its relationship to leisure education. An analysis of personal attitudes, values, and self-concepts is combined with an overview of the functions of the counselor, models of techniques of leisure counseling, and guidelines for developing a leisure counseling program in a variety of settings.

RCTR 635: Program Planning 3 S.H.

Principles and methods of program development and delivery are explored. Emphasis is on understanding participant leisure behavior, participant leisure needs, and the ways in which organizations create services to respond to those needs.

RCTR 652: Public Relations: Principles, Cases, and Problems 3 S.H.

This course is designed to provide students with a basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include public relations as a management function, marketing, advertising, research processes, media relations, communication, and evaluation. Emphasis is placed on case analysis, problem solving, development, and presentation of student campaigns and examinations of public relations practices in modern society.

RCTR 654: Domestic and International Tourism 3 S.H.

This course is designed for students interested in an overview of the travel and tourism industry in America and around the world. Attention is given to the manner in which a tourist industry is deliberately developed and to the impacts of tourism. Prerequisite: RCTR 185.

RCTR 670: Therapeutic Recreation with Older Adults and Persons with Chronic Illness 3 S.H.

This course provides an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to persons with chronic illness and older adults.

RCTR 672: Maintenance Management 2 S.H.

This course acquaints students with the scope and complexity of maintenance of park and recreation facilities. The student develops an awareness of the wide variety of disciplines necessary for competent administration of maintenance services.

RCTR 673: Therapeutic Recreation Programming for Persons with Disabilities 3 S.H.

The course is designed to familiarize and prepare the student with the essential principles and elements involved in planning, organizing, conducting, supervising, and promoting therapeutic recreation programs. General modifications and adaptations necessary in facilities, equipment, and program design are examined for persons with mental retardation; physical, social, or emotional disabilities; learning disabilities; mental illness; chronic illness; and the older adult. Emphasis is placed on practical application in a variety of settings to better meet the needs, interests, and potential of persons with disabilities.

RCTR 674: Child Life Concepts and Theories in Working with the Hospitalized Child 3 S.H.

This course is designed to introduce the field of child life by focusing on its evolution and modern day concepts, as well as theories related specifically to its implementation in a health care setting. Concepts include: child life in a health care setting, the effects of hospitalization on children, the role of recreation/play in a hospital setting, design of a play area, and working with children and families under stress. Prerequisite: RCTR 272 or permission of instructor.

RCTR 675: Legal Aspects of Leisure Services 3 S.H.

This course offers an examination of general legal concepts, federal and state legislation, and legal liabilities as they impact the recreation and leisure service profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.

RCTR 676: Child Life: Clinical Issues and Techniques 3 S.H.

This course is designed to provide an overview of clinical issues and practical techniques related to the delivery of child life services and the specialized needs of hospitalized children, adolescents, and their families. Prerequisites: RCTR 272 and 674 or permission of instructor.

RCTR 677: Supervisory Management 3 S.H.

This course includes skill development in: office organization, record keeping, use of microcomputers, time management, maintenance management, supervision, communication, delegating, leadership, marketing, policy and decision making, productivity in the delivery of services, and risk management.

RCTR 678: Organization and Administration of Public Recreation 3 S.H.

This course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, collaborative teams, organizational structure, and facility operations are included.

RCTR 679: Personnel Management/Human Resource Management 3 S.H.

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

RCTR 680: Resort and Commercial Recreation 3 S.H.

This course offers an overview of the unique and dynamic nature of the resort and commercial recreation industry. Historical development and planning, development, management, and marketing of the commercial recreation business are the focus of the course. Technological changes, the diversity of lifestyles, and social needs are examined in relation to their impact on the industry.

RCTR 681: Problem Solving 3 S.H.

This course is designed to provide students with an understanding of higher order thinking processes associated with successful problem solving. Students visit major recreation enterprises and evaluate their operating systems. Emphasis is placed on the application of problem solving methods in classroom and laboratory settings as they apply to these operating systems.

RCTR 682: Seminar in Recreation and Leisure Services 2 S.H.

This course examines current and future concerns of the student and professional. The relationship between humanics and professionalism is explored, and a professional field assignment is required.

RCTR 686: Graduate Internship 10-15 S.H.

Each student should plan on spending a minimum of ten weeks in a field placement. This experience comprises a carefully designed program agreeable to all parties concerned: the student, the agency director, and the director of this major. Selection of location is consistent, if possible, with the student's vocational goals. Prerequisite: Graduate standing in the recreation and leisure services program.

RCTR 687: Clinical Practicum in Child Life 3-9 S.H.

The clinical practicum in child life is designed to provide child-life students with opportunities for observing, assisting, and utilizing child-life interventions in a clinical, child-life setting. Under professional supervision, this course is individually contracted to assist students in defining career options and qualifying for child-life certification.

REHABILITATION AND DISABILITY STUDIES**RHDS 501: Human Development, Diversity and Disabling Conditions** 3 S.H.

This course is designed to assist students to gain an understanding of the world of persons with disabilities. The social, psychological, and cultural aspects of illness, trauma, and various impairments are examined. The nature, meaning, and dynamics of disability are explored in relation to the normal course of human development.

RHDS 505: Rehabilitation Counseling: History, Philosophy, and Practice 3 S.H.

This course is an introduction to the history, philosophy, and principles of rehabilitation counseling. Emphasis is placed on an understanding of the rehabilitation process as it relates to people with disabilities, the rehabilitation teams, and interagency relationships. Students become familiar with private/public sector roles and functions of rehabilitation counselors through lectures, readings, group discussion, and selected exercises.

RHDS 506: Casework Management 3 S.H.

This course is an introduction to case management and caseload management procedures, techniques, and issues. The relationship of evaluation, counseling, vocational rehabilitation, independent living, and utilization of community resources is investigated. Casework recording and management skills, including computer applications and technology for caseload management, are presented.

RHDS 535: Rehabilitation Counseling: Theories and Techniques 3 S.H.

Students are provided with an overview of counseling theories and practices as they pertain to the rehabilitation process. Emphasis is given to the students' development of counseling skills and techniques which are used to influence and support consumer change and rehabilitation efforts.

RHDS 542: Career Development and Placement Techniques in Rehabilitation 3 S.H.

This course is an examination of career development theories and placement procedures utilized by rehabilitation counselors in both private and public settings. Topics considered include transitional and supported employment strategies, job analysis, job modification and/or restructuring, job-seeking skills training, vocational evaluation, and the transferability of job skills.

RHDS 550: Psychosocial Evaluation and Assessment 3 S.H.

In this course students experience opportunities for the application of counseling methods in a closely supervised laboratory situation. Each student is seen individually and in a group seminar on a weekly basis for discussion, skill building experiences, and videotape evaluation of counseling interviews. Discussion topics include intake, career counseling, assessment feedback, and adjustment counseling.

RHDS 561: Medical Survey for Rehabilitation Counselors 3 S.H.

This course is presented by medical professionals and others acquainted with the total rehabilitation process. Emphasis is placed on interpreting and understanding medical information, evaluation, and alternative treatment techniques for typical disability cases. The role and responsibilities of physicians and other members of a rehabilitation team is also stressed.

RHDS 564: Rehabilitation Organization and Administration 3 S.H.

This is an analysis of the administrative and organizational structure of representative rehabilitation agencies. Emphasis is given to the role of rehabilitation counselors in program evaluation, management, and innovation. Also included is an examination of the counselor's functions in

relationship to other professionals, support personnel, supervisors, and administrators.

RHDS 578: Introduction to Manual Communication/Issues of Deaf Culture 3 S.H.

Designed as an introduction to sign language, fingerspelling, and deaf culture, this course is used to present a brief history of American Sign Language and related systems. Students learn etiologies of hearing loss and develop an appreciation for an alternative culture as they develop beginning sign language skills.

RHDS 579: Manual Communication and Culture 3 S.H.

This course is used to promote advanced skill development in the use of Pidgeon sign language for a clearer understanding of the rule structure of American sign language. The dynamics and cultural mores of deaf culture are further explored. Students attain mastery of syntax and pragmatics with manual/gestural language. Prerequisite: RHDS 578 or equivalent.

RHDS 582: Rehabilitation Counseling Practice 3 S.H.

This course is an initial practical application in an approved rehabilitation center, hospital, school, or agency. Consistent with the student's goals, opportunity exists for initial interviewing, testing, education, vocational, personal adjustment counseling, and other rehabilitation functions under professional supervision. Each student devotes fifty clock hours for each semester hour of credit in addition to a seminar. Prerequisite: Graduate degree student in rehabilitation.

RHDS 584: Rehabilitation Counseling Practicum 3-6 S.H.

This course is a supervised experience in an approved rehabilitation setting. The experience includes work with a caseload, and increasing responsibility in counseling, testing, rehabilitation planning and coordination, placement, and follow-up. There are opportunities for special assignments based on professional career goals. Fifty clock hours for each semester hour of credit are required in addition to a seminar. A review of the counseling interview and casework by the instructor is required. The course is restricted to students in rehabilitation counseling and services.

RHDS 586: Rehabilitation Internship I and II 6-12 S.H.

This course is a 300- to 600-hour (six to twelve semester hours), part-time or full-time internship in an intensive and practical learning experience in an appropriate rehabilitation center, hospital, school, or agency, for students doing advanced graduate work in rehabilitation counseling. Through direct service work, which is supplemented with individual and group supervision, students are provided an opportunity to demonstrate and perfect skills and competencies related to his or her respective rehabilitation counseling program.

RHDS 602: Implications of Disabilities for the Family 3 S.H.

The focus of this course is on understanding the world view of the parent, child, sibling, or spouse of a person with a disability. A family system approach is used in examining problems in readjustment to disability and the effectiveness of coping strategies. Students examine the goals of interventions, including support of the family unit and its individual members.

RHDS 626: Vocational Evaluation: Principles and Philosophy 3 S.H.

Students acquire knowledge of the basic philosophies, practices, and processes of vocational evaluation and assessment as applied to various consumer populations in this course. Students gain understanding of specific instruments and clinical skills needed to provide meaningful and successful services.

RHDS 627: Vocational Evaluation: Report Development and Communication 3 S.H.

The focus of this class is primarily upon the acquisition of oral and written report skills necessary to develop and effectively communicate the results of vocational assessment activities. Emphasized is the full process of vocational assessment including marketing referral; initial intake/screening; generating hypotheses, test selection; qualifying data; data interpretation; and how to develop the VE report in both oral and written formats. Prerequisites: RHDS 542, a graduate level assessment class, or permission of instructor.

RHDS 633: The Deaf Community and Culture 3 S.H.

This course is an examination of two major aspects of deafness—the history of deaf people and the community and culture of deaf people. The history is a survey of people and events that have influenced persons who are deaf, from earliest recorded history to the present. The concepts of community and culture in general, and as they relate to the deaf community, are examined. Prerequisites: RHDS 232 and 234

RHDS 639: Understanding Deafness and Hearing Loss 3 S.H.

This course familiarizes the student with multiple aspects involved in diagnosis, remediation, and acceptance of hearing loss. The course clearly differentiates the issues of the hearing impaired from those of the deaf. Age of onset, familial history, enculturation, as well as specific scientific and academic issues, are addressed in this course.

RHDS 642: 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 youth and adults who have developmental disabilities. The case study approach is used to provide guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

RHDS 650: Action-Oriented Therapies 3 S.H.

This course is used to provide an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving adults with physical disabilities, children with exceptionality, and aging consumers. Action-oriented therapies are used to 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: RHDS 126, PSYC 101, or equivalent.

RHDS 661: Rehabilitation in Speech and Language Disorders 3 S.H.

This course provides an introduction to common speech and language disorders encountered in the rehabilitation population, including aphasia, laryngectomy, stuttering, and problems of voice and articulation. Social and vocational considerations in the rehabilitation of individuals with communication disorders are included. Prerequisite: RHDS 160 or equivalent.

RHDS 662: Rehabilitation of the Hearing Impaired 3 S.H.

This course is designed to provide a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content includes common diagnostic and rehabilitative techniques.

RHDS 664: Rehabilitation of the Developmentally Disabled 3 S.H.

This is an overview of the nature, needs, and approaches that are used in rehabilitation programs that serve persons with mental retardation, autism, cerebral palsy, epilepsy, TBL, and other central nervous system disorders. The course explores techniques used in various life stages and reviews innovative ways to overcome apathy and discrimination in community settings.

RHDS 656: Language Acquisition and Development 3 S.H.

This course provides an overview of the normal language acquisition and development process throughout the life span, with particular emphasis on birth through school age. The interrelationships among linguistic, neurophysical, cognitive, social, and cultural factors as they affect language acquisition are discussed. The student becomes familiar with various theories of language acquisition, the rule systems of the English language, stages of language development, and techniques for collecting and analyzing a language sample.

RHDS 670: Rehabilitation Needs of the Aging (CORE Course) 3 S.H.

Aging in our society is associated with a variety of special medical, social, and psychological needs. Participants explore these needs, as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community.

RHDS 671: Therapeutic Approaches with the Aging 3 S.H.

This course familiarizes participants with the variety of rehabilitative techniques available to help reverse the debilitation and disorientation often associated with aging and to help maintain maximal functioning in the late years. Prerequisite: RHDS 670 or permission of instructor.

RHDS 675: Integrated Medicine 3 S.H.

This course surveys the major health care traditions and selected complementary therapies. Emphasis is placed on the responsible integration of practices including Ayurveda, chiropractic, herbalism, massage, mind-body medicine, music therapy, Reiki, and yoga with conventional Western biomedicine options in the prevention, diagnosis, and healing of disabling conditions.

RHDS 676: Employee-Assistance Programming 3 S.H.

This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee-assistance programs. Approaches to dealing with various worker problems, emotional and mental health, and marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational and therapeutic factors and their interrelationships are discussed. Prerequisites: RHDS 126, PSYC 101, or permission of instructor.

RHDS 680: Special Topics: Working in Special Issues and Techniques in Rehabilitation 2-3 S.H.

This course is used to provide an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. May be taken for up to a maximum of six semester hours of credit. Prerequisites: RHDS 126 or equivalent.

RHDS 681: Pathological Gambling 3 S.H.

This course is an introduction to the diagnostic, treatment, rehabilitation, and public policy issues surrounding the area of pathological gambling. Students learn specific diagnostic techniques. In addition, students learn the spectrum of treatment and rehabilitation issues from a cognitive-behavioral therapeutic perspective. Public policy issues are discussed and impact of such decisions upon the treatment and rehabilitation field are examined.

RHDS 683: Learning Disabilities 3 S.H.

This course is used to examine theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

RHDS 685: Treatment Methods in Substance Abuse Rehabilitation 3 S.H.

This course is an introduction to the major issues in the field of alcohol and substance abuse rehabilitation, including etiology, models of recovery, and the biological and psychological consequences of substance abuse. Primary consideration is given to treatment issues; polyaddiction, specific detoxification methods; self-help programs; individual and group counseling; therapeutic community residencies; and family and other support groups.

RHDS 687: Substance Abuse and Family Treatment 3 S.H.

This course is an introduction to the issues and techniques of treatment of the family affected by substance abuse or dependency. Central topics discussed in this course include: viewing the family as a client, diagnostic assessment techniques, and prescriptive treatment of the substance abuser or dependent client, extended family members and children. An emphasis is also placed on child development in unhealthy family systems.

RHDS 689: Cardiac Rehabilitation 3 S.H.

Students are familiarized with the fundamental principles and current practices of cardiac rehabilitation. The types and causes of disability in cardiac disease, as well as diagnostic evaluation techniques, are discussed. Emphasis is placed on a continuum of medical, surgical, psychosocial, and vocational management, from the acute recovery period to post-hospital rehabilitation.

RHDS 691: Neurological Rehabilitation 3 S.H.

This course familiarizes 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 from rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHDS 126 or equivalent.

RHDS 692: Group Counseling Techniques in Rehabilitation 3 S.H.

Students are presented with an overview of the major counseling techniques used with rehabilitation consumers in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

RHDS 694: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods utilized in community-based mental health settings. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary approaches to providing services to those with chronic illness. Students become familiar with contemporary psychiatric rehabilitation diagnosis and planning techniques through lectures, readings, group discussions, and selected site visits.

RHDS 695: Cognitive Rehabilitation 3 S.H.

This course is an introduction to the treatment and rehabilitation issues facing those clients with cognitive disorders. The neuropsychological assessment issues are examined, demonstrated, and practiced. Coordination of rehabilitation services and case management techniques are introduced and practiced.

RHDS 699: Behavioral Medicine Approaches to Chronic Disease and Disability 3 S.H.

The course is designed to present the spectrum of mind-body behavioral health techniques. Meditation, stress management, self-hypnosis, relaxation, biofeedback, and spirituality techniques are taught. Applications to disabling conditions involving both chronic disease and chronic pain are emphasized.

RELIGION**RELI 622: Christianity and Modern Society (CORE Course) 3 S.H.**

This course is a study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day.

RELI 624: The Life and Teachings of Jesus (CORE Course) 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.

RELI 625: Spirituality and Healing (CORE Course) 3 S.H.

This course examines the influence of spirituality and its concrete expressions in the form of faith communities, on cultural understanding of disease, illness, healing, health and wellness. Prerequisite: None.

RESEARCH

RSCH 610: Foundations and Methods of Research (CORE Course) 3 S.H.

This course emphasizes the search for truth and the ways in which this search is conducted. It includes the identification and delineation of research problems, survey of related literature, detailed examination of different research methods, and basic descriptive and inferential statistical coverage. Attention is given to the presentation of research results in acceptable form. Required of all master's degree students.

RSCH 615: Qualitative Research Methodology 3 S.H.

This course examines the nature of qualitative research methodology. Within the framework of this course, the philosophic basis, major paradigms, strategies of inquiry, methods of collecting empirical materials, interpretation and evaluation of empirical materials, and presentation of qualitative research are renewed. Prerequisite: RSCH 325 or permission of the instructor.

RSCH 618: Guided Individual Study 1-6 S.H.

Graduate students with special needs, interests, and capacities conduct individual study under faculty supervision involving library work, tutorial work, research, independent reading or writing, or other approved study which contributes to the educational growth of a particular student. This course is not a substitute for, nor a part of, the thesis requirement.

RSCH 620: Educational and Psychological Statistics I 3 S.H.

This course covers statistical analysis methods for descriptive, correlational, and experimental designs. Descriptive statistics, linear regression, introduction to multiple regression, t-ratio, analysis of variance for independent and repeated measures designs, factorial designs, chi square, and non-parametric measures are included. Students receive instruction in the use of SPSS at the Academic Computer Center. Prerequisite: Course in elementary statistics, and RSCH 610, or permission of instructor.

RSCH 625: Thesis Seminar 2 S.H.

The seminar assists the student in finalizing the thesis proposal for presentation to the thesis committee. Students are required to complete the full proposal, make a class presentation of the research design, and prepare the computer statistical program for the study when statistics are involved. Prerequisite: RSCH 610, students must receive a grade of B or better on RSCH 610 proposal. Recommended: RSCH 620 and any necessary laboratory technique classes.

RSCH 626: Research Project 3 S.H.

A research study is organized and conducted under the supervision of a faculty member and presented in approved form for retention by the department in which the study is completed. Required for PLAN C master's students. Prerequisite: RSCH 610. Open only to degree students.

RSCH 635: Thesis 1-4 S.H.

This course involves meetings with the thesis committee and satisfactory completion of thesis requirements including the oral examination. Students must register for a total of four semester hours. Prerequisite: RSCH 625.

RSCH 720: Educational and Psychological Statistics II 3 S.H.

This course includes multiple regression analysis, ANOVA through regression analysis, trend analysis, analysis of covariance, introduction to multivariate statistics, and reliability and validity procedures for measurement research. Prerequisite: RSCH 620 or permission of instructor.

RSCH 725: Dissertation Seminar 2 S.H.

The seminar assists the student in finalizing the dissertation proposal for presentation to the dissertation committee at the dissertation colloquium. Students are required to complete the full proposal, make a class presentation of the research design, and prepare the computer statistical program for the study when statistics are involved. Prerequisite: RSCH 610. Recommended: RSCH 620 and any necessary laboratory technique classes.

RSCH 735: Doctoral Dissertation 1-14 S.H.

An original contribution to knowledge or an application of existing knowledge to the solution of a practical problem in the field is made.

SOCIAL WORK

MSSW 601: Human Behavior in the Social Environment I: Stages in the Life Process — Individuals, Families, and Groups (CORE Course) 3 S.H.

This course introduces systems theory and person-in-environment as the conceptual framework for the HBSE sequence. It addresses the ecological context of human development with attention to cognitive, psychological, and social development and the individual's membership in the family, groups, organizations, and the community. Particular emphasis is given to gender, race, class, and culture.

MSSW 602: Human Behavior in the Social Environment II: Social Structure and the Life Cycle — Culture, Community, Organizations, and Individuals (CORE Course) 3 S.H.

This course continues the systems theory and person-in-environment framework introduced in HBSE I. It explores the structure of organizations, groups, and communities as they provide social contexts for human development beyond the family group. This course gives attention to the demographic profile of communities and issues surrounding access to services. Prerequisite: MSSW 601.

MSSW 603: Human Behavior in the Social Environment III: Biopsychosocial Theories of Psychopathology (CORE Course) 2 S.H.

This advanced course continues the study of human behavior with emphasis on the behavioral and psychological difficulties people experience in interacting with their environments. The biological, sociological, and intrapsychic theories of psychopathology and treatment based on these theories are reviewed in depth. The course includes an examination of the use of the DSM IV, and the impact of diversity and oppression in the etiology, epidemiology, treatment, and prevention of psychopathology.

MSSW 604: Applications of Human Behavior Theory for Advanced Standing Students 2 S.H.

This course provides advanced standing MSW students with an opportunity to learn and apply contemporary themes of human behavior which provide the foundation for advanced generalist social work practice.

These theories include psychodynamic theories, postmodern and other theories of human behavior and the social environment that are considered essential in advanced generalist social work practice but which are not generally covered in depth in BSW training programs. The course is highly interactive and includes guest presentations, small group discussions, and application of theory in cases selected by both students and the instructor(s).

MSSW 608: Mediation and Conflict 2 S.H.

This course teaches widely applicable mediation skills through enactment approaches. Focus is on evaluation and intervention in different types of conflict, finding common ground, and developing collaborative, win-win strategies resulting in lasting agreements.

MSSW 611: Social Welfare Policy and Services I: Social Welfare Policy in America — History and Basic Analysis (CORE Course) 3 S.H.

This course looks at the history of American social welfare policy and social work, focusing primarily on progressive reform eras. It uses history as a springboard for developing an understanding of the dimensions, values, and dynamics of social policy and for exploring persistent issues of the profession. In this process, it introduces three “lenses” that reveal special insights into conventional history and policy matters — race, gender, and class lenses. The course also reviews current social welfare policies and introduces students to the legislative process.

MSSW 612: Social Welfare Policy and Services II: Policy Implementation and Change in Organizations and Communities (CORE Course) 3 S.H.

This course moves from the policy development, analysis, and design insights of Policy I to an exploration of the complexities of policy implementation and a consideration of ways in which social workers, their clients, and oppressed communities can address threats that result in the implementation process. Prerequisite: MSSW 611.

MSSW 613: Social Welfare Policy and Services III: Policy Implementation: Social Action in the Struggle for Human Dignity (CORE Course) 3 S.H.

This course emphasizes the actual execution of policy by providing a focal point for students’ growth as independent scholar-practitioners and public-spirited citizens in the field of social policy. In seminar format, it builds upon the foregoing sequence by considering state-of-the-art approaches and honing skills to advance policy. The course underscores a variety of analysis and action strategies, such as critical education, creative dialogue, lobbying, organizing, campaigning, testifying, and monitoring. Prerequisites: MSSW 611 and 612.

MSSW 621: Social Work Research I: Introduction to Social Work Research (CORE Course) 3 S.H.

This course introduces information on various types of research appropriate to primary, secondary, and tertiary interventions. Included are steps in the research process, elementary forms of data analysis, and critical analysis of research design and literature.

MSSW 622: Social Work Research II: Social Work Research and Evaluation (CORE Course) 3 S.H.

This course stresses the execution of research design and practice. It accentuates the relevance of research to major areas of social practice, such as clinical practice, program development, and social policy. Students develop basic skills to communicate their research findings to both professional and lay audiences. Prerequisite: MSSW 621.

MSSW 623: Social Work Research III: Qualitative Research (CORE Course) 3 S.H.

This advanced course stresses qualitative methodology and its relevance for social work theory and practice. While it continues to emphasize primary areas of social work, such as clinical practice and program and policy development, its emphasis is upon the elicitation of the structure and meaning of experiences of individuals in social settings.

MSSW 631: Social Work Practice I: Assessment, Goal Setting, and Practice Techniques with Individuals, Families, and Small Groups (CORE Course) 3 S.H.

This course provides information on the historical base of social work, with emphasis on the underlying values and ethics which drive professional practice. Relationship in all social work practice is studied with emphasis on theory, concepts, and skills. Differential theoretical constructs and assessment and intervention skills used in direct practice with individuals, families, and small groups are examined.

MSSW 632: Social Work Practice II: Assessment, Goal Setting, and Practice Techniques with Groups, Organizations, and Communities (CORE Course) 3 S.H.

This course, based on a problem-solving model, examines assessment, goal setting, and intervention techniques in large systems. It includes community organization and planning intervention strategies. It explores the problems of stress and conflict of interest between clients and workers, and focuses on the relationship between alleviation and empowerment in large-scale interventions. Prerequisite: MSSW 631.

MSSW 633: Advanced Generalist Practice I: Social Work with Vulnerable Populations (CORE Course) 2 S.H.

This course pulls together what students are learning about advanced generalist social work practice across the curriculum. The course utilizes the knowledge and skills gained in the foundation courses and advances them, using more comprehensive models of assessment, theory, and intervention.

MSSW 634: Advanced Generalist Practice II: Social Work Administration and Supervision (CORE Course) 3 S.H.

This is an advanced course designed to assist students in gaining the knowledge and skills required to enter into the complex arena of interaction within and between human service organizations and to prepare students to assume management roles and responsibilities.

MSSW 641: Theories of Intervention and Psychotherapy 2 S.H.

This course provides an opportunity for students to study theory and practice of clinical social work through an overview of major contemporary theories of personality and therapeutic interventions. In addition, the course reviews case studies in various methods of practice.

MSSW 642: Therapeutic Applications of Adventure 2 S.H.

This advanced course focuses on the use of adventure-based activities and the therapeutic application of this modality to individuals, families, and groups. Course content includes theoretical and philosophical foundations of adventure-based practice. Special attention is paid to integrating adventure activities into assessment and intervention with populations. Prerequisites: MSSW 601, MSSW 602, or permission of the instructor.

MSSW 643: Seminar in Social Work Practice with Diverse Populations 2 S.H.

This seminar provides an in-depth experience of assessment, intervention, and evaluation in work with diverse groups of individuals, families, and small groups. Theoretical and conceptual overviews of ethnicity, culture, stigma, and oppression will be examined. The seminar focuses on understanding the impact of internalized and institutional oppression and refinement of interventive skills when a multiplicity of factors may be operating.

MSSW 644: Human Rights 2 S.H.

This course examines how the social construct of human rights can assist in the development of economic and social justice, thereby becoming a strategy for social change. It emphasizes the United Nations' Universal Declaration of Human Rights, endorsed by the General Assembly in 1948, and today referred to as customary international law. It examines the history of human rights, as well as contemporary human rights concepts.

MSSW 645: Contemporary Challenges in Child Welfare 2 S.H.

This course focuses on children and families as they relate to and are a part of the larger social system and its institutions of education, politics, economics, and religion. Particular attention is on families and children as victims of child abuse, neglect, and domestic violence. Processes which facilitate client healing and the use of interdisciplinary and collaborative community resources are examined.

MSSW 646: Family Treatment 2 S.H.

This course focuses on children and families in crisis by concentrating on issues of power distribution, communication system, and external institutional influences. Family treatment approaches and techniques of problem identification and assessment are introduced through examination of strategies to help families deal with maturation and situational crises.

MSSW 647: Loss and Bereavement 2 S.H.

This course prepares the MSW student for social work clients coping with loss and bereavement. The course increases students' awareness and sensitivity regarding death and addresses theories of attachment and loss which help social workers understand the meaning of loss and diverse client groups. The course is offered through a distance-learning format, using the Internet.

MSSW 648: Substance Abuse in Social Work Practice 2 S.H.

This course provides an opportunity to study substance abuse practice concepts and skills with emphasis on assessment, treatment planning, and intervention strategies with individuals and families affected by substance abuse. Evaluation of individual and family substance abuse problems is emphasized, with particular attention to the complex interaction with domestic violence.

MSSW 649: Social Work Practice with Children 2 S.H.

This course focuses on the integration of various models in the assessment and treatment of children and their families. Students are introduced to a wide range of play therapy techniques. Cases from students and instructors are used throughout the course. The various theoretical models are psychodynamic, cognitive-behavioral, family systems, and solution focused in the assessment and treatment of children and their families. Group and family work, interdisciplinary collaboration, partnerships with schools and the use of self-help groups adjunctive to therapy are all addressed. Trauma and work with children in special circumstances are studied. Cases are drawn from students' and instructors' practice experience throughout the course. These cases are used to illustrate the theoretical constructs being discussed in each module.

MSSW 650: Psychodynamic Theories of Counseling Psychotherapy 2 S.H.

This course studies social work practice as derived from the integration of theoretical understanding and technique skill. The contributions of various theoreticians in developmental psychology and their implications for treatment are studied. Issues, such as the initial interview, working through transference, countertransference, resistance, and defenses, are examined within the different theoretical models. Attention is given to race, culture, gender, sexual orientation, and the implications varying theoretical models have on clinical intervention with vulnerable populations.

MSSW 652: Legal Aspects of Social Welfare 2 S.H.

This course examines law and legal processes using legal materials and teaches legal advocacy skills. Among the areas explored are social work malpractice, privileged communication, and discrimination. Selected types of dispute resolution are explored, with emphasis on developing initial skills in testifying and negotiation.

MSSW 653: Policy and Practice Issues in Aging 2 S.H.

This course is designed to provide an overview of the multifaceted issues in gerontology. It explores the phenomenon of growing old in America, from the changing demographics of society that will command our attention in the years ahead, to the pressing need for satisfactory long-term care arrangement. This course seeks to further students' understanding of the myths and realities of aging, the role of social work in gerontology, health and social policy as it relates to aging, special populations, and research issues in gerontology.

MSSW 654: Mediation and Conflict Resolution for Clinicians and Managers 2 S.H.

This course examines law and legal processes using legal materials and teaches legal skills. Among areas explored in the course are social work malpractice, privileged communication, and discrimination. Selected types of dispute resolution are explored with emphasis on developing initial skills in testifying and negotiation.

MSSW 655: Proposal Writing and Grant Acquisition 2 S.H.

This course introduces proposal planning and development techniques. Differences between grants written for federal funds and those written for foundations are described. Utilization of grant acquisition, informational resources such as the Federal Request for Proposal (RFP), and researching private foundation funding are reviewed.

MSSW 656: Social Work in Education 2 S.H.

This course provides an overview of social work practice in public education settings. It furnishes information on the historical roots of school social work with a strong emphasis on the diverse roles and skills required to work effectively with students, parents, teachers, school administrators, and related community agencies. Particular attention is given to the ecological perspective school social workers bring to areas such as: special education, assessment, intervention, multicultural sensitivity, and school reform.

MSSW 657: Women's Issues in Social Work 2 S.H.

This course examines significant current trends in women's issues from the perspective of the human services professions. Focus is on fostering non-sexist practice in human services and working toward a non-sexist society. Vital issues of concern such as economic status, dual responsibilities of home and work representation in executive, administrative and academic positions, and women as health consumers are addressed.

MSSW 658: Brief Treatment and Managed Care 2 S.H.

This course provides an overview of the theories and techniques in the major current brief treatment models. The applicability of these models to a wide diagnostic range of clients and problems is examined, as are the strengths and limitations of brief treatment. The support given to the brief treatment models by managed care companies is considered.

MSSW 684-685: Field Seminar and Practicum (CORE Course) 4-4 S.H.

These courses provide foundation learning in field seminar, concurrent with a practicum experience suitable for generalist social work practice. Seminar content emphasizes integration of knowledge from the foundation courses with the practicum experience to develop self-assessment and beginning social work skills.

MSSW 686-687: Field Seminar and Practicum (CORE Course) 4-4 S.H.

These courses provide foundation learning in a field seminar, concurrent with a practicum experience suitable for advanced generalist practice in social work. Seminar content emphasizes the ongoing application of knowledge from second-year courses to the practicum experience and the development of increasingly advanced social work skills. Prerequisites: MSSW 684 and 685.

MSSW 688: Special Topics in Social Work 1-4 S.H.

This course provides an opportunity for concentrated exploration and experience in a specialized or current area of relevance to social work. Topics are offered on a variable basis. A student may register for this course more than once, provided the topic is different each time. Prerequisite: Social Work major or permission of instructor.

MSSW 692: Independent Study 1-4 S.H.

Graduate students with special needs, interests, and capacities conduct individual study under faculty supervision involving library work, tutorial work, research, independent reading or writing, or other approved study which contributes to the educational growth of a particular student.

MSSW 694: Economic and Political Analysis of Social Movements 2 S.H.

This course provides an analysis of social movements in themselves and in relation to community organizing and community development among oppressed groups. Using the civil rights movement as the starting paradigm, the course compares and contrasts organized social movements based on ethnicity and race, economic position (the labor movement, working class women's organizing, and the welfare rights movement), and sexual orientation (the movement for gay and lesbian liberation).

SOCIOLOGY

SOCI 620: Dynamics of Inequality (CORE Course) 3 S.H.

This course examines the theoretical concepts used to understand various forms of inequality (e.g., classism, racism, and sexism) and their individual, cultural, and structural manifestations (e.g., prejudice and discrimination).

SOCI 640: Criminology (CORE Course) 3 S.H.

The causation, control, and prevention of adult crime are studied in relation to criminal law. Prerequisites: Twelve semester hours of sociology, psychology, or other social science, or permission of instructor.

SOCI 650: Violence in the Family (CORE Course) 3 S.H.

This course is a comprehensive review of family violence: child abuse, marital abuse, elderly abuse, and incest. It examines family violence from a sociological and psychological perspective. It also focuses on methods of preventing, as well as ameliorating, violent situations.

SOCI 670: Theories and Methods of Case Management 3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables.

SPANISH

SPAN 611: Intermediate Spanish (CORE Course) 3 S.H.

This course is an expansion in the development of speaking, listening, reading, and writing skills in Spanish. Students are introduced to the culture and literature of Spain and Spanish America and are expected to communicate in both oral and written Spanish. Class is conducted in Spanish. Prerequisite: SPAN 112, three or more years of high school Spanish, or permission of instructor.

**SPAN 612: Advanced Intermediate Spanish
(CORE Course) 3 S.H.**

This course is a continuation of SPAN 611. Prerequisite: SPAN 611, three or more years of high school Spanish, or permission of the instructor.

SPORT MANAGEMENT

SMGT 645: Sports Marketing 3 S.H.

This course provides the student with basic knowledge and understanding of sports marketing and promotions on the educational, recreational, and professional levels. Attention is given to a history of sports marketing, definition of terms, principles of marketing, strategic market planning, and evaluation of sports marketing programs. Components of the course include developing products, sponsorships, special event fundraising, public relations, utilizing television, and radio networking.

**SMGT 686: Internship in Sport
Management 8-16 S.H.**

This course is a 360- to 720-hour, full-time supervised internship at an appropriate work site within the sport industry. The work experience is arranged on an individual basis and must reflect a new dimension consistent with career aspirations. Students become involved with on-the-job training through active observation and participation in programs, projects, and practices. Job placement must be made and approved by the coordinator of the graduate physical education program. Prerequisite: Completion of all course requirements for the sport management

**SMGT 692: Independent Study in
Sport Management 2 S.H.**

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

SCHOOL OF HUMAN SERVICES—GRADUATE PROGRAM

In accordance with our mission, Springfield College's School of Human Services accepts men and women for graduate studies who are motivated to achieve social and economic justice and who embody the principles of humanics, community partnership, and academic excellence.

Our students are a diverse group; they come from all backgrounds, range in age from the mid-20's to the late 60's and bring a wealth of knowledge and experience to the classroom. Our curriculum relies on this breadth of diversity and experience; applicants should be prepared to participate and contribute to it.

For further information on School of Human Services programs and course descriptions, call 800-727-0004 ext. 3481.

The following admissions and registration information pertains only to the graduate program offered by the School of Human Services.

ADMISSIONS INFORMATION

Requirements

Successful applicants to the School of Human Services graduate program must have an undergraduate degree, 5 years experience in human services, and show the ability to succeed academically.

Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.
2. Submit official transcripts from all accredited colleges attended. (Student copies of transcripts will not be accepted.) Applicants who have completed courses at Springfield College are not required to submit official transcripts for such work.
3. Submit a personal statement on one of three topics:
 - a. What are your personal, professional and learning goals, and how might the Masters of Science in Human Services (MSHS) program help you achieve these goals?
 - b. Describe a single work experience which has had a significant impact on how you think about yourself and human services. In what ways has this experience influenced what you hope to gain from the MSHS program?
 - c. What lessons have you learned from your life and work experiences? How do these lessons shape your learning goals for the MSHS program?
4. Submit a resume.
5. Submit at least one letter of recommendation.

International Student Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.
2. Submit proof of an education equivalent to a baccalaureate degree. These academic records must bear the institution's seal and should list all courses taken, grades received in each course, number of semester hours earned, and certificate, diploma, degree or other recognition received. These transcripts should be in English.

3. Submit a personal statement on one of the three above-listed topics.
4. Submit a resume.
5. Submit at least one letter of recommendation
6. Contact the admissions coordinator at the campus you would like to attend to arrange an interview.
7. Submit evidence of proficiency to read, write, and speak the English language. The TOEFL test may be submitted to fulfill this requirement.
8. Submit a financial guarantee statement, which may be obtained from the campus. A strictly enforced regulation of the United States Immigration Service makes it necessary for us to receive a guarantee of your financial support for the period of time you will be here for study.

Once accepted the student must make a deposit of \$1000, which will be credited to your account, before the College will issue the US Government's Immigration Form I-20.

Admissions Decisions

Probation

No student is admitted to full graduate standing in the School of Human Services with less than a 2.5 undergraduate index. Applicants with less than a 2.5 index, but not less than 2.0, will be considered for probationary admission if there is convincing evidence in examining their application materials that, if given an opportunity, they will meet the academic standards at Springfield College.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete nine semester hours of graduate credit at Springfield College. If their academic index is 3.0 or better, they will be removed from probation. If the index is between 2.5 and 3.0, they will remain on probation through the semester in which they complete twenty semester hours of graduate credit. At that time, the index must be at least 3.0 or they will be dismissed from degree candidacy. All graduate students admitted on probation whose academic index is below 2.5 following the semester in which they complete nine semester hours of graduate credit at Springfield College will be dismissed from candidacy for the master's degree.

Contingency

Admission to the graduate program requires possession of a bachelor's degree. Applicants who are within a semester of receipt of their bachelor's degree may be accepted provided that the final undergraduate transcript be submitted by the Drop-Add Deadline of the term they wish to enroll.

Deferred Admission

Due to unforeseen circumstances, applicants accepted into the term to which they have applied may need to defer enrollment. Notification of intent to defer should be made in writing to the admissions office of the campus to which you are applying.

Nonmatriculated Students

Students who have not been admitted to a graduate program but who wish to take graduate courses are required to submit a nonmatriculated application (which may be obtained from the admissions office of the appropriate campus) and official transcripts demonstrating receipt of the bachelor's degree. Nonmatriculated students may only take up to 12 credits and are ineligible for financial aid.

No more than 12 semester hours taken as a nonmatriculated student prior to admission to graduate study may be applied toward the master's degree.

Time Limits and Period of Candidacy

The length of time needed to complete requirements for the master's degree depends on several factors: the nature of the undergraduate preparation, the quality of achievement in graduate courses, the professional purposes of the student, and the amount of fieldwork or part-time employment carried. The minimum time for graduate students who have a good background in undergraduate preparation is one academic year with at least thirty-two semester hours of credit.

Work for the degree must be completed within five years from the time of initial registration for graduate courses. In exceptional cases, the time limit may be extended by the School of Graduate Studies following a petition by the graduate student and with the recommendation of the dean of the student's program/MAJOR ADVISOR, prior to the end of the five-year period. In such instances, the student's original program is subject to reexamination and additional requirements may be imposed.

Readmittance

Students whose enrollment has lapsed for more than one year are required to seek readmittance through the Office of Student Services at your campus. Readmitted students will be subject to published academic standing standards. Students must settle all accounts prior to reenrollment.

Changes in Admission

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

REGISTRATION

Transfer credit policy

Normally, all work for a master's degree is done at Springfield College. No more than six semester hours of graduate credit may be transferred from one or more other institutions toward the master's degree in programs requiring less than forty-eight semester hours of graduate credit. However, students who are enrolled in a master's degree program requiring a minimum of forty-eight semester hours of graduate credit may transfer nine semester hours of graduate credit toward the master's degree. Courses accepted for transfer credit must be completed during the five year period of candidacy, have a grade of B or better, and be applicable to the individual's program of study pursued at Springfield College. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

Period of Candidacy

Work for the master's degree must be completed within five years from the time of initial registration for graduate courses. In exceptional cases, the time limit may be extended by the School of Graduate Studies following a petition by the graduate student and with the recommendation of the dean of the student's program/MAJOR ADVISOR, prior to the end of the five-year period. In such instances, the student's original program is subject to reexamination and additional requirements may be imposed.

Number of Credits as NM toward degree

No more than twelve semester hours of credit taken as a nonmatriculated student may be applied toward the master's degree.

Cross-Registration With Other Springfield College Graduate Programs

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

1. Prior approval of course cross-registration must be secured using the Springfield College Cross-Registration/All-College Requirement Substitution Form.
2. Students must fulfill course prerequisites, if any, prior to course cross-registration.
3. Graduate CORE requirements may not be met through course cross-registration.
4. Undergraduate students are eligible to cross-register for undergraduate courses only. Graduate students are eligible to cross-register for graduate courses or undergraduate prerequisites only.
5. Course cross registration is limited to one course per semester, with a maximum course limit of three.
6. Course cross-registration is allowed only in those courses where space is available.
7. Tuition charge for a cross-registered course is based on the rate applicable to the individual's degree program.

Cross-Registration Between School of Human Services Campuses

Students enrolled at one SHS campus may register for classes at another campus by completing the Temporary Student Assignment to Another Campus form in consultation with their advisor and the admissions person at their home campus.

Graduate Courses taken by Undergraduate Students

Students who wish to begin graduate work as an undergraduate must file a written request and secure the approval of the dean of the School of Graduate Studies at the main campus in Springfield before registering for such study. Contact your academic advisor for appropriate procedures. No request will be approved unless the student's cumulative grade point average is 3.00 or better at the start of the semester during which the course or courses are to be taken. Students will be charged the undergraduate tuition rate for these courses.

UNITED STATES HIGHER EDUCATION ACT (HEA),
AS AMENDED IN 1998, SEC. 207
ALSO KNOWN AS TITLE II
PUBLIC DISCLOSURE STATEMENT

The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity by building upon a foundation of Humanics and academic excellence. The college is proud of the many ways in which its teacher preparation programs fulfill that mission.

The Springfield College curriculum and faculty are especially well-suited to prepare tomorrow's teachers because they are attuned to the realities of today's classrooms through the College's many partnerships with local schools. The College's students in teacher preparation augment that curriculum with extensive fieldwork in both urban and suburban schools where they gain firsthand experience, not only in teaching their subjects, but also in developing the skills of inspiring, guiding, and serving as role models for the young people they teach. The quality of Springfield College's programs has been recognized by the awarding of federal and state grants supporting projects that prepare future teachers. Through the Springfield College School of Human Services, paraprofessionals already working in local schools earn their bachelor's degrees and teaching certificates on weekends.

Springfield College has been a leader in preparing teachers and challenges its students to build on the inspiring legacy of professional leadership of its graduates, a number of whom have been named Teacher of the Year or have received other awards for excellence. Feedback from school systems that have hired Springfield College graduates or have supervised its student teachers is overwhelmingly positive. In response to the College's surveys, the vast majority of graduates of the teacher preparation program indicate that they would choose Springfield College again and recommend it to others.

Springfield College graduates are dedicated professionals. They enter their field prepared by a program with one of the best fieldwork supervision student/faculty ratios in Massachusetts. Springfield College students are highly sought by public and private schools. Many are offered teaching positions before graduation contingent upon their receiving their degrees.

Since the inception of the Massachusetts Educator Certification Test (MECT) in 1998, Springfield College has instituted a number of curricular changes and student support programs to prepare students for success in the MECT. These include individualized help, group help sessions, and writing center assistance. The college has revised its required writing course for first-year students and increased its emphasis on writing skill in its education courses. It has also adjusted the content and sequencing of some courses. While initial test-takers did not have the benefit of these innovations, the College firmly expects its pass rate to improve each year and that, by 2003, it will exceed the state mandated pass rate of 80 percent. Copies of Springfield College's full report are available from its Office of Teacher Preparation, which can also answer questions about it at (413) 748-3146.

For the Program Year 1999-2000, there were 234 Springfield College teacher preparation students. The 99 students in supervised student teaching taught for an average of 20 hours per week over 15 weeks of student teaching to achieve the required minimum total of 300 clock hours of student teaching. Springfield College supervising faculty included 24 full-time professional education faculty members, and 17 part time adjunct faculty members for a total of 41 supervising faculty members for the teacher preparation program. The student/faculty ratio, one of the best in Massachusetts, is 2.42, which is the result of the number of students in supervised student teaching divided by the number of supervising faculty members.

Springfield College MECT pass rates for the Program Year 1999-2000: 88 students took the communication literacy reading test (r), 72 passed, for a pass rate of 82 percent; 88 took the communication literacy writing test (w), 59 passed, for a pass rate of 67 percent. The aggregate pass rate for students who took both tests (r&w) was 64 percent. In academic content areas testing for which 10 or more Springfield College students took tests: 26 students took the physical education test (pe), all passed, for a pass rate of 100 percent; 10 students took the early childhood education test (ec), 8 passed, for a pass rate of 80 percent; 22 students took the elementary education test (ee), 15 passed, for a pass rate of 68 percent. A total of 69 Springfield College students took content area tests (including content areas for which fewer than 10 Springfield College students were tested). Their aggregate pass rate was 80 percent (55 passed). The summary pass rate for the 88 students who took (r), (w), and academic content area tests was 55 percent, which reflects 48 students who passed all tests taken.

Statewide average MECT pass rates for Program Year 1999-2000: (r) 94 percent and (w) 91 percent for an aggregate of 89 percent. In academic content areas testing, the pass rates are, (pe) 99 percent, (ec) 85 percent, and (ee) 84 percent, for an aggregate pass rate for these tests of 85 percent. The statewide summary pass rate is 81 percent.

TRUSTEES

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 Albany, 1981*
M.A., Carnegie-Mellon University, 1993

Donna Kay Ness (1997)
 Director of Fitness Facilities
B.S., Springfield College, 1985

Allen L. Noble (1998)
 Manager of Employment
 and Equal Opportunity Officer
B.S., California Polytechnic State University

Suzanne Nowlan (1992)
 Assistant Director of Cooperative Education
B.A., Western New England College, 1984

Daniel Nussbaum (1992)
 Dean, School of Human Services
 Professor of Human Services
B.A., Swarthmore College, 1969
M.A., University of Pennsylvania, 1974
M.S., Hartford Graduate Center, 1990
Ph.D., Brandeis University, 1978

- John A. Odató (1984)**
Manager of Off-Campus Housing
- Karla Olson (2001)**
Asst. Director of Annual Fund
B.A., Hollins University, 1999
- Regina Patterson (2000)**
Admissions/Recruitment Coordinator
SHS Wilmington
B.S., Cheyney University, 1980
M.H.S.A., Springfield College, 1999
- Mary N. Pilch (1988)**
Director of Cooperative Education
B.S.N., St. Joseph College, 1958
M.A., American International College, 1981
- Mwanvuwa Ramazani (1997)**
Student Services Coordinator,
School of Human Services
B.A., Institut Supérieur Pédagogique de Bukavu, 1988
M.S., New Hampshire College, 1993
- Robert Raum (1997)**
Director of Advancement Research
B.F.A., Central Connecticut State University, 1983
- Ann M. Reilly (2000)**
Manager of Benefits and Payroll
B.A., Elms College, 1980
- Irene Rios (1998)**
Registrar
B.S., Rochester Institute of Technology, 1984;
M.S., 1989
- Elizabeth Russell (1988)**
Assistant Director of Academic Services,
School of Human Services
B.S., New Hampshire College, 1983
M.S., Antioch University, 1989
- Timothy St. James (2001)**
Admissions Counselor
B.S., Western New England College, 1999
- Kathleen Saltis (1998)**
Equipment Room and Facilities Manager
B.A., University of California, Berkeley, 1991
M.S., American International College, 1999
- Jennifer Seydel (1997)**
Director, S.A.G.E. M.Ed. Program
B.A., University of Iowa, 1978
M.S., Lesley College, 1986
- Donald J. Shaw, Jr. (1974)**
Director of Graduate Admissions
B.S., Springfield College, 1969
M.Ed., 1970
- Sharon Shepard, CFRE (2000)**
Asst. Vice President of Development
B.S., Southern Vermont, 1970
- Henry Singleton (1999)**
Admissions and Recruitment Coordinator
A.A., Central Florida Community College, 1995
B.A., St. Leo University, 1997
M.S., Springfield College, 1998
- Jacqueline Smith (1988)**
Student Services Coordinator,
School of Human Services
B.S., New Hampshire College
- Katherine A. Smith (1986)**
Director of Conferences and Special Events
B.S., Western New England College, 1982
- Sheri Sochrin (1994)**
Reference and Distance Learning Librarian
B.A., Brandeis University, 1988
M.L.S., Simmons College, 1993
- William Stetson (1993)**
Reference Librarian
B.A., Amherst College, 1983
M.L.S., State University at Albany, 1990
- D'Mont Stith (1999)**
Prior Learning Coordinator,
School of Human Services
A.A.S., Community College of Philadelphia, 1976
B.A., Antioch University, 1989
M.S.Ed., Cheyney University, 1992
- Rosemary Stocks (1983)**
Project Manager
B.S., Fitchburg State, 1968
M.Ed., Springfield College, 1989
- Patricia Swoboda True (1990)**
Assistant Director of Academic Records
B.S., Springfield College, 1991
M.Ed., 1994
- Andrea Taupier (1993)**
Associate Director of Babson Library
B.A., St. Olaf College, 1980
M.S.L.S., Columbia University, 1981
- Theresa A. Vecchio (1993)**
Associate Dean of Campus Life
M.S.W., University of Connecticut, 1991
- Francine J. Vecchiolla (1990)**
Dean, School of Social Work
Professor of Social Work
B.S., Springfield College, 1972
M.S.W., University of Connecticut, 1974
Ph.D., Brandeis University, 1987
- Richard Veres (1995)**
Undergraduate Admissions Counselor
B.S., Springfield College, 1995
M.Ed., 1997
- Luis F. Vitorino (1985)**
Manager of Facilities Operations
A.S., Springfield Technical Community College, 1985
B.S., Springfield College, 1994
- Timothy Volkman (1999)**
Assistant Director of Sports Information
B.A., University of New York College at Cortland, 1997
- Sandra Waller (1989)**
Associate Director of Academic Services
B.S., Russell Sage, 1964
M.Ed., Boston College, 1967
- Sarah Wheeler (1982)**
Associate Director of Financial Aid
A.A., Lasell Junior College, 1972
B.A., Springfield College, 1993
- Wende Wheeler (1998)**
Director of Advancement Services
B.A., Smith College, 1982
- Ann Whitall (1985)**
Associate Director of Counseling Center
B.A., Earlham College, 1977
M.S.W., Smith College, 1983
- John White (2001)**
Director of Sports Communications
B.A., University of Massachusetts, 1993
M.A., Framingham State College, 1996
- Richard A. Whiting (1970)**
Director of Counseling Center
B.A., Springfield College, 1966
M.S., 1967
C.A.G.S., 1968
Ed.D., University of Massachusetts, 1980

John W. Wilcox (1970)

Executive Director of Enrollment Management

B.A., Springfield College, 1967

M.Ed., 1969

Michael E. Williamson (1993)

Assistant Director for Telecommunications

Nancy Willson (1995)

Registered Nurse

John Wilson (1976)

Director of Multicultural Student Affairs

A.A., Holyoke Community College, 1969

B.A., University of Massachusetts, 1971

M.A., 1974

Jean Wyld (2001)

Vice President for Academic Affairs

B.A., University of Connecticut, Storrs, 1973

M.S., University of Connecticut, Storrs, 1975

Ph.D., University of Connecticut, Storrs, 1980

Roberta Youmans (1993)

Business Services Coordinator,

School of Human Services

B.S., Springfield College, 1998

Mark Zaborowski (1990)

Director of Administration Systems

and Programming

A.S., Springfield Technical Community

College, 1981

Ronald Ziemia (2000)

Director of Marketing and Communications

B.A., Amherst College, 1964

FACULTY

Michael P. Accordino (1998)

Assistant Professor of Rehabilitation and Disability Services
B.S., *The Pennsylvania State University*, 1987
M.Ed., *The Pennsylvania State University*, 1992
D.Ed., *The Pennsylvania State University*, 1998

Robert Accorsi (1990)

Assistant Professor of Recreation and Tourism
B.S., *Westfield State College*, 1977
M.Ed., *Springfield College*, 1980

Mulugeta Agonafer (1992)

Associate Professor of Human Services
B.S., *Purdue University*, 1978
B.A., *Indiana University*, 1979
M.A., *Western Washington University*, 1981
Ph.D., *University of Massachusetts*, 1990

Sherri Vanden Akker (1999)

Assistant Professor of Human Services
B.A., *Mount Holyoke College*, 1987
M.A., *University of Massachusetts*, 1991

Mary C. Allen (1988)

Associate Professor of Education
B.A., *Regis College*, 1972
M.Ed., *Westfield State College*, 1976
Ed.D., *University of Massachusetts*, 1991

Deborah Alm (1993)

Assistant Professor of English (ESOL)
B.A., *State University of New York at Potsdam*, 1977
M.Ed., *University of Massachusetts*, 1988

Simone Alter-Muri (1991)

Associate Professor of Art
B.A., *University of Massachusetts*, 1976
M.Ed., *Lesley College*, 1979
Ed.D., *University of Massachusetts*, 1990

Richard Andersen (1996)

Associate Professor of Human Services
B.A., *Loyola University of Los Angeles*, 1968
M.A., *City University of New York*, 1971
Ph.D., *New York University*, 1977

Deborah Anderson (2001)

Assistant Professor of Human Services
B.A., *Lawrence University*, 1980
M.A., *Marquette University*, 1985
Ph.D., 1992.

Ruth Arnold (1999)

Assistant Professor of Physical Education
B.S., *University of Wisconsin*, 1971
M.A., *University of Minnesota*, 1981
D.P.E., *Springfield College*, 1999

Daryl Arroyo (1990)

Associate Professor of Physical Education
Wrestling Coach
B.S., *Springfield College*, 1984
M.S., *California State University, Fullerton*, 1988
Ph.D., *University of Connecticut*, 1996

Robert C. Barkman (1969)

Professor of Education and Biology
B.A., *Wittenberg University*, 1964
M.S., *University of Cincinnati*, 1966
Ph.D., 1969

Mary G. Barnum (1990)

Assistant Professor of Physical Education
B.S., *East Carolina University*, 1987
M.Ed., *Springfield College*, 1990

Leslie Beale (1994)

Associate Professor of Health Studies
B.A., *University of Massachusetts*, 1976
M.Ed., *Boston University School of Education*, 1987
Ed.D., 1987

Joseph J. Berger (1992)

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

Stephen D. Berger (1988)

Professor of Human Services
B.S., *City College of New York*, 1961
M.A., *Harvard University*, 1963
Ph.D., 1980

Robert J. Bergquist (1971)

Associate Professor of Physical Education
B.S., *Springfield College*, 1969
M.S., 1970
Certificate of Physical Therapy, *University of Pennsylvania*, 1971

Warren Braden (2001)

Assistant Professor of Human Services
B.A., *St. Olaf College*, 1985
M.S.Ed., *Northern Illinois University*, 1988
Ed.D., 1993

Britton Brewer (1991)

Associate Professor of Psychology
Men's Cross Country Coach
B.A., *University of Washington*, 1986
M.A., *Arizona State University*, 1988
Ph.D., 1991

Charles Brock (1998)

Associate Professor of Physical Education
Men's Basketball Coach
B.S., *Springfield College*, 1976
M.S., 1980

Roy Bryan (1994)

Assistant Professor of English
B.A., *Michigan State University*, 1968
M.A., *University of Massachusetts*, 1989

Keith D. Bugbee (1985)

Associate Professor of Physical Education
Men's Lacrosse Coach
B.S., *Keene State College*, 1979
M.Ed., *Springfield College*, 1984

Clifton Bush, Jr. (1988)

Associate Professor of Human Services
B.S., *University of New Haven*, 1973
M.S., *New Hampshire College*, 1981
Ph.D., *Columbia Pacific University*, 1984

James Canning (2001)

Assistant Professor of Social Work
B.A., *St. Lawrence University*, 1962
M.S.W., *Smith College School for Social Work*, 1982
Ph.D., 1997.

David R. Carlson (1967)

Professor of English
B.S., *Uppsala College*, 1957
M.A., *University of Massachusetts*, 1966
Ph.D., 1973

Thomas Carty (2000)

Assistant Professor of History and Political Science
B.A., *College of the Holy Cross*, 1991
M.A., *University of Connecticut*, 1993
Ph.D., 1999

Michael Cerasuolo (2001)

Assistant Professor of Physical Education
Assistant Football Coach
B.S., *Springfield College*, 1993
M.S., *Ithaca College*, 1995

Delight E. Champagne (1984)

Professor of Psychology
Distinguished Springfield Professor of Humanics
B.A., *Boston University*, 1969
M.A., *University of Connecticut*, 1981
Ph.D., 1983

Nadira Charaniya (2001)

Assistant Professor of Human Services
B.A., *City University of New York*, 1990
Masters of Adult Education, National-Louis University, 1995
Ed.D., 2001

Julia Chevan (1993)

Associate Professor of Physical Therapy
B.S., *Boston University*, 1985
M.P.H., *University of Massachusetts*, 1988
Board Certified Physical Therapy Specialist in Orthopedics, 1994
M.S., *Quinnipiac College*, 1995

Daniel S. Chrzan (1981)

Associate Professor of Business Management
B.B.A., *University of Massachusetts*, 1970
M.B.A., *Western New England College*, 1975
C.A.G.S., 1982

Deborah Collins Cook (1998)

Assistant Professor of Rehabilitation and Disability Studies
B.S., *University of Massachusetts-Amherst*, 1976
M.S., 1980

Tuesday Cooper (2001)

Assistant Professor of Human Services
B.A., *Rutgers University*, 1992
J.D., *Western New England College School of Law*, 1994
Ed.D. *University of Massachusetts*, 2001

Mary Ann Coughlin (1993)

Associate Professor of Research and Statistics
B.S., *Plymouth State College*, 1977
M.S., *Springfield College*, 1984
C.A.G.S., 1984
D.P.E., 1987

Stephen C. Coulon (1998)

Associate Professor of Physical Education
Chair, Physical Education Teaching and Administration Department
B.S., *Slippery Rock State College*, 1980
M.A., *The Ohio State University*, 1985
Ph.D., 1987

Lynn E. Couturier (1988)

Associate Professor of Physical Education
Women's Lacrosse Coach
B.S., *Springfield College*, 1981
M.S., *University of Illinois*, 1985
D.P.E., *Springfield College*, 1986

Sandra Coyne-Crowley (1999)

Assistant Professor of Business Management
B.S., *Western New England College*, 1991
M.B.A., 1995

Allison A. Cumming-McCann (2000)

Assistant Professor of Rehabilitation and Disability Studies
B.S., *Colorado State University*, 1990
M.A., *University of Northern Colorado*, 1992
Ph.D., 1999

Eileen Cyr (1988)

Chair, Education Dept.
Associate Professor of Education
B.S., *Bridgewater State College*, 1982
M.B.A., *American International College*, 1988
Ed.D., *University of Massachusetts*, 1999

Richard D. Davila (1988)

Director, School of Human Services
Tampa Campus
Associate Dean for External Campuses
Professor of Human Services
B.A., *Beacon College*, 1975
M.S.W., *University of Connecticut*, 1978
Ph.D., 1992

Laurel R. Davis (1992)

Associate Professor of Sociology
B.S., *Springfield College*, 1984
M.A., *University of Iowa*, 1987
Ph.D., 1992

Joel Dearing (1989)

Associate Professor of Physical Education
Distinguished Springfield Professor of Humanics
Women's Volleyball Coach
B.S., *Springfield College*, 1979
M.S., *Bridgewater State College*, 1982

J. Patrick Decoteau (1990)

Professor of Rehabilitation and Disability Studies
B.A., *University of New Hampshire*, 1973
M.Ed., *Plymouth State College*, 1978
Ph.D., *University of Illinois*, 1988

Linda Delano (1992)

Director of Teacher Preparation and Certification
Associate Professor of Physical Education
B.S., *Northern Illinois University*, 1975
M.S., 1980
Ph.D., *University of Iowa*, 1988

Michael C. Delong (1981)

Associate Professor of Physical Education
Head Football Coach
B.S., *Springfield College*, 1974
M.S., *University of North Carolina*, 1978

Dale DeMeuse (1999)

Director, School of Human Services, Milwaukee Campus
Assistant Professor of Human Services
B.A., *University of Wisconsin*, 1973
M.S., *Indiana University*, 1974

Joann S. Dewrance (1992)

Assistant Professor of Human Services
B.S., *Long Island University*, 1974
M.S., 1978
Ed.D., *American International College*, 1996

Tom Digby (1997)

Professor of Philosophy
A.B., *William Jewell College*, 1967
M.A., *Northwestern University*, 1968
Ph.D., *University of Colorado*, 1982

Donna Dilullo (2000)

Instructor in Chemistry
A.B., *College of Holy Cross*, 1990
M.Ed., *Elms College*, 2000

Nina Dini (1989)

Associate Professor of Computer Science
B.S., *Nice Institute of Technology, Nice, France*, 1974
M.S., *Illinois Institute of Technology*, 1981

Martin Dobrow (1999)

Assistant Professor of English
B.A., *Wesleyan University*, 1983
M.A., *University of Massachusetts*, 1989

- Holly E. Dolan-Rourke (1997)**
Assistant Professor of Education
B.S., *Springfield College*, 1986
M.Ed., 1990
- John J. Doyle, Jr. (1976)**
Professor of Economics
B.A., *Boston College*, 1966
M.A., *Northeastern University*, 1968
Ph.D., *Clark University*, 1976
- Brian Elliott (2001)**
Assistant Professor of Athletic Training
B.S., *Castleton State College*, 1994
M.Ed., *Springfield College*, 2001
- Elizabeth E. Evans (1971)**
Professor of Physical Education
Distinguished Springfield Professor
of Humanics
B.S., *Springfield College*, 1962
M.Ed., 1970
*Certificate of Physical Therapy, University
of Pennsylvania*, 1971
Ph.D., *University of Connecticut*, 1983
- Robert A. Fiore (1980)**
Associate Professor of Business Management
B.A., *University of Massachusetts*, 1976
M.B.A., 1980
- William T. Fisher, Jr. (1996)**
Assistant Professor of Social Work
Director of Field Education, School of
Social Work
B.S., *University of Connecticut*, 1979
M.Ed., *University of Massachusetts*, 1983
M.A., *Columbia University*, 1986
M.L.S., *Southern Connecticut State
University*, 1991
M.S.W., *University of Connecticut*, 1997
Ed.D., *Columbia University*, 1989
- Lisa Aronson Fontes (2000)**
Assistant Professor of Psychology
B.A., *Cornell University*, 1982
M.S., *Columbia University*, 1984
M.A., *New York University*, 1988
Ph.D., *University of Massachusetts*, 1992
- Daniel Fraizer (1995)**
Associate Professor of English
B.S., *University of Kansas*, 1978
M.A., *University of Massachusetts-Boston*, 1986
Ph.D., *Michigan State University*, 1993
- Thaddeus J. France (1994)**
Assistant Professor of Physical Education
B.S., *Springfield College*, 1991
M.S., 1993
- Joseph R. Ganesin (1996)**
Associate Professor of Social Work
B.A., *Colorado State University*, 1984
M.S.W., *University of California*, 1978
Ph.D., *University of Denver*, 1995
- John H. Gibson (2000)**
Assistant Professor of Physical Education
Women's Soccer Coach
B.Ed., *St. Luke's College*, 1977
M.S., *Marshall University*, 1985
Ph.D., *The Ohio State University*, 1989
- Dennis Gildea (1994)**
Associate Professor of English
B.A., *Villanova University*, 1966
M.A., *Penn State University*
Ph.D., 1998
- Patrice Gilliam-Johnson (1998)**
Assistant Professor of Human Services
B.A., *Morgan State University*
M.A., *University of Maryland*
Ph.D., *University of Maryland*
- Fernando Gonzalez De Leon (1992)**
Associate Professor of History
B.A., *Rutgers College*, 1981
M.A., *University of Virginia*, 1984
M.A., *The Johns Hopkins University*, 1985
Ph.D., 1991
- Dennis Gouws (1999)**
Assistant Professor of English
B.A., *University of Whitewatersand*, 1987
M.A., *Northeastern University*, 1990
Ph.D., *University of Connecticut*, 2000
- Bernard J. Graney (1990)**
Professor of Rehabilitation
and Disability Studies
B.A., *State University of New York
at Brockport*, 1969
M.S., *Syracuse University*, 1974
Ph.D., 1979
- Naomi Graves (1991)**
Assistant Professor of Physical Education,
Women's Basketball Coach
B.A., *University of Rhode Island*, 1982
M.Ed., *Springfield College*, 1985
- Jeannette Hafey (1996)**
Instructor in Biology
B.A., *St. Joseph College*, 1968
M.S., *University of Delaware*, 1971
- Peter M. Haley (1985)**
Associate Professor of Physical Education
Men's Soccer Coach
B.S., *Springfield College*, 1977
M.Ed., 1978
- Malwan Hammond (2000)**
Assistant Professor of Human Services
Director, SHS Boston Campus
B.S., *University of Pennsylvania*, 1974
M.A., *University of Northern Iowa*, 1977
Ed.D., *Harvard University School of Education*,
1989
- John J. Hangasky, Jr. (1993)**
Associate Professor of Allied Health Sciences
B.A., *University of Bridgeport*, 1974
M.S., 1979
- Daniel Hanks (2000)**
Instructor in Human Services
B.S., *Hampton University*, 1970
M.S., *University of Southern Illinois*, 1975
M.A., *University of Delaware*, 1989
Ph.D., 1995
- Roberta Harro (1990)**
Associate Professor of Human Services
B.A., *Lebanon Valley College*, 1970
M.S., *Marywood College*, 1977
Ed.D., *University of Massachusetts*, 1986
- Kelly Hart (2001)**
Assistant Professor of Sport Management
Assistant Athletic Director
B.S., *Villanova University*, 1987
M.S., *The College of New Jersey*, 1990
Ph.D., *Florida State University*, 2001
- Judy Hartling (1996)**
Director, Academic Advising Services
Assistant Professor for Student Development
B.A., *Central Connecticut State College*, 1980
M.A., *Saint Joseph College*, 1986
- Christopher Haynes (1993)**
Assistant Professor of Music
B.A., *Berklee College of Music*, 1979
M.A., *Ithaca College*, 1988

Samuel Headley (1992)

Associate Professor of Physical Education
B.A., *Birmingham University, London*, 1982
M.S., *Kings College, London*, 1985
Ph.D., *Temple University*, 1991

Tara Hengeveld (1994)

Assistant Professor of Occupational Therapy
B.S., *Tufts University*, 1973
M.B.A., *University of Lowell*, 1989

Mary Jo Hetzel (1989)

Associate Professor of Human Services
B.A., *New School for Social Research*, 1969
M.Ed., *University of Pennsylvania*, 1971
M.A., *University of Washington*, 1975
Ph.D., *University of Massachusetts*, 1985

Robert L. Hewes (1997)

Assistant Professor of Rehabilitation
and Disability Studies
B.S., *Ohio State University*, 1991
M.S., *Springfield College*, 1995
C.A.S., 1995
Rh.D., *Southern Illinois University*, 1998

Ellen Hewett (1988)

Director, School of Human Services
St. Johnsbury & Manchester Campuses
Associate Professor of Human Services
B.A., *McGill University*, 1979
M.S.H.S., *New Hampshire College*, 1981

Steven G. Hinds (1992)

Assistant Professor of Human Services
B.A., *Dartmouth College*, 1968
M.Ed., *St. Michael's College*, 1981

Helene Hinis (1999)

Assistant Professor of Human Services
B.A., *University of Massachusetts*, 1983
M.A., 1984

Jennifer Hixon (2000)

Assistant Professor of Allied Health Sciences
Chair, Physician Assistant Department
B.S., *Springfield College*, 1979
*Physician Assistant Certificate, Hahnemann
University*, 1985
M.S., *Springfield College*, 2001

Lethuy Hoang (1992)

Assistant Professor of Modern Languages
B.A., *Agnes Scott College*, 1984
M. Phil., *Yale University*, 1989
Ph.D., 1997

John M. Holik (1993)

Assistant Professor of Physical Education
Assistant Football Coach
B.A., *Trinity College*, 1975
M.P.Ed., *Springfield College*, 1982

Robert J. Hopkins (1987)

Assistant Professor of Emergency Medical
Services Management
B.A., *University of Massachusetts*, 1976
M.S., *Springfield College*, 1994

Shu-An Hu (1996)

Associate Professor of Mathematics
B.S., *University of Science and Technology
of China*, 1970
M.S., *Nanjing University*, 1981
Ph.D., *University of Connecticut*, 1991

Mary Hurdle (1999)

Assistant Professor of Human Services
B.S., *Mills College*
M.A., *New York University*

Jason Irizarry (1999)

Director of Project SPIRIT
Assistant Professor of Education
B.A., *Siena College*, 1996
M.A., *State University of New York-
Albany*, 1998

Barbara E. Jensen (1970)

Professor of Physical Education
Distinguished Springfield Professor
of Humanics
B.S., *Springfield College*, 1957
M.S., *University of Iowa*, 1963
Ph.D., 1965

Susan Joel (1995)

Associate Professor of Sociology
B.A., *State University of New York-
Fredonia*, 1978
M.A., *Michigan State University*, 1984
Ph.D., 1992

Margaret T. Jones (1995)

Associate Professor of Applied Exercise Science
B.A., *University of Tennessee*, 1980
M.Ed., *University of Houston*, 1985
Ph.D., *University of Georgia*, 1989

Gina Joseph-Collins (1993)

Associate Professor of Human Services,
Associate Dean for Curriculum Instruction
B.A., *Smith College*, 1975
M.B.A., *University of North Carolina*, 1977
M.A., *American International College*, 1993

Jonathan Kahane (1972)

Professor of Psychology
B.A., *Clark University*, 1966
M.A., *George Washington University*, 1968
Ph.D., *Yeshiva University*, 1972

Regina Kaufman (1998)

Assistant Professor of Physical Therapy
B.S., *Russell Sage College*, 1984
M.S., *MGH Institute of Health Professions*, 1995
Board Certified Physical Therapy Specialist in
Neurology, 1999

Susan A. Keys (1994)

Associate Professor of Biology
B.A., *Wellesley College*, 1969
M.S., *University of Massachusetts*, 1983
Ph.D., 1998

Hai Kinal (1998)

Assistant Professor of Biology
B.S., *State University of New York*, 1987
M.A., 1990
Ph.D., 1993

Kenneth H. Klatka (1970)

Associate Professor of Physical Education
B.S., *Springfield College*, 1969
M.Ed., 1970

Alice Knox Eaton (2000)

Assistant Professor of English
B.A., *Oberlin College*, 1984
M.F.A., *Yale School of Drama*, 1989
M.A., *University of Massachusetts*, 1996
Ph.D., 1998

Bryon H. Koh (1968)

Associate Professor of English
A.B., *Middlebury College*, 1959
M.A., *Boston University*, 1965
Ph.D., *University of Massachusetts*, 1972

Paul A. Levy (1990)

Associate Professor of Human Services
B.A., *Amherst College*, 1965
M.S., *Case Western University*, 1967
J.D., *Georgetown University*, 1971
D.S.W., *Columbia University*, 1990

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Instructor in Physical Education
B.S., *Springfield College*, 1993
M.S., 2001

- John Liu (1999)**
Assistant Professor of Physical Education
B.S., *Wuhan Institute of Physical Education*, 1982
M.A., *Ball State University*, 1990
Ph.D., *University of Tennessee-Knoxville*, 1993
- Margaret G. Lloyd (1987)**
Chair, Humanities Department
Professor of English
Distinguished Springfield Professor
of Humanics
B.A., *University of Rochester*, 1967
Ph.D., *University of Leeds*, 1975
- Zenobia Lojewski (1989)**
Associate Professor of Physics and Mathematics
M.S., *Marie Curie Sklodowska University*, 1974
Ph.D., 1983
- Diane Crawley Lorenzo (1994)**
Associate Professor of Physical Education
B.A., *Elon College*, 1972
M.A., *Appalachian State University*, 1990
Ed.D., *University of Massachusetts*, 1996
- Patricia Lucas (1991)**
Instructor in Biology
B.A., *University of Massachusetts*, 1963
M.A., 1968
- Robert N. Lussier (1978)**
Professor of Business Management
B.S., *Salem State College*, 1972
M.Ed., *Suffolk University*, 1974
M.B.A., 1975
C.A.G.S., *Boston College*, 1978
Sc.D., *University of New Haven*, 1993
- Laura Maggio (1987)**
Professor of Psychology
B.S., *St. Bonaventure University*, 1974
M.A., *Miami University*, 1977
Ph.D., 1984
- Ronald J. Maggio (1987)**
Chair, Visual and Performing Arts Department
Associate Professor of Art
B.A., *State University of New York-Fredonia*, 1974
M.F.A., *Miami University*, 1976
- Amelia Mallona (1998)**
Assistant Professor of Human Services
B.A., *Universidad Centroamericana*, 1984
M.A., *University of Missouri*, 1987
Ph.D., *Boston College*, 1998
- Barbara D. Mandell (1986)**
Professor of Psychology
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B.S., *North Adams State College*, 1966
M.Ed., *American International College*, 1972
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- Kathleen Mangano (1991)**
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Softball Coach
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M.Ed., 1988
- Ignatius A. Maniscalco (1971)**
Professor of Chemistry and Computer Science
B.S., *Manhattan College*, 1965
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- Tina M. Manos (1993)**
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Ed.D., 1993
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M.A., *Mount Holyoke College*, 1980
Ed.D., *American International College*, 1993
- Verne McArthur (1988)**
Professor of Human Services
B.A., *Oberlin College*, 1964
Ph.D., *Yale University*, 1974
- Susan McCarthy-Miller (1992)**
Associate Professor of Education
B.A., *University of Massachusetts*, 1973
M.Ed., 1977
Ed.D., 1981
- Charles Milch (2001)**
Assistant Professor of Allied Health Sciences
B.S., *Northeastern University*, 1978
M.B.A., *University of Massachusetts*, 1982
Masters of Health Professions, Northeastern University, 1995
- David J. Miller (1993)**
Professor of Physical Therapy
B.A., *Stockton State College*, 1974
Certificate in Physical Therapy, Emory University, 1977
M.S., *University of North Carolina*, 1983
Ph.D., *University of Massachusetts*, 1993
- Carol E. Mitchell (1975)**
Professor of English
B.A., *University of Massachusetts*, 1968
M.A., 1971
Ph.D., 1978
- Missy-Marie Montgomery (1999)**
Assistant Professor of English
B.F.A., *Bowling Green State University*, 1981
M.F.A., *University of Massachusetts-Amherst*, 1990
- Judith Ann Moore (1989)**
Chair, Emergency Medical Services
Management Department
Assistant Professor of Emergency
Medical Services
B.A., *American International College*, 1970
M.S., *Springfield College*, 1994
- Anna L. Moriarty (1996)**
Assistant Professor of Psychology
B.S., *Springfield College*, 1972
M.Ed., 1973
C.A.G.S., 1974
Ph.D., *United States International University*, 1979
- Walter Mullin (2001)**
Assistant Professor of Social Work
B.A., *University of Massachusetts*, 1970
MSW, *University of Connecticut*, 1978
Ph.D., *Boston College Graduate School of Social Work*, 1999
- Mildred C. Murray (1967)**
Professor of Physical Education
B.S., *Springfield College*, 1961
M.S., 1967
Ph.D., *University of Connecticut*, 1976
- Cynthia N. Noble (1990)**
Associate Professor of Dance
B.A., *San Francisco State University*, 1977
M.A., *Ohio State University*, 1979
Ed.D., *Temple University*, 1996
- Nancy J. Ogle (1980)**
Professor of Sociology and Anthropology
B.S., *Phillips University*, 1959
M.A., *Kansas State University*, 1967
Ph.D., *Oklahoma State University*, 1972
- Margarita R. O'Neill-Arana (1994)**
Associate Professor of Human Services
B.A., *University of Puerto Rico*, 1978
M.Ed., *Boston State College*, 1979
Ed.D., *University of Massachusetts*, 1990

William Oswald (1988)

Director, School of Human Services
San Diego Campus
Associate Professor of Human Services
B.A., *Marist College*, 1975
M.A., 1980
Ph.D., *University of Rhode Island*, 1988

Derek W. Paar (1986)

Professor of Psychology
B.S., *Springfield College*, 1972
M.Ed., *Idaho State University*, 1973
Ph.D., *United States International University*, 1980

Matthew J. Pantera (1994)

Chair, Recreation and Tourism Department
Associate Professor of Recreation and Tourism
B.S., *Boston University*, 1972
M.Ed., 1976
Ed.D., 1984

Vincent Paolone (1989)

Associate Professor of Physical Education
B.S., *West Chester State College*, 1968
M.Ed., *Temple University*, 1982
Ed.D., 1988

Joel J. Parrish (1987)

Chair, Department of Management
and Economics
Associate Professor of Business Management
B.S.B.A., *New York University*, 1970
M.B.A., *Western New England College*, 1980

Deborah Pelletier (1994)

Assistant Professor of Physical Therapy
B.S., *University of Connecticut*, 1981
M.S., *Rensselaer Polytechnic Institute*, 1994

James W. Pennington (1984)

Assistant Professor of Physical Education
Women's Track-and-Field and
Cross-Country Coach
B.S., *Townson State College*, 1974
M.Ed., *University of Georgia*, 1979

Andrew B. Perry (1999)

Assistant Professor of Mathematics and
Computer and Science
B.A., *Williams College*, 1992
Ph.D., *Oklahoma State University*, 1999

Albert J. Petitpas (1978)

Professor of Psychology
B.A., *Bridgewater State College*, 1968
M.Ed., *Northeastern University*, 1971
Ed.D., *Boston University*, 1981

Leona Phillips (1988)

Professor of Human Services
B.A., *Brown University*, 1964
M.A., *Antioch University*, 1979
Ed.S., *Stanford University*
Ph.D., 1983

Craig F. Poisson (1996)

Assistant Athletics Director
Assistant Professor of Physical Education
B.S., *Southern Connecticut State University*, 1988
M.Ed., *Springfield College*, 1990
D.P.E., 1999

Peter J. Polito (1970)

Chair, Math/Physics/Computer
Science Department
Professor of Computer Science and Physics
Distinguished Springfield Professor
of Humanics
B.A., *Northeastern University*, 1965
M.S., 1967
Ph.D., 1971

Stephen E. Posner (1982)

Associate Professor of Physical Education
Men's Gymnastic Coach
B.S., *University of California at Berkeley*, 1976
M.A., *Syracuse University*, 1980
Ph.D., *University of Connecticut*, 1999

Katherine M. Post (1992)

Chair, Occupational Therapy Department
Assistant Professor of Occupational Therapy
B.A., *Upsala College*, 1974
M.S., *College of Physicians and Surgeons at Columbia University*, 1976
F.A.O.T.A., 1994

Robert E. Price (1979)

Professor of Religion and Philosophy
A.B., *Columbia College*, 1965
B.D., *Union Theological Seminary*, 1969
Ph.D., *Duke University*, 1977

James L. Ragonnet (1971)

Professor of English
B.A., *St. John's University*, 1966
M.A., *Niagara University*, 1967
Ph.D., *Rensselaer Polytechnic Institute*, 1981

Ellen Rainville (1990)

Assistant Professor of Occupational Therapy
B.S., *Tufts University*, 1976
M.S., *Lesley College*, 1987
F.A.O.T.A., 1990

Malvina T. Rau (1974)

Professor of Human Services
B.S., *East Stroudsburg State College*, 1964
Ph.D., *Temple University*, 1973

Cheryl A. Raymond (1980)

Assistant Professor of Physical Education
Women's Gymnastic Coach
B.A., *Bethany College*, 1974
M.Ed., *Springfield College*, 1982

Charles B. Redington (1969)

Professor of Biology
B.S., *Baldwin-Wallace College*, 1964
M.S., *Rutgers University*, 1966
Ph.D., 1969

Charles J. Redmond (1969)

Chair, Exercise Science and Sport
Studies Department
Associate Professor of Physical Education
B.S., *Springfield College*, 1968
M.Ed., 1971
M.S.P.T., *Boston University*, 1981

Gordon M. Robinson (1997)

Assistant Professor of Sociology
B.A., *Oakland University*, 1977
M.A., *University of Detroit*, 1978
Ph.D., *Michigan State University*, 1996

Wayne Rodrigues (1987)

Assistant Professor of Physical Education
B.S., *Bridgewater State College*, 1983
M.Ed., *Springfield College*, 1985

John Roland (2000)

Assistant Professor of Human Services
B.A., *American International College*
M.Ed., *Springfield College*, 1993

Anne M. Rothschild (1993)

Associate Professor of Recreation and Tourism
B.S., *The Ohio State University*, 1970
M.A., *University of Oregon*, 1983
Ph.D., *Indiana University*, 1993

Ann Roy (1993)

Associate Professor of Social Work
B.A., *Ohio Wesleyan University*, 1973
M.S.W., *School of Social Welfare, Louisiana State University*, 1980
Ph.D., *Mandell School of Applied Social Sciences, Case Western Reserve University*, 1985

Thomas J. Ruscio (1968)

Chair, Rehabilitation and Disability
Studies Department
Professor of Rehabilitation and
Disability Studies
B.A., American International College, 1964
M.Ed., Springfield College, 1965
C.A.S., 1966

Daniel M. Russell (1984)

Professor of Social Sciences
B.S., University of New Orleans, 1971
M.A., 1977
Ph.D., University of Massachusetts, 1986

Catherine A. Schane-Lydon (1996)

Instructor in Music
B.A., Simons Rock College
M.Ed., Springfield College, 1999

H. Joseph Scheuchenzuber (1974)

Professor of Physical Education
B.S., West Chester State College, 1968
M.S., Pennsylvania State University, 1970
Ph.D., Indiana University, 1974

Dietrich H. Schlobohm (1969)

Professor of History
*B.S., State University Maritime
College of New York, 1961*
M.A., Michigan State University, 1965
Ph.D., 1970

Thomas Schunk (2001)

Instructor in Human Services
B.S., University of Wisconsin-Oshkosh, 1972
M.A.T., University of Wisconsin-White Water, 1975
Ph.D., Marquette University, 1986

Christopher Scott (1998)

Assistant Professor of Emergency Medical
Services Management
B.S., Springfield College, 1996
M.Ed., 1998

Jennifer Seydel (2000)

Assistant Professor of Education
Director S.A.G.E., M.Ed. Program
B.A., University of Iowa, 1978
M.S., Lesley College, 1986

Thomas J. Shea (1970)

Professor of Economics
A.B., Boston College, 1963
M.A., Northeastern University, 1968

Deborah A. Sheehy (1997)

Assistant Professor of Physical Education
B.S., Union University, 1984
M.Ed., University of Memphis, 1986
Ed.D., University of Massachusetts, 1993

Martin Shell (1993)

Associate Professor of Theater Arts
B.S., Northwestern University, 1977
M.F.A., Carnegie Mellon University, 1993

Rachel Siebert (2000)

Assistant Professor of Education
B.A., Smith College, 1982
M.Ed., 1983
Ph.D., Harvard University, 1991

Joanne Silver-Jones (1988)

Professor of Human Services
*B.A., University of California-
Santa Barbara, 1968*
B.S.W., California State University
M.S.W., University of Calgary, 1973
Ed.D., University of Massachusetts, 1985

Mark A. Simeone (1996)

Assistant Professor of Physical Education
Baseball Coach
B.S., Springfield College, 1987
M.S., 1996

Joan Simmons (1989)

Assistant Professor of Occupational Therapy
B.A., Keene State College, 1977
M.S., Virginia Commonwealth University, 1984

Julianne Smist (1982)

Associate Professor of Chemistry
B.A., College of Our Lady of the Elms, 1972
M.S., Boston College, 1974
Ph.D., University of Connecticut, 1997

Linda Anderson Smith (2001)

Associate Professor of Social Work
B.A., City College of New York, 1971
M.S., Boston University School of Social Work, 1973
*DSW, Hunter College of Social Work/CUNY
Graduate Center, 1989*

John Smith (1989)

Associate Professor of Health Studies
B.S., Bowling Green State University, 1973
M.S., Old Dominion University, 1978
Ph.D., University of Miami, 1983

Donald R. Snyder (1982)

Professor of Recreation and Tourism
*B.S., Southern Connecticut State
University, 1973*
M.S., 1978
Ed.D., New York University, 1989

Judith Stang (1999)

Assistant Professor of Human Services
B.A., Slippery Rock State College
D.P.A., Nova Southeastern University, 1992

Joseph F. Stano (1978)

Professor of Rehabilitation and
Disability Studies
B.A., Assumption College, 1972;
M.A./C.A.G.S., 1974
Ph.D., University of Connecticut, 1982

Charles Sullivan (1998)

Assistant Professor of Physical Education
Men's Volleyball Coach
B.S., Springfield College, 1991
M.Ed., 1997

Michael Surrette (1999)

Assistant Professor of Psychology
B.A., Roger Williams University, 1986
M.A., Radford University, 1988
Ph.D., University of Rhode Island, 1991

Joyce L. Szweczynski (1988)

Associate Professor of Modern Languages
B.A., Westfield State College, 1970
M.A., University of Massachusetts, 1985
Ed.D., 1998

John Taffe (1991)

Assistant Professor of Physical Education
Men's and Women's Swimming Coach
B.S., University of Rhode Island, 1985
M.A., East Carolina University, 1988

Ross Talerico (2000)

Associate Professor of Human Services
B.A., University of Wisconsin, 1968
M.A., Syracuse University, 1971

Gerald Thomas (1999)

Assistant Professor of Human Services
B.S., University of Georgia, 1992
M.Ed., 1994
D.B.A., University of Sarasota

Brian Thompson (1998)

Assistant Professor of Athletic Training
B.S., *Ball State University*, 1991
M.S., *University of Illinois*, 1993
Ph.D., 1998

Frank J. Torre (1973)

Chair, Chemistry/Biology Department
Professor of Chemistry
Distinguished Springfield Professor of
Humanics
B.S., *Monmouth College, New Jersey*, 1967
Ph.D., *Rutgers University*, 1971

Corrie Trattner (1991)

Assistant Professor of Occupational Therapy
B.S., *Boston University*, 1971
M.S., 1981

Linda J. Tsoumas (1986)

Chair, Physical Therapy Department
Associate Professor of Physical Therapy
B.S., *University of Vermont*, 1975
M.S., *University of Massachusetts*, 1979

Forrest C. Tyson (1971)

Associate Professor of Physical Education
B.A., *Springfield College*, 1964
M.A., 1965
Ph.D., *Ohio State University*, 1976

Fides P. Ushe (1996)

Assistant Professor of Mathematics
B.S., *University of Malawi*, 1973
M.A., *Indiana University*, 1983
M.A., *University of Rochester*, 1986
Ph.D., *State University of New York-
Buffalo*, 1997

Marjeanne Vacco (1988)

Professor of Human Services
A.B., *Colby College*, 1962
M.S.W., *Boston University*, 1964
C.G.A.S., *Rivier College*, 1987
Ph.D., *Walden University*, 1991

Judy Van Raalte (1990)

Associate Professor of Psychology
B.S., *Tufts University*, 1986
M.A., *Arizona State University*, 1988
Ph.D., 1990

Kenneth Wall (1983)

Director of the International Center
Associate Professor of International Studies
B.A., *St. Olaf College*, 1968
M.S., *Springfield College*, 1973
D.P.E., 1975

Katherine Walsh-Burke (1993)

Associate Professor of Social Work
B.S., *Smith College*, 1975
M.S.W., *Columbia University School
of Social Work*, 1977
D.S.W., *Boston College Graduate School
of Social Work*, 1990

Carol A. Wargula (1997)

Associate Professor of Health Studies
B.A., *D'Youville College*, 1962
M.L.S., *State University College of New York-
Geneseo*, 1967
Ed.D., *State University of New York-
Buffalo*, 1989

Elizabeth J. Wark (1990)

Assistant Professor of Business Management
B.A., *Mount Holyoke College*, 1984
M.B.A., *University of Massachusetts*, 1990
M.A., *Clark University*, 1997

Sharon J. Washington (1996)

Associate Professor of Education
B.S., *Ohio State University*, 1983
M.A., *Central Michigan University*, 1985
Ph.D., *Ohio State University*, 1988

Margaret Watts (2001)

Assistant Professor of Human Services
B.A., *Oberlin College*, 1958
M.A., *Columbia University*, 1964
Ph.D., *Union Graduate School*, 1977

Jean Crothers Wells (1986)

Associate Professor of Physical Therapy
B.S., *Northeastern University*, 1973
M.S., *University of Pittsburgh*, 1982

Robert Welles (1994)

Assistant Professor of Physical Therapy
B.S., *Central Connecticut State College*, 1971
M.A., *Columbia University*, 1974

Ruth West (1999)

Assistant Professor Art-Computer Graphics
B.A., *Bard College*, 1979
M.F.A., *University of Massachusetts*, 1989

William V. Wheeler (1998)

Assistant Professor of Human Services
B.A., *University of Chicago*, 1968
M.A., *University of Chicago*, 1971
M.S.W., *University of Georgia*, 1976

Cecilia Douthy Willis (1997)

Director, School of Human
Services Wilmington Campus
Associate Professor of Human Services
B.S., *Kansas State University*, 1971
M.S., *Kansas State University*, 1972
Ph.D., *Iowa State University*, 1997

Christa R. Winter (1996)

Associate Professor of Research and Statistics
M.A., *Ball State University*, 1980
Ph.D., *University of Chicago*, 1988

Joseph Wronka (1992)

Professor of Social Work
B.A., *Brooklyn Center*, 1970
M.A., *Duquesne University*, 1972
Ph.D., *Brandeis University*, 1992

Chun-Kwun Wun (1990)

Professor of Biology
B.S., *Chinese University of Hong Kong*, 1964
M.S., *Springfield College*, 1969
M.S., *University of Massachusetts*, 1971
Ph.D., 1974

Nancy Zare (1994)

Associate Professor of Human Services
B.A., *Boston University*, 1969
M.S.W., *Boston College Graduate School
of Social Work*, 1976
D.S.W., 1991

Dorothy J. Zenaty (1970)

Associate Professor of Physical Education
Field Hockey Coach
B.S., *Springfield College*, 1965
M.A., *Colorado State College*, 1969

Herbert Zettl (1969)

Chair, Social Sciences Department
Associate Professor of History/Distinguished
Springfield Professor of Humanics
B.A., *Alderson-Broadus College*, 1963
M.A., *University of Vermont*, 1965

Daniel Zuckergood (1996)

Associate Professor of Education
B.S., *State University College of New York-
Oneonta*, 1976
Ph.D., *Syracuse University*, 1994

*In any given year, a number of Springfield College
professors will be on sabbatical or leave of absence
from their teaching duties.*

ADJUNCT FACULTY

Chuck Abel

B.A., *University of Massachusetts*, 1990
M.F.A., *University of Hartford*, 1997

Leslie Abrams

Art Therapy
B.A., *University of Wisconsin*, 1969
M.P.S., *Pratt Institute*, 1974
Ph.D., *Fordham University*, 1994

B. Raymond Alm

Psychology
M.S., *Springfield College*, 1986

Gaetano J. Amato

Physical Education
B.S., *Springfield College*, 1953
M.A., *University of Connecticut*, 1954
Sixth Year Professional Diploma,
University of Connecticut, 1959

Wayne Carpenter

Psychology
Ph.D., *Syracuse University*, 1988

Samson Cham

Exercise Science & Sport Studies
B.S., *Cheltenham & Gloucester College*, 1998

Peggy Choi

Exercise Science & Sport Studies
B.A., *Hong Kong Baptist University*

Allen Cornelius

Psychology
Ph.D., *University of North Carolina-
Chapel Hill*, 1995

James Duffy

Psychology
Ph.D., *University of Michigan*

Frank Fu

Physical Education
Dip., *St. Paul's College, Hong Kong*, 1968
B.A., *Dartmouth College*, 1971
M.S., *Springfield College*, 1973
D.P.E., 1975

Burton Giges

Psychology
B.S., *City College of New York*, 1944
M.D., *New York University College
of Medicine*, 1948

Christine J. Gorman

Rehabilitation and Disability Studies
B.S.W., *James Madison University*, 1979
M.Ed., *Springfield College*, 1985

Zahi Haddad

Computer and Information Sciences
B.S., *Western New England College*, 1982
M.S., *Worcester Polytechnic Institute*, 1984

Paul Kalill

Psychology
J.D., *Suffolk University Law School*, 1968
M.Ed., *Springfield College*, 1998

John F. Moriarity

Visual and Performing Arts/Computer Graphics
B.A., *Vermont College of Norwich University*

Holly Murray

Art-Ceramics/Design
M.F.A., *University of Massachusetts*, 1991
B.F.A., *Syracuse University*, 1967

Kin-Sun Ng

Exercise Science & Sport Studies
B.S., *National Taiwan Norman University*, 1974
M.A., *University of Santa Barbara*, 1992

Andrea Nicki

Humanities-Philosophy
Ph.D., *Queens University*, 1998

John Phillips

Humanities-Religion/Philosophy
B.A., *Colgate University*, 1956
M.Div., *Colgate Rochester Seminary*, 1960
Ph.D., *University of Glasgow*, 1964

Alan J. Pickering

Human Services and Administration
Ph.D., *National Training Director,
YMCA of the USA*

John A. Provost

Computer and Information Sciences
A.D., *Springfield Technical Community
College*, 1967
B.S.B.A., *Western New England College*, 1970
M.B.A., 1972

Joan H. Ramos

Psychology
B.S., *Springfield College*, 1987
M.Ed., 1989
Ed.D., *American International College*, 1996

Bess Robinson

M.A., *Loyola Marymount University*, 1981

Karen Marie Rossi

Computer and Information Sciences
B.S., *North Adams State College*, 1983

Kevin Rushton

Exercise Science and Sport Studies
B.A., *Dalhousie University*, 1987
M.A., *Victoria University of Technology*, 1999

Torbjorn Stockfelt

Professor of Humanics and Pedagogics
B.A., *Uppsala University, Sweden*
M.A.
Ph.D.

Yenn-er Ida Tang

Computer and Information Sciences
B.A., *Tamkong College of Taipei*, 1972
M.Ed., *Rutgers, University*, 1975
C.P.C.S., *Western New England College*, 1983

Lucy Mueller White

M.A., *Cornell University*, 1966

CLINICAL FACULTY

Occupational Therapy

Grace Calcano

B.S., *University of Puerto Rico*, 1982

Carol Stoddard

Clinical Instructor in Physical
and Occupational Therapy
B.S., *University of New Hampshire*, 1970
Certified Hand Therapist

Joyce Yaffa

Clinical Assistant Professor
of Occupational Therapy
B.S., *Utica College*, 1976
M.S., *University of Pittsburgh*, 1982

Athletic Training

Ronald Agnes

Clinical Professor of Athletic Training
B.S., *Colby College*, 1982
M.D., *Brown University*, 1989

Joseph M. Boyle

Clinical Instructor in Athletic Training
B.S., *Springfield College*, 1978
D.C., *Palmer College of Chiropractic*, 1983

Thomas Clark

Clinical Professor of Orthopedics/
Athletic Training
A.B., Dartmouth College, 1966
M.D., Harvard, 1970

Andrew S. Dunn

B.S., Springfield College, 1996
D.C.M.Ed., New York Chiropractic College, 1999

Jay Grant

Clinical Instructor in Athletic Training
B.S., Springfield College, 1975
M.A., Western Michigan University, 1978

Cary Gray

Clinical Preceptor in Athletic Training
B.S., Springfield College, 1981

Noble Hanson

Clinical Professor of Orthopedics/
Athletic Training
A.B., Dartmouth College, 1967
B.M.S., Dartmouth College, 1969
M.D., John Hopkins University, 1971

Steven B. Holsten

Clinical Professor of Orthopedics/
Sports Medicine
B.A., Rutgers University, 1963
M.D., Jefferson Medical College, 1967

Ellen Perrella

Clinical Instructor in Athletic Training
B.S., University of Utah, 1981
M.S., University of Colorado, 1983

Leonard Wagner

Clinical Professor of Orthopedics/
Athletic Training
B.A., Middlebury College, 1972
M.D., State University of Buffalo, 1977

**Emergency Medical
Services Management****Raymond F. Conway**

Clinical Professor of Emergency Medicine
B.A., American International College, 1970
M.D., University Autonoma de
Guadalajara, 1976

Louis Durkin

Medical Director, Clinical Professor of Emer-
gency Medicine
B.S., University of California at Davis, 1989
M.D., State University of New York Health
Science Center at Brooklyn, 1994

Kim B. Krach

Clinical Professor of Emergency Medicine
B.A., University of Southern California, 1971
M.D., University Autonoma de
Guadalajara, 1977

Stephen A. Lieberman

Clinical Professor of Emergency Medicine
B.A., State University of New York at
Buffalo, 1973
M.D., New York Medical College, 1978

John P. Santoro

Chief, Emergency Services,
Baystate Medical Center
Clinical Professor of Emergency Medicine
B.S., St. Bonaventure University, 1968
M.D., State University of New York, 1972

**Laboratory Science/
Medical Technology****Dorothy A. Lakoma**

Clinical Assistant Professor
of Medical Technology
B.A., College of Our Lady of the Elms, 1970
M.S.T., American International College, 1974

Ralph M. Otto

Clinical Associate Professor of
Laboratory Science
B.S., Earlham College, 1959
M.D., Jefferson University Medical School, 1963

William Patten

Clinical Instructor of Medical Technology
B.S., North Adams State College, 1977
M.T.

Physician Assistant**Marilee C. Elliott**

Clinical Instructor of Medicine
B.S., University of Massachusetts, 1986
Physician Assistant Certificate, Northeastern
University, 1980

Robert M. Fishman

Clinical Associate Professor of Medicine
B.A., State University of New York-
Binghamton, 1976
D.O., New York College of Osteopathic
Medicine, 1981

Henryk Jan Szewczynski

Clinical Instructor of Medicine
Certificate, Primary Care Physician Assistant
Program, Dartmouth College, 1973
B.S., University of Massachusetts, 1979

Edward G. Tessier

Clinical Associate Professor of Medicine
B.S., University of Rhode Island, 1980
M.P.H., University of Massachusetts, 1988
D.Pharm., Idaho State University, 1995

Philip J. Yanni

Clinical Instructor of Medicine
A.A., Holyoke Community College, 1975
Physician Assistant Certificate, Penn State
University, 1978

Physical Therapy**Cathleen Bastible**

B.A., Mahattanville College, 1985
M.A., Touro College, 1989

Catherine M. E. Certo

Clinical Assistant Professor of Physical Therapy
B.S., Marquette University, 1968
M.S., Sargent College of Allied Health Professions,
Boston University, 1977
Sc.D., Sargent College of Allied Health Profes-
sions, Boston University, 1987

Candida A. Daniele

B.S., Russell Sage College and Albany Medical
College, 1976
Certificate, Athletic Training, Clark University,
1986
M.Ed., Northeastern University, 1986
M.P.A., Harvard University, 1996

Therese Gingras

B.S., Springfield College, 1996
M.S., Springfield College, 1997

Ryan Kalman

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1996
M.S., 1997

Elizabeth Montemagni

A.S., Springfield Technical Community College,
1987
B.A., Springfield College, 1992
M.S., Springfield College, 1995

Kimberly Nowakowski

Clinical Assistant Professor of Physical Therapy
B.S., *Springfield College*, 1990;
M.S., 1991

Jennifer Donner Shea

B.S., *Springfield College*, 1985
M.S., *Springfield College*, 1992

John O'Sullivan

Clinical Assistant Professor of Physical Therapy
B.S., *State University of New York, Buffalo*, 1986
Athletic Training Certification, 1987
Certificate of Orthopedic Specialist, 1995

Amy Pollard

Clinical Assistant Professor of Physical Therapy
B.S., *Springfield College*, 1995
M.S., 1996

Robert Reed

Clinical Assistant Professor of Physical Therapy
A.S., *Springfield Technical Community College*, 1968
B.S., *Northeastern University*, 1975
M.S., *Boston University*, 1979

Sports Biology**Cathleen Bastible**

B.A., *Mahattanville College*, 1985
M.A., *Touro College*, 1989

Mark E. Chrusz

Clinical Associate Professor of Sports Biology
B.S., *Springfield College*, 1974
M.Ed., 1975
D.D.S., *Loyola University School of Dental Medicine*, 1980

Conrad A. Henrich

Clinical Associate Professor of Sports Biology
D.C., *Chiropractic Institute of New York*, 1965

Kent B. Pandolf

Clinical Professor of Sports Biology
B.S., *Boston University*, 1967
M.A., *University of Pittsburgh*, 1968
M.P.H., 1970
Ph.D., 1972

ASSOCIATE PRACTITIONERS**James Athearn**

Orthotics and Prosthetics
B.S., *Fairleigh Dickenson*, 1978
Certificate in ONP, NYU, 1981

Martin Barrett

Physical Education
B.S., *University of Massachusetts*, 1971
M.S., *Springfield College*, 1978

Joseph Boyle

Chiropractic
B.S., *Springfield College*, 1978
D.C., *Palmer College of Chiropractic*, 1983

Lawrence E. Briggs Jr.

Physical Education
B.S., *State University of New York-Cortland*, 1966
M.Ed., *West Chester State University*, 1969

Lisa Burnett

Health-Fitness
B.S., *Springfield College*, 1989

John L. Coccia

Physical Education
B.S., *SUNY-Cortland*, 1992
M.S., *Springfield College*, 1998

Rebecca Cohen

Rehabilitation
B.S., *University of Massachusetts-Amherst*, 1982
M.S., *Springfield College*, 1992
C.A.S.

Patricia Colkos

Early Childhood Education
B.A., *William Paterson College*, 1979

Robert Conklin

Physical Education
B.S., *Springfield College*, 1976

Connie Douglas

Physical Education
B.A., *Cal State University-Chico*, 1986
M.Ed., *Westfield State*, 1996

Michael R. Deary

Physical Education
B.S., *Springfield College*, 1973
M.S., 1979

Marian Dippel

Elementary Physical Education
B.S., *CCSU*, 1977
M.S., *Springfield College*, 1986

Estelle A. Gross

English Secondary Education
B.S., *Russell Sage College*, 1947
R.N., *Albany Hospital*, 1947
M.Ed., *American International College*, 1970

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Early Childhood Education
B.S., *Springfield College*, 1989
M.Ed., 1990
C.A.G.S., 1993

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Physical Education/Health
B.S., *Springfield College*, 1988
M.Ed., *Salem State College*, 2000

Marilyn A. Higgins

Elementary Physical Education
B.A., *Springfield College*, 1976

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Elementary Physical Education
B.S., *University of Massachusetts*, 1966
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B.A., *University of Massachusetts*, 1972
M.Ed., *Westfield State College*, 1976

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Physical Education
B.S., *Springfield College*, 1983
M.Ed., 1996

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Clinical Social Work
B.A., *College of Wooster*, 1967
M.S.W., *Columbia University*, 1969

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Occupational Therapy
B.S., *Springfield College*, 1988
M.S., *Medical College of Virginia*, 1990

Elaine M. Mastronardi

Arts Education
A.A., *Holyoke Community College*, 1981
B.A., *University of Massachusetts-Amherst*, 1983
M.A.T., *Elms College*, 1993

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Physical Education
B.S., *Springfield College*, 1962
M.Ed., 1970

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Physical Education
B.S., *Westfield State College*, 1977

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Occupational Therapy
B.S., *University of New Hampshire*, 1975
M.Ed., *University of Illinois*, 1984

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Early Childhood Education
B.S.E., *Westfield State College*, 1972
M.Ed., *American International College*, 1976

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Social Work
B.A., *Westfield State*, 1974
M.S.W., *University of Connecticut*, 1979

Mark Parent

Physical Therapy
B.S., *Northeastern University*, 1989

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Physical Education/Therapeutic Recreation
B.S., *University of Massachusetts–Amherst*, 1982

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Elementary Physical Education
B.S., *Springfield College*, 1985
M.A., *Central Connecticut State University*, 1991

Richard Record

Health Education
B.S., *State University of New York-
Brockport*, 1966
M.S., *University of Massachusetts*, 1971

George Rosch

Psychology
M.A., *State University of New York-
Stony Brook*, 1978
M.S.W., 1980
Ph.D., *Cambridge Graduate School of
Psychology*, 1991

Larry K. Saex

Mathematics
B.S., *University of Vermont*, 1973
M.S., *Syracuse University*, 1975

C. Tom Sawyer

Applied Exercise Science
B.S., *Springfield College*, 1968
M.S., 1973

Patricia St. Laurent

Physical Education
B.S., *Lyndon State College*, 1981

Michael D. Tillyer

Mental Health/Art Therapy
B.F.A., *Windham College*, 1975

Robert Trahan

Physical Education
B.S., *University of Bridgeport*, 1968

FACULTY EMERITI**Archie P. Allen**

Professor of Physical Education

Louis J. Ampolo

Assistant Professor of Physical Education

Dorothy Anderson

Associate Professor of Physical Education

Allan D. Austin

Professor of English and Black Studies

Thomas L. Bernard

Professor of Education and Psychology

L. William Blizard

Professor of Art Education

Edward R. Bilik

Director of Athletics
Professor of Physical Education

Carroll Britch

Professor of Drama and English

Mary Lord Brown

Associate Professor of Human Services
and Administration

Frances P. Casey

Professor of Rehabilitation & Disability Studies

Josephine L. Cecco

Distinguished Springfield Professor
of Humanics
Professor of Education

Joel R. Cohen

Distinguished Springfield Professor
of Humanics
Professor of Biology and Health Sciences

Paul U. Congdon

Distinguished Springfield Professor
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Professor of Education

Philip W. Conklin

Associate Professor of Business Management

John J. Costello

Associate Professor of Physical Education

John C. Cox

Distinguished Springfield Professor
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Professor of Psychology

Leon Doleva

Professor of Education

Martin L. Dosick

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Professor of Sociology

Wayne S. Doss

Professor of Physical Education

Edward T. Dunn

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Professor of Health Education

Mattie S. Edwards

Professor of Education

Mark A. Ehman

Professor of Religion

Janice C. Eldridge

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Professor of Chemistry

Lora M. Ewing

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Professor of Humanities

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Professor of Recreation and Leisure Services

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Laura Jo Judd

Assistant Professor of Recreation

Allen R. Kaynor

Professor of Psychology

Clifford E. Keeney

Professor of Biology

Gertrude Lamb

Instructor in Physical Therapy

Roger Lind

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Merle K. Miller

Professor of Psychology

Valerie Montgomery

Professor of Modern Languages

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Professor of Physical Education

John L. Neumann

Associate Professor of Physical Education

Thomas O'Conner

Professor of Political Science

Mason Olds

Professor of Philosophy

Bruce Oldershaw

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John O'Neill

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Professor of Psychology

Douglas E. Parker

Professor of Physical Education

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Professor of English

Young H. RhieProfessor of Mathematics and Computer
and Information Sciences**James Robertson**Distinguished Springfield Professor
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Associate Professor of Physical Education

Jean F. RossDistinguished Springfield Professor
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Professor of Biology

Charles N. Roys

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Emery W. Seymour

Buxton Professor of Physical Education

Edward J. SimsDistinguished Springfield Professor
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Professor of English

Charles J. Smith

Associate Professor of Physical Education

Director of the International English

Language Institute

William J. Sullivan

Dean, School of Graduate Studies

Professor of Physical Education

Edward H. Thiebe

Associate Professor of Music

Margaret Thorsen

Professor of Physical Education

Gilbert T. Vickers

Director of Music

Professor of Music Education

Charles F. WeckwerthDistinguished Springfield Professor
of Humanics

Professor of Recreation

Frank A. Wolcott

Assistant Director of Athletics

Professor of Physical Education

PRESIDENTS EMERITI

David Allen Reed	1885-1891
Henry S. Lee	1891-1893
Charles S. Barrows	1893-1896
Laurence L. Doggett	1896-1936
Albert Z. Mann	1936-1937
(Acting President)	
Ernest M. Best	1937-1946
Paul M. Limbert	1946-1952
Thornton W. Merriam	1952-1953
(Acting President)	
Donald C. Stone	1953-1957
Wesley F. Rennie	1957-1958
(Interim President)	
Glenn A. Olds	1958-1965
Wilbert E. Locklin	1965-1985
Frank S. Falcone	1985-1991
Randolph W. Bromery	1991-1998
Robert N. Aebersold	
(Interim President)	1998-1999

IMPORTANT TELEPHONE NUMBERS

All numbers are in the 413 area code

Academic Advising Services	748-3379
Academic Affairs	748-3959
Athletic Programs	748-3332
Babson Library	748-3502
Bookstore	748-3302
Business Office	748-3116
Campus Ministry	748-3210
Campus Police	748-5555
Campus Post Office	748-3876
Career Center	748-3222
Child Development Center	788-2451
Continuing Education	748-3111
Cooperative Education	748-3110
Counseling Center	748-3345
Credit Union	748-3203
Dean of Students	748-3100
Financial Aid	748-3108
Food Services (Aramark)	748-3205
Graduate Admissions	748-3479
Health Center	748-3175
International Center	748-3215
Multicultural Affairs	748-3249
Registrar	748-3530
Residence Life	748-3102
School of Arts, Sciences, and Professional Studies	748-3344
School of Graduate Studies	748-3125
School of Human Services	748-3204
School of Health, Physical Education and Recreation	748-3385
School of Social Work	788-2401
Special Programs	748-5287
Student Activities Office	748-3141

Student Affairs	748-3100
Student Support Services	748-3794
Student Volunteer Programs	748-3394
Undergraduate Admissions	748-3136
Wellness Center	748-3396
YMCA Relations	748-3914

ACADEMIC DEPARTMENTS

Chemistry/Biology	748-3337
Sports Biology	748-3382
Environmental Science	748-3336
Medical Technology/Laboratory Science	748-3748
Education	748-3295
Emergency Medical Services Management	788-2428
Exercise Science and Sports Studies	748-3231
Applied Exercise Science	
Athletic Training	
Sport Management	
Health Studies	748-3468
Humanities	748-3117
Communications/Sports Journalism	
English	
Management and Economics	748-3200
Mathematics, Physics, and Computer Science	748-3117
Occupational Therapy	748-3762
Physical Education Teaching and Administration	748-3148
Disabled Sports and Movement Studies	
Movement and Sports Studies	
Physical Education Teacher Preparation	
Physical Therapy	748-3590
Physician Assistant	788-2420
Psychology	748-3328
Recreation and Tourism	748-3693
Rehabilitation and Disability Studies	748-3318
Social Sciences	748-3646
Undeclared Program	748-3379
Visual and Performing Arts	
Art	748-3580
Art Therapy	748-3752
Computer Graphics	748-3679
Dance	748-3158
Drama	748-3449
Music	748-3277