UNIVERSITY OF STEADFAST
263 Alden Street, Springfield, MA 01109-3797

UNDERGRADUATE CATALOG
2001-2002

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Director of Undergraduate Admissions

John W. Wilcox (1970), B.S., M.Ed.
Executive Director of Enrollment Management
Founded in 1885, Springfield College is a private, coeducational institution that emphasizes the education of leaders for the allied health, human service, and physical education professions, offering undergraduate and graduate programs that reflect its distinctive humanics philosophy—education of the whole person in spirit, mind, and body for leadership in service to humanity. It is world renowned: as the Birthplace of Basketball™, a game created by alumnus and professor James Naismith in 1891; as the alma mater of William G. Morgan, inventor of the game of volleyball; and for its long-standing and close relationship with the YMCA.

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

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

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

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

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

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

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

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

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

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

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

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

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

February 1—Last day on which supporting credentials for physical therapy and athletic training candidates can be received.

February 1—Admissions decision for early decision applicants.

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

February 15—Financial aid decision for early decision.

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

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

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

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

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

August 1—Last day on which financial aid information must be received for fall enrollment.

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

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

1. An application on the form provided by the Office of Admissions, submitted within dates indicated above.

2. A record indicating satisfactory achievement in a college preparatory program in an accredited secondary school. The course distribution should show competence in English, social studies, science, and mathematics. Due to the professional nature of many of Springfield College's programs, the evaluation of a candidate's high school record will be favorably affected by an emphasis on courses that relate to the student's intended major. For instance, candidates planning to major in applied exercise science, athletic training, biology, biotechnology, chemistry/biology, environmental science, health studies, physical education, physical therapy, or physician assistant should include additional sciences in their high school curriculum.

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

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

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

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

Applying For Admission

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

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

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

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

Appointments for on-campus interviews can be scheduled between the hours of 9:00 a.m. and 3:00 p.m., Monday through Friday. Candidates should either write or call for an appointment. The Office of Admissions is open on Saturdays from 9:00 a.m. to 12:00 p.m. for scheduled interviews from October to March. General information sessions for students and parents take place in the Office of Admissions at 10:00 a.m. and 11:30 a.m. each Saturday from October to mid-March. Due to a limited number of available interviews on Saturday mornings, candidates should request an appointment in advance of their visit.

Arrangements should be made to take the SAT or the ACT. During the 2001-2002 academic year, the SAT will be given on the following dates (among others):

- October 12, 2002
- November 2, 2002
- December 7, 2002
- January 25, 2003

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

Admissions Staff Review

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

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

Conditional Acceptance

An applicant will be considered for conditional acceptance to Springfield College if she or he is in good standing and has met all admission requirements except proof of English proficiency as determined by a minimum recommended TOEFL score of 525. Although unavailable in certain programs, the conditional acceptance generally will be available to those applicants who have scored between 425 and 524 on the TOEFL. Students with a TOEFL result below 425, or those who present no TOEFL result, will apply directly to the International English Language Institute (IELI). A conditionally accepted student will be granted full matriculation upon successful completion of either ESOL 6: English for Speakers of Other Languages—Level 6 or the TOEFL examination. Each conditionally accepted student must also obtain a letter of recommendation from an IELI faculty member.
Deferred Admission
Life experience outside of an academic environment and prior to continuing one’s formalized learning at the collegiate level can be stimulating and beneficial. For this reason, Springfield College will consider, on an individual basis, requests for deferment of acceptance for one academic year. Due to the selective nature of the admissions process, however, it cannot be guaranteed in every situation. Consideration for such deferment is given until May 1 for a plan of activity for broadening the experience and general education of the individual. Enrollment in another institution, other than for language study in a foreign country, is not allowed. The College expects at least one report during the year from any student so deferred. Arrangements for these reports are to be made at the time of considering the request.

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

Early Decision
Highly qualified students whose first choice is Springfield College may request consideration for early decision. For consideration, the application must be filed by December 1, and all other supporting credentials must be furnished by January 1. The financial aid deadline is January 30, with decisions being made by February 15. A nonrefundable $200 acceptance fee is due March 1. In cases where acceptance is not granted, the credentials will be kept and updated for a decision in the normal process. Acceptance via the early decision process is binding. It is expected that arrangements for these reports are to be made at the time of considering the request.

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

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

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

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

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

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

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

Students must be in good academic standing. See the section on “Financial Aid.”
Application Process
Each year a determination of the family contribution to educational expenses is developed in the financial aid application process. Students are expected to take responsibility for the financial aid application process which must be completed for each year assistance is needed.

All applicants for need-based financial aid must file the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available in paper format from the Office of Financial Aid or can be completed on the Web (www.fafsa.ed.gov). Verification of data on the application forms is done by collecting appropriate year-end federal tax returns.

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

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

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

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

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

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

Undergraduate Student Expenses
The cost of attendance at Springfield College varies with the individual’s program and personal expenditures (e.g., entertainment, travel, and personal goods). However, each student can compute basic costs from the information supplied within this section. The schedule of fees and charges described herein is neither intended to indicate that charges have been finally determined for the current academic year nor that charges and fees will not increase during the student’s years at Springfield College. The following tables give the probable cost to a student who lives in the College residence hall and takes all meals in the College dining facility for the 2002-2003 academic year.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student basic charge (tuition and fees)</td>
<td>$18,000</td>
</tr>
<tr>
<td>Residence hall double occupancy</td>
<td>$3,500</td>
</tr>
<tr>
<td>Board (Flex Basic Plan*)</td>
<td>$2,990</td>
</tr>
</tbody>
</table>

Estimated annual cost $24,490

Basic fees include class dues and student government fees.

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

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

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

Basic Charges
Tuition and Fees—The flat rate tuition charge for full-time, undergraduate students covers twelve to eighteen credits per semester and basic fees. The 2001-2002 flat fee charge is $18,000.

Part-time, undergraduate students (those taking fewer than twelve credits per semester) and full-time, undergraduate students taking more than eighteen credits per semester are charged $539 per credit plus basic fees. Graduate students (both full- and part-time) are charged $539 per credit plus basic fees. Part-time continuing education students (matriculated and nonmatriculated) are charged $250 per undergraduate credit, plus applicable fees.

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

Other Fees (if applicable)
- Acceptance fee (applicable toward tuition) $200
- Application fee for undergraduate admission $40
- Application fee for graduate admission $40
- Archery fee $12
- Athletic clothing fee $97
- Bowling lab fee $70
- Change of room fee $35
- Commencement fee (matriculating, part-time students) $50
- Commencement reapplication fee $15
- Community Music School $610
- Computer graphics fee (1st year students) $278
- Computer graphics fee (Sophomore students) $178
- EMSM New York Trip Fee $1500
- First Aid/CPR certification fee $8
- Golf lab fee $34
- Health insurance $410
- Late registration fee $25
- Late payment fee (see nonpayment policy) $25
- Lifeguarding fee $8
- Loft disposal fee $50
- Lost key—Off-campus apartment key (per key) $25
- Lost key—Residence hall (per key) $15
- Music 30-31 lab fee $300
- New Student Orientation fee $90
- Outdoor Pursuits fee $90
- Professional uniform fee $150
- Racquetball fee $5
- Returned check charge $30
- Rock climbing fee $30
- Room cancellation fee $200-400
- Recreation and leisure services overnight trips $80
- Scuba lab fee $200
- Skiing lab fee $150
- Sports first aid certification fee $8
- Transcript fee (official) $4
- Vaccination fee $141
- Water safety instructor certification fee $8

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

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

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

Seniors, commuters, and married students may take the option of living in College facilities or in off-campus housing. For the 2001-2002 academic year, the cost of living accommodations ran from $3,500 for most rooms to $7,320 for some accommodations in the Living Center. Depending on a student’s individual choice for room furnishings, a fee may be required.
Residence Life
The mission of the Department of Residence Life is to create a living environment that promotes academic achievement and personal growth. Because of the belief in the value gained from the residential experience, all students are required to live on campus through their junior year and many choose to live on campus through their senior year. Students whose families reside locally, who are married, or who are of non-traditional age are exceptions to this rule.

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

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

Refund Policy for New Students
Based On Pro-Rated Calculation
The following refund policy applies to students who are attending Springfield College for the first time. Refunds are calculated according to the following schedules. Unpaid school charges are subtracted prior to a refund check being disbursed.

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

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

<table>
<thead>
<tr>
<th>College Withdrawal Date</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin</td>
<td>100%</td>
</tr>
<tr>
<td>During first week of classes</td>
<td>90%</td>
</tr>
<tr>
<td>During second week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During third week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During fourth week of classes</td>
<td>70%</td>
</tr>
<tr>
<td>During fifth week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During sixth week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During seventh week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>During eighth week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>During ninth week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After ninth week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

2. An administrative fee equal to the lesser of $100 or five percent of school charges will be assessed to the student's account.

3. Fees are non-refundable, unless official withdrawal is effective prior to the start of classes.

4. A $100-$200 room cancellation fee will be assessed to the student's account.

5. Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.

6. Financial aid received must be refunded to granting agencies based on the date of withdrawal and subject to funding source regulations and College policy.

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

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

<table>
<thead>
<tr>
<th>College Withdrawal Date</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin</td>
<td>100%</td>
</tr>
<tr>
<td>During first week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During second week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>During third week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>During fourth week of classes</td>
<td>20%</td>
</tr>
<tr>
<td>After fourth week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

3. Fees are non-refundable, unless official withdrawal is effective prior to the start of classes.

4. A $200-$400 room cancellation fee will be assessed to the student's account.

5. Half of the academic year allowance for books and supplies is considered to be spent at the start of each semester.

6. Financial aid received must be refunded to granting agencies based on the date of withdrawal and subject to funding source regulations and College policy.

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

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

Graduate or part-time students may opt for a per semester payment plan. The processing fee to participate in this plan is $25 per semester.
Credit Balance Refund Policies
If a student has a credit balance on their account, a refund check will be issued within fourteen days, unless the student authorizes the College in writing to hold the credit balance for a future semester. On the Friday following the refund check being generated, the refund check will be available for pick up at the Business Office. If the refund check is not picked up by 2:00 p.m., it will be automatically mailed to the billing address on the student account. The refund check will be made payable to the student, unless the student requests in writing that the refund check be made payable to another party. Plus Loan refunds will be made payable to the parent borrower.

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

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

ACADEMIC POLICIES AND PROCEDURES

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

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

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

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

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

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

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

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

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

Students are urged to consider that the public value of their education depends on the integrity of the grading system, and that academic dishonesty in any form dilutes the value of those grades. The Policy is not intended to diminish collegiality at Springfield College. All of us learn from our colleagues and education is a cooperative enterprise. Simple justice requires, however, that students receive the quantity and quality of academic credit they have earned. Justice of this sort is compatible with the community values and shared experiences on which a liberal education is based. If students know of fellow students who are cheating, or taking unfair advantage of policies or procedures, they should bring that to the attention of the course instructor and/or Dean of Students, (anonymously, if they wish).
Misunderstanding the Policy will not be accepted as an excuse for dishonesty. If a student is in doubt on some points as they affect work in a particular course or as they may be interpreted in practice, he or she should consult with the instructor in the course or the dean of the school in which the course is offered, so as to avoid the serious charge of academic dishonesty.

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

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

Offenses Against The Policy

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

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

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

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

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

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

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

College Documents
Any misuse of official College documents connected with the academic process constitutes a violation of the Policy. Such documents include, but are not limited to registration cards, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, and transcripts. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, or misrepresentation of personal or academic information requested.
Other Offenses Against The Academic Policy
In addition to fraudulent uses of sources as described above, dishonesty includes a number of offenses that circumvent procedures set up to produce a fair grade. The use of services of commercial “research” companies is cheating and a punishable offense. Any falsification of records or routines for grading is dishonest, whether before or after graduation. Gaining access to a recommendation (without permission) once rights have been waived is a violation of the Policy. Withholding, removing or destroying materials needed by other students for class exercises is as much an offense against the Policy as is plagiarism. Lying in the course of an investigation or a hearing pursuant to the Policy shall also be deemed a violation of this Policy.

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

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

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

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

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

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

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

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

Academic Standing

Definition of Academic Credit Loads Per Semester

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credit Load</th>
</tr>
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<tbody>
<tr>
<td>Full-time undergraduate student</td>
<td>Enrolled for twelve or more semester hours</td>
</tr>
<tr>
<td>Half-time undergraduate student</td>
<td>Enrolled for six to eleven and one-half semester hours</td>
</tr>
<tr>
<td>Less-than-half-time undergraduate student</td>
<td>Enrolled for five and one-half to fewer semester hours</td>
</tr>
<tr>
<td>Full-time graduate student</td>
<td>Enrolled for nine or more semester hours</td>
</tr>
<tr>
<td>Half-time graduate student</td>
<td>Enrolled for four and one-half to eight one-half semester hours</td>
</tr>
<tr>
<td>Less-than-half-time graduate student</td>
<td>Enrolled for less than four and one-half semester hours</td>
</tr>
</tbody>
</table>
Academic Progress
Determination of Class Year—Classification
A student is considered a matriculated (degree-seeking) student at Springfield College as soon as he or she is officially accepted by the Office of Admissions. Designation of classification is established by the total number of semester hours a student has earned, inclusive of transfer credit awarded. The determination of class year occurs at the time grades are calculated.

Undergraduate Classifications
Earned zero to thirty semester hours—FR, First-year student
Earned thirty-one to sixty-one semester hours—SO, Sophomore
Earned sixty-two to ninety-two semester hours—JR, Junior
Earned ninety-three and above semester hours—SR, Senior graduate
All graduate students—GR, Graduate

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

This Academic Progress Policy applies to both full-time and part-time students.

A student is expected to achieve the College's minimum cumulative GPA of 2.000 by the time 100 credits of course work have been completed. Prior to attempting to complete 100 credits, the cumulative GPA required is slightly below the standard of 2.000; however, the expected cumulative GPA is increased as a student progresses through the academic program, as listed below. The minimum cumulative GPAs required for a student to remain in good academic standing at Springfield College are categorized according to the number of semester hours a student has attempted to complete. Attempted to complete is defined as achieving any of the following grades in a course: 'A' through 'F', 'P' (pass), or 'I' (incomplete). Credits for courses assigned these grades will be added to determine if satisfactory progress is being met. Accepted transfer credits are included in the computation of credits attempted; courses which are graded “W” or audit are not.

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

All students are subject to academic progress review by the College’s Records Review Committee at the close of each full semester (excluding summer).

Academic Progress Status Categories and Definitions

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

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

Academic Warning
A student will be placed on academic warning, the first time his or her cumulative GPA fails to meet the minimum required cumulative GPA and is above a 1.000. A student affected by this action will maintain matriculation status and eligibility for intercollegiate athletic participation and financial aid, if otherwise qualified. This action will not be recorded on the student’s academic transcript. A student will be removed from Academic Warning if he or she has successfully raised his or her cumulative GPA through the completion of an incomplete.

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

Condition 1: Received an Academic Warning in any previous semester and cumulative GPA fails to meet the minimum required cumulative GPA for any subsequent semester. A student meeting this condition will be ineligible for financial aid, but may apply for financial aid probation. Appeals for Financial Aid probation must be made in writing to the Director of Financial Aid. A student affected by this action will maintain matriculation status. Springfield College is a member of the NCAA; therefore, a student who is placed on probation is ineligible for intercollegiate athletic participation.
Condition 2: The student has not previously received an Academic Warning, but his or her cumulative GPA is below 1.000. A student meeting this condition will be ineligible for Financial Aid, but is encouraged to apply for financial aid probation. Appeals for Financial Aid probation must be made in writing to the Director of Financial Aid. A student affected by this action will maintain matriculation status. Springfield College is a member of the NCAA; therefore, a student who is placed on probation is ineligible for intercollegiate athletic participation.

A student placed on Academic Probation is not making satisfactory academic progress. This action will be recorded on the student's academic transcript. A student on probation may be required to take certain courses, attend study hall, limit the number of courses taken, or fulfill other conditions specified by the Records Review Committee or its designee. A student will be removed from Academic Probation when his or her cumulative GPA meets or exceeds the required level. When a student is removed from academic probation, it will be so noted on the transcript.

Continued Probation
Upon the Committee's review of end of semester grades, a student who was on Academic Probation during the semester of review may be granted an additional semester of probation if the student's semester GPA shows significant improvement, but his or her cumulative GPA remains below the required level. Significant improvement is generally defined as a semester GPA of at least a 2.000 and having met the conditions of his or her probation. The student will be considered to be on Academic Probation and is subject to the conditions specified above. This action will be recorded on the student's academic transcript. A student will be removed from academic probation when his or her cumulative GPA meets or exceeds the required level. When a student is removed from academic probation, it will be so noted on the transcript.

Academic Dismissal
A student who is currently on Academic Probation and whose cumulative GPA fails to meet the minimum required cumulative GPA will be dismissed unless the criteria for Continued Probation is met. This action will be recorded on the student's academic transcript. A student who is dismissed may not take courses at Springfield College for two (2) academic semesters following dismissal, but may reapply for admission thereafter. When the student is readmitted to the College, the student will be placed on academic probation, unless he or she has raised his or her cumulative GPA through course work transferred from another accredited institution. If the student's appeal is not granted, and he or she has reasonable grounds to file a grievance, the student should notify the Vice President for Academic Affairs of his or her desire to grieve the Dismissal Appeal Board's decision. The notification must be in writing and be postmarked or received within seven (7) business days of notification of the Dismissal Appeals Board's action.

Reasonable grounds for a grievance include:
• new information regarding the student's academic progress, not made available to the Dismissal Appeal Board;
• procedural irregularities or improper application of the policy; or
• imposition of an improper or excessive sanction.

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

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

Catalog Year Policy
Undergraduate students are responsible to complete the requirements for their major and for graduation which were in place upon their admission to the College as a matriculated (degree-seeking) student. In certain circumstances, accompanied by approval of the dean of their school, department chairs or SHS campus directors may waive or substitute program requirements. Substitutions or waivers of general college requirements must be approved by the Vice-President for Academic Affairs or designee. All waivers or substitutions must be properly documented with the Registrar.

The College may approve changes to requirements that all students must fulfill, regardless of their date of entry. If a student is readmitted to the College following a withdrawal or dismissal, he or she is responsible to complete the requirements in place on the new matriculation date.
Class Attendance Policy

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

Certain situations are recognized as College-excused absences from class, including:
1. Participation in an athletic activity approved by the athletic director and on file in the dean of students’ office.
2. Participation in a scheduled curricular or cocurricular activity approved by the appropriate dean or vice-president and on file in the dean of students’ office.
3. Observation of religious holidays.
Instructors should excuse absences of the above nature if the student follows the guidelines listed below. If possible, the instructor should allow the student to make up the class work or complete an alternative assignment. A student who anticipates absences of this nature:
• must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student’s ability to successfully complete the objectives of the course, the student must seek to reduce the absences or withdraw from the course.
• should arrange in advance of the absence for make-up of any work that will be missed.
• should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a team mid-season) and provide documentation if requested. Again, impact of the absence(s) must be discussed with the instructor.

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

Cancellation of Classes

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

Credits and Degree Requirements

Commencement

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

A student who expects to complete a degree by the month of August after the May commencement ceremony can petition the registrar to walk in the May commencement ceremony. In order to be eligible to petition for participation in the May ceremony, a student must have a 2.000 GPA and be within six semester hours of completing degree requirements at the end of the spring semester.

Notwithstanding the foregoing and the successful completion of all academic requirements, a student may not be entitled to participate in commencement exercises and/or receive a diploma if he/she is involved in any disciplinary proceedings, and is sanctioned as such.

Credit By Examination Programs Policy

The College awards credit to fulfill degree requirements for certain Advanced Placement (AP), DANTES Subject Standardized Test, and College-Level Examination Program (CLEP) standardized examinations. Credits awarded for examinations do not qualify for residency credit. Credit will not be awarded for any course previously taken at the College with an unsatisfactory grade. Credits awarded for acceptable examination scores will be assigned a “P” (pass) grade. For a list of current AP, CLEP, DANTES examinations approved for Springfield College credit, contact the Office of the Registrar or the Office of Admissions.

Advanced Placement Credit Guidelines

The College awards credits for Advanced Placement (AP) coursework and examinations which have been approved as comparable to Springfield College courses or to college-level electives. In order to be approved, the registrar and the department chair, relative to the course and examination in question, must determine the passing score, the actual course equivalency, and the number of semester hours awarded.

College-Level Examination Program (CLEP) and DANTES Subject Standardized Test Guidelines

The College awards credits for certain CLEP and DANTES examinations which have been approved as measuring achievement comparable to specific Springfield College courses. In order to be approved, the registrar and the department chair, relative to the course equivalency in question, must determine the passing score, the actual course equivalency, and the number of semester hours awarded.
Cross-Registration Between the School of Human Services and Traditional Undergraduate School

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

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

Course Numbering System

Generally, undergraduate courses are numbered as follows:

- 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

Dean’s List

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

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

1. The student must have completed a minimum of twelve credit hours of graded coursework for the term, exclusive of “p” grades.
2. The student must not have any incompletes, missing grades or CPs in the designated semester.
3. The student must have a minimum semester grade point average of 3.500.
4. The student must not have been barred from the Dean’s List due to a disciplinary action.

If subsequent grade changes qualify a student for Dean’s List honors for a previous semester, that designation will be reflected on the student’s transcript.

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

Degrees Offered

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

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

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

Degree Requirements—Undergraduate Level

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

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

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

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

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

Distribution of Undergraduate Credits

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

Students’ work will be evaluated by faculty members and course grades assigned. Examinations, written papers, oral assignments, and/or 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 GPA for the semester’s work or cumulative average. The grades and point values are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Exceptional)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B (Good)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C (Fair)</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D (Passing)</td>
<td>1.0</td>
</tr>
<tr>
<td>D- (Lowest Passing)</td>
<td>0.7</td>
</tr>
<tr>
<td>F (Failure)</td>
<td>0.0</td>
</tr>
<tr>
<td>P (Pass, C- or better)</td>
<td>0.0</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td></td>
</tr>
<tr>
<td>X (Audit)</td>
<td></td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td></td>
</tr>
</tbody>
</table>

*Grade not reported by faculty
IP (Course in progress)
CP (Credit pending)

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

Audit Policy

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

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

Credit Pending Grade

The designation of “CP” (Credit Pending) is given only in courses in which work extends beyond the end of the semester; use of “CP” must be approved in advance by the Department Chair or Campus Director, and the Registrar. Courses eligible for “CP” include independent study, dissertation, thesis, research or courses designed to extend beyond the end of a typical semester. The designation of “CP” does not affect the GPA calculation. In order for a student to graduate a “CP” designation must be converted to a grade.

Incomplete Grade Policy

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

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

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

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

Pass/Fail Grading

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

Grade Changes

If a grade was erroneously recorded or an incomplete grade needs to be changed, a form for grade changes is available in the Office of the Registrar. Only faculty may complete the form and submit it to the registrar. Students will receive notification of the grade change from the Office of the Registrar.
Repeating a Course
Students may repeat a course in which they have received an unsatisfactory grade. To do so, they register again for the course at SC or for an approved equivalent course at another institution. When a new grade from SC or a “P” from another institution is submitted, the original grade is removed from the calculation of the cumulative GPA. If taken at SC, the new grade, whether higher or lower than the original grade, is used in calculating both the current semester and cumulative GPA.

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

For example:

<table>
<thead>
<tr>
<th>Grades (for each course)</th>
<th>Semester Hours</th>
<th>Grade Points</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>x 4.0</td>
<td>12.00</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>x 3.0</td>
<td>9.00</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>x 2.0</td>
<td>6.00</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>x 1.0</td>
<td>3.00</td>
</tr>
<tr>
<td>Totals:</td>
<td>12</td>
<td></td>
<td>30 (total for all courses)</td>
</tr>
</tbody>
</table>

Calculation: Total grade points divided by total semester hours equals GPA.

30 divided by 12 equals 2.500 GPA

REGISTRATION

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

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

Springfield College undergraduate students may, with approval, enroll for cooperating college credit at any of the CCGS institutions in courses not offered in the curricula of Springfield College. Cooperating college credit is not available for internships and graduate courses. Students are limited to two courses or 6-8 credits per semester.

In Fall or Spring semesters: Students must be registered as full-time (combination of SC and cooperating college courses must total at least 12 credit hours) and complete CCGS cross-registration paperwork prior to taking the course. Tuition costs for courses taken for cooperating college credit are paid by student's home college. Grades for completed coursework are submitted to the SC Registrar by the CCGS institution. These grades are reflected on the SC transcript. Credit hours are applied as SC residential credit.

In Summer: Cooperating college credit (CCGS cross-registration) is not available during summer sessions. Students wishing to take a course at a CCGS institution during the summer should follow the procedure for obtaining transfer credit approval. Upon completion of coursework, students must request an official transcript be sent to the SC Registrar. Grades are not recorded on the SC transcript and hours are not applied as SC residential credit.

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

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

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

Registration and Change of Schedule Requests
The registration of all students is conducted under the direction of the registrar, according to the schedule of classes for the College year. The official registration records are compiled and administered in the Office of the Registrar. All full-time, traditional undergraduate and graduate students are registered at specific times and dates as listed in the official calendar. The registrar publishes, in advance of each registration, specific instructions regarding procedures. Students who fail to register by the registration deadline may be required to pay a late-registration fee. Courses with low enrollments are subject to cancellation. Not all courses listed in the course description section of the Undergraduate Catalog are offered each semester.
All students are expected to carry between twelve and sixteen semester hours of academic work per semester and may qualify as full-time students with twelve hours. In addition, students should carry the physical education activity courses described by their major department.

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

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

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

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

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

Students must generally be in good academic standing to be admitted into a new major. Some majors require higher GPAs to meet advanced standing standards or satisfactory completion of certain prerequisites. Certain majors are restricted in number and limit the number of new majors accepted. Applying to some majors, including physical therapy, requires a formal application and review process.

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

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

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

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

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

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

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

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

Undergraduate students enrolled in, or enrolling into, the School of Arts, Sciences, and Professional Studies; the School of Health, Physical Education and Recreation; and the Undeclared and General Studies majors are required to complete a minimum of 60 semester hours at Springfield College in order to fulfill the residency requirement. The remaining semester hours required to complete their undergraduate degree may be completed at the College or transferred in from other institutions.

In order to be accepted for transfer credit, courses must be:

1. completed at a regionally accredited institution of higher education. (Regional accrediting bodies are NEASC, MSACS, NCACS, NWASC, SACS, and WASC);
2. graded as a C- or better (grades of P (pass) will only be accepted if there is documentation that the P is equivalent to a C- or better);
3. completed within 10 years prior to the student’s matriculation at Springfield College (exceptions to this may be approved, on petition, by the registrar and in some cases, the registrar may need to consult with the appropriate department chairperson).

In addition, a course accepted for transfer credit must satisfy one of the following conditions:

A. It must be equivalent to a course needed to fulfill an All-College Requirement. (Note that transfer courses cannot be used to fulfill Writing-Across-the-Curriculum requirements.)

B. It must be approved to fulfill requirements for a major or minor by the chairperson of the relevant major or minor department. Generally, such coursework must be equivalent to courses offered by Springfield College, but the chairperson may accept coursework not offered by the College if it is judged applicable to major or minor requirements.

C. It must be approved by the registrar for use as general elective credit, and it must be needed to fulfill degree requirements, based on the student’s major. Courses used for general elective credit need not be equivalent to Springfield College courses.

A course catalog, course description, or course syllabus may be needed to appropriately assess the course.

Springfield College does not grant transfer credit for the following work completed at or assessed by other colleges: college-based credit by exam or challenge, correspondence courses, portfolio assessment, independent study, fieldwork, or cooperative education experience.

Credit for CLEP, AP, and DANTES examinations are assessed consistent with relevant College policy. Credit for armed services experience or employer training programs is assessed by the registrar based on American Council on Education (ACE) guidelines. Original documentation related to such coursework must be presented.

Courses accepted for transfer credit will be listed on the student’s transcript with a designation of “TR,” the number of semester hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course. If there is no direct equivalent, it will be designated as an elective with the most closely associated academic program prefix. Grades received for transfer courses are not indicated on the Springfield College record, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students’ totals of cumulative earned and attempted hours.

If a student with transfer credit changes major or minor after enrolling at the College, their transfer credits and previous transcripts will be reevaluated by the Registrar’s Office to determine if any adjustment is necessary.

For incoming transfer students in majors that do not specifically require physical education activity courses (other than to complete the All-College Requirements), .5 semester hours of required activity courses will be waived for every 18 semester hours of accepted transfer credit. The waiver does not carry credit and does not reduce the minimum semester hours required for graduation.

For continuing students:

1. Currently enrolled students wishing to transfer credits to the College should submit the completed Transfer Credit Approval Form to the registrar for approval, prior to taking courses at another institution. This form is available in the Office of the Registrar. Requests for approval may also be submitted via fax or e-mail, if necessary. A course catalog, official course description, or course syllabus may be needed to appropriately assess the course.
   a. Courses intended to fulfill major or minor requirements require the approval of the chairperson of the major or minor department and the registrar. The chairperson of the department may also require the student to obtain the approval of the chairperson of the department in which the course is offered.
   b. Courses intended to fulfill electives or All-College Requirements require approval of the registrar; in some cases the registrar may need to consult with relevant department chairs or faculty before granting approval.
   c. Failure to obtain appropriate approvals, in writing, prior to taking a course at another institution may preclude awarding of credit.

2. Courses accepted for transfer credit will be listed on a student’s transcript with a designation of “TR,” the number of semester hours awarded, the name of the institution where the course was taken, and the number and title of the equivalent Springfield College course.
   a. Grades received for transfer courses are not indicated on the Springfield College record, and the grades and related quality points are not calculated in the semester or cumulative grade point averages. However, transfer credits awarded do contribute toward students’ totals of cumulative earned and attempted hours.
   b. If the approved transfer course is a repeat of a previously taken course, and it has now been passed with a C- or better, credit will be awarded. The original grade for the course will remain on the record but it is removed from the calculation of the cumulative grade point average. The new grade is not recorded and will not otherwise impact the grade point average.
Transcript of Academic Work

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

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

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

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

Course Withdrawal Policy

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

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

College Withdrawal Policy

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

Undergraduate Nonmatriculated Students

A student may include a maximum of thirty semester hours earned as a full-time or part-time, nonmatriculated student in the total hours required for graduation. Undergraduate courses are open to students who have earned a high school degree or GED. Students must have completed any prerequisites listed for courses for which they intend to register. Students may take classes for personal enrichment or as exploration for possible degree admissions. Students may not take more than thirty semester hours as an undergraduate, nonmatriculated student and apply them toward a degree. Further courses taken as a nonmatriculated student will require permission of the registrar.
RATIONAL
The emphasis at Springfield College is on our Humanics Philosophy, the education of the whole person—the spirit-mind-body—with motivation of service to humanity that is international, intercultural, interracial and interreligious. The Springfield College students must be educated for a dynamic world that requires an advanced level of interpersonal and communication skills. Students must be educated to enjoy a healthy and physically active lifestyle. Furthermore, they must be able to apply the Humanics Philosophy during their time in college and throughout their lives as vital participants in family and community.

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

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

1. HUMANICS AND SCIENTIFIC ENDEAVOR 10 S.H.
The educated person will know, understand and nurture the scientific and logical dimensions of people and the environment in which they live.

One course from each subgroup:

A. NATURAL SCIENCE 4 S.H.
The All-College Requirement in Science is fulfilled by curricular study that provides students with general theory in the natural sciences and exposes them to critical thinking and analysis via the scientific method applied in both theory and experiment.

BIOL 101 Basic Concepts of Modern Biology 4 S.H.
BIOL 121 Bioscience 4 S.H.
BIOL 130 Anatomy & Physiology I 4 S.H.
BIOL 131 Anatomy & Physiology II 4 S.H.
BIOL 999 Biology 4 S.H.
CHCM 121 General Chemistry 3 S.H.
CHCM 123 General Chemistry Lab 1 S.H.
CHEM 101 Chemistry Survey 3 S.H.
CHEM 102 Chemistry Survey Lab 1 S.H.
CHEM 999 Chemistry 4 S.H.
ENSC 105 Environmental Science 4 S.H.
PHSC 105 Physical Science & The Environment 4 S.H.
PHYS 999 Physical Science 4 S.H.
PHYS 205 Physics for Movement Science 4 S.H.
PHYS 210 General Physics 4 S.H.
PHYS 999 Physics 4 S.H.

B. MATHEMATICS 3 S.H.
The All-College Requirement in Mathematics is fulfilled by curricular study that provides students with the minimum level of proficiency in college algebra.

MATH 105 Survey of Mathematics 3 S.H.
MATH 115 College Algebra 3 S.H.
MATH 125 Precalculus Mathematics 3 S.H.
MATH 120 Business Mathematics 3 S.H.
MATH 131 Introduction to Calculus???????????? 3 S.H.
MATH 215 Probability & Statistics 3 S.H.
MATH 140 Calculus I 3 S.H.
MATH 142 Calculus II 3 S.H.
MATH 999 Mathematics 3 S.H.

C. COMPUTER SCIENCE 3 S.H.
The All-College Requirement in Computer Science is fulfilled by curricular study that provides students with a minimum level of proficiency in the hardware components of a computer system and their use through the utilization of applications of software and elementary programming and computer ethics.

CISC 105 Introduction to Computer Concepts 3 S.H.
CISC 115 Microcomputer Applications 3 S.H.
CISC 165 Programming in BASIC 3 S.H.
CISC 175 Intro to Computer Science w/C++ and Java 3 S.H.
CISC 999 Computer Science 3 S.H.

II. HUMANICS HEALTH AND MOVEMENT 7 S.H.
The educated person will know, understand, and nurture the role of Health and Physical Activity in human life.

A. HEALTH 3 S.H.
The All-College Requirement in Health is fulfilled by curricular study that provides students with a basic knowledge of current personal health theory and wellness lifestyle, and assists them in daily decision-making and self-responsibility. (Note: Students in the Physician Assistant major are waived from this requirement.)

HLTH 101 Personal Health 3 S.H.

B. PHYSICAL EDUCATION 4 S.H.
The All-College Requirement in Physical Education is fulfilled by curricular study that provides student with the opportunity to acquire increased skilled movement, develop an increased level of physical fitness, engage in an activity for recreational or competitive purposes, and incorporate physical activity as part of lifestyle.

1. PEAC 100 or PEPC 100 Fit for Life 1 S.H.
2. 3 S.H. from PEAC, PEPC, PEAI, MOSK courses 3 S.H.
Note: DANC 184 for .5 can be used only one time.
3. PEAC 999, PEPC 999, PEAI 999 1 - 3 S.H.
III. HUMANICS AND EXPRESSIVE AND COMMUNICATIVE LIFE 15 S.H.
The educated person will know, understand and nurture people and their cultures through languages, literature and other symbolic forms of expression.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL113</td>
<td>College Writing I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL114</td>
<td>College Writing II</td>
<td>3 S.H.</td>
</tr>
</tbody>
</table>

One course from each of the following subgroups:

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM288</td>
<td>Special Topics in Journalism - Sports, Gambling and the Media*</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL209</td>
<td>Great Books</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL215</td>
<td>Readings in Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL241</td>
<td>Survey in American Literature I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL242</td>
<td>Survey in American Literature II</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL251</td>
<td>Survey of African-American Literature I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL252</td>
<td>Survey of African-American Literature II</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL261</td>
<td>Survey of British Literature I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL262</td>
<td>Survey of British Literature II</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL263</td>
<td>Survey of British Literature III</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL270</td>
<td>American Nature Writing</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL275</td>
<td>Women &amp; Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL272</td>
<td>Native American Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL216</td>
<td>The Athlete in Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL321</td>
<td>Chaucer &amp; the Middle Ages</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL325</td>
<td>Survey of American Drama</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL332</td>
<td>The Victorian Period</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL333</td>
<td>English Romantic Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL346</td>
<td>American Short Story</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL349</td>
<td>Modern American Poetry</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL350</td>
<td>Modern American Novel</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL352</td>
<td>American Realism &amp; Naturalism</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL353</td>
<td>American Romanticism</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL356</td>
<td>Readings in the English Novel I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL357</td>
<td>Readings in the English Novel II</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL362</td>
<td>Celtic Literature</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL482</td>
<td>Seminar</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL483</td>
<td>Modern Drama</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL459</td>
<td>The Contemporary Novel</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL467</td>
<td>Shakespeare</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL999</td>
<td>Literature</td>
<td>3 S.H.</td>
</tr>
</tbody>
</table>

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

C. SECOND LANGUAGE/CULTURE 3 S.H.
The All-College Requirement in Second Language/Culture is fulfilled by curricular study if a significant portion of its course content is the teaching of language elements of culture.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL115-116</td>
<td>English For Speakers of Other Languages</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>FREN111</td>
<td>Elementary French</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>FREN112</td>
<td>Advanced Elementary French</td>
<td>3 S.H.</td>
</tr>
</tbody>
</table>

D. VISUAL AND PERFORMING ARTS must total 3 S.H.
The All-College Requirement in Visual and Performing Arts is fulfilled by curricular study that gives students an understanding of the creative process and exposes them to aesthetic experiences. This can be accomplished through guided exposure to and/or creation of works of art.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS101</td>
<td>Materials &amp; Techniques</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS16</td>
<td>Studio Painting</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS104</td>
<td>Sensitivity and the Creative Process</td>
<td>2 S.H.</td>
</tr>
<tr>
<td>ARTS105</td>
<td>Studio in Printmaking</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS108</td>
<td>Studio in Drawing</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS111</td>
<td>Studio in Design</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS211</td>
<td>Studio in Sculpture</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS225</td>
<td>Studio in Photography</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS223</td>
<td>Studio in Ceramics</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS228</td>
<td>Three-Dimensional Design</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS103</td>
<td>Studio in Computer Graphics</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS210</td>
<td>Figure Drawing</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS102</td>
<td>Arts and Ideas</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS217</td>
<td>Arts of the Prehistory to the Renaissance</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS218</td>
<td>Renaissance to Modern Art</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS219</td>
<td>American Art 1700-1900</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS120</td>
<td>Contemporary Art</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS221</td>
<td>Women in Art</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ARTS999</td>
<td>Visual Arts</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DANC101</td>
<td>Dance Appreciation</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DANC110</td>
<td>Laban Movement Analysis</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DANC215</td>
<td>Choreography I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DANC130</td>
<td>Ballet Theory &amp; Technique I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DANC135</td>
<td>Modern &amp; Post Modern Dance</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DANC150</td>
<td>Jazz Dance Theory &amp; Technique I</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DANC184</td>
<td>Dance Performance Practicum</td>
<td>5-2 S.H.</td>
</tr>
<tr>
<td>DANC999</td>
<td>Dance</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DRAM101</td>
<td>Introduction to the Theater</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DRAM110</td>
<td>Acting</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DRAM115</td>
<td>Directing Workshop</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DRAM130</td>
<td>Stage Production</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DRAM140</td>
<td>Dramatic Workshop</td>
<td>2 S.H.</td>
</tr>
<tr>
<td>DRAM141</td>
<td>Dramatic Workshop</td>
<td>2 S.H.</td>
</tr>
<tr>
<td>DRAM150</td>
<td>Creative Dramatics and Improvisation</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DRAM220</td>
<td>Scene Study</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>DRAM284</td>
<td>Theatre Performance Practicum</td>
<td>1-8 S.H.</td>
</tr>
<tr>
<td>DRAM999</td>
<td>Drama</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL226</td>
<td>Creative Writing</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL306</td>
<td>Advanced Creative Writing</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL343</td>
<td>Film as a Narrative Art</td>
<td>3 S.H.</td>
</tr>
<tr>
<td>ENGL388</td>
<td>Special Topics in Narrative Film</td>
<td>3 S.H.</td>
</tr>
</tbody>
</table>
MUSC 101 Basic Musicianship 3 S.H.
MUSC 108 Music Appreciation 3 S.H.
MUSC 112 SC Singers 1 S.H.
MUSC 113 SC College Band 1 S.H.
MUSC 115 SC Small Ensembles 1 S.H.
MUSC 120 Basic Piano 1 S.H.
MUSC 121 Basic Guitar 1 S.H.
MUSC 130 Applied Music I 1 S.H.
MUSC 132 Music as a Form of Social Protest 3 S.H.
MUSC 999 Music 3 S.H.

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

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

IV. HUMANICS, CULTURE AND SOCIETY 9 S.H.
The educated person will know, understand and nurture the relationship of the self to community and diverse individuals and cultures.

One course from each subgroup:

A. HISTORY 3 S.H.
The All-College Requirement in History is fulfilled by curricular study that uses a survey of world history to enhance the students’ understanding of the present and increases their awareness and appreciation of the past in the context of their own lives.

HIST 101 Survey of the History of Western Civilization 3 S.H.
HIST 102 Making of the Modern World 3 S.H.

B. SOCIAL SCIENCE 3 S.H.
The All-College Requirement in Social Science is fulfilled by curricular study that provides students with an introduction to the study of community, cultures, social institutions or government through the disciplines of social science.

ANTH 250 Cultural Anthropology 3 S.H.
ECON 200 Principles of Macroeconomics (effective with class of 2003) 3 S.H.
ECON 205 Principles of Microeconomics (effective with class of 2003) 3 S.H.
GEOG 200 Concepts of Geography 3 S.H.
GEOG 210 Cultural Geography 3 S.H.
HIST 106 Civil War to Modern America 3 S.H.
POSC 110 Introduction to American Government 3 S.H.
SOCI 101 Introduction to Sociology 3 S.H.

C. SOCIAL JUSTICE ISSUES 3 S.H.
The All-College Requirement in Social Justice Issues is fulfilled by curricular study that examines issues defined within the context of United States culture such as sexism, racism, age discrimination, religious bigotry, homophobia or ablebodiedism.

ARTS 245 Contemporary Jewish Art 3 S.H.
BIOL 260 Ecology 3 S.H.
EDUC 237 Social Justice & Diversity Education 3 S.H.
ENGL 251 Survey African-American Literature I 3 S.H.
ENGL 252 Survey African-American Literature II 3 S.H.
ENGL 275 Women & Literature 3 S.H.
ENGL 272 Native American Literature 3 S.H.
*HIST 105 Colonial America to the Civil War 3 S.H.
HIST 210 Afro-American History 3 S.H.
MUSC 132 Music as a Form of Social Protest 3 S.H.
POSC 350 Politics of Development 3 S.H.
RELI 220 Liberation Theology 3 S.H.
RHDS 230 Psychology of Disability 3 S.H.
RHDS 240 Independent Living Rehabilitation 3 S.H.
RCTR 272 Introduction to Therapeutic Recreation 3 S.H.
RCTR 281 Leisure Services Special Populations 3 S.H.
SOCI 150 Social Problems 3 S.H.
SOCI 240 Racial and Ethnic Relations 3 S.H.
SOCI 325 Social Gerontology 3 S.H.
SOCI 310 Sociology of Economic Stratification 3 S.H.
SOCI 230 Women and Society 3 S.H.
SOCI 245 Sociology of Genocide and the Holocaust 3 S.H.

* HIST 105 must be completed at Springfield College in order to fulfill the social justice requirement. AP or CLEP credit for HIST 105 will NOT satisfy the social justice requirement. Students wishing to complete HIST 105 on a transfer basis to fulfill the social justice requirement must have the course approved in advance of registration by the Chair of the Social Justice Committee of the Faculty Curriculum Committee.

V. HUMANICS AND THE SEARCH FOR MEANING 6 S.H.
The educated person will know, understand, and nurture a personal, spiritual and ethical value system about the ultimate questions of life and living.

One course from each subgroup:

A. PHILOSOPHY 3 S.H.
The All-College Requirement in Philosophy is fulfilled by curricular study that involves the students in concept clarification through illuminating the possibilities in their search for meaning in life and the systematic examination of beliefs and value which influence both thought and action.

** Any course with a PHIL prefix satisfies this requirement. Also, POSC 370 and 372 can fulfill this requirement.

B. RELIGION 3 S.H.
The All-College Requirement in Religion is fulfilled by curricular study that provides students with an introduction to a spiritual value system or systems through the study of foundational texts, historical developments, theological concepts or representative personalities.

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

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

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

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

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

The College reserves the right to add, cancel or change All-College Requirement listings.
Undergraduate students must complete a minimum of two Writing Across the Curriculum (WAC) courses at Springfield College for a total of 6 semester hours. At least one of these courses must be taken during the junior or senior years and simultaneously fulfill a requirement in the discipline of the student’s major. The other course must be taken during the sophomore, junior, or senior years (not first year) and can simultaneously fulfill an ACR requirement, a requirement for the student’s major, or elective credit.

AEXS 401 Management of Health/ Fitness Programs 3 S.H.
ARTS 382 Seminar in Teaching Art 2 S.H.
ATPY 309 Prepracticum in Art Therapy 3 S.H.
ATPY 203 Art Therapy with Special Needs Populations 3 S.H.
ATRN 605 Athletic Injury Rehabilitation 3 S.H.
ATRN 486 Senior Fieldwork in Athletic Training 3 S.H.
BIOL 280 Genetics 4 S.H.
BIOL 260 General Ecology 3 S.H.
COMM 120 Introduction to Journalism 3 S.H.
COMM 211 Sports Information 3 S.H.
COMM 212 Sportswriting 3 S.H.
ECON 301 Managerial Economics I 3 S.H.
ECON 302 Managerial Economics II 3 S.H.
EDUC 160 Growth and Development 3 S.H.
EDUC 309 Children's Literature 3 S.H.
EDUC 327 Methods of Teaching Reading and Language Arts 3 S.H.
EDUC 237 Social Justice & Diversity Education 3 S.H.
EMSM 486 Management Internship 3 S.H.
EMSM 420 Senior Project 3 S.H.
ENGL 226 Creative Writing 3 S.H.
ENGL 241 Survey of American Literature I 3 S.H.
ENGL 242 Survey of American Literature II 3 S.H.
ENGL 261 Survey of British Literature I 3 S.H.
ENGL 262 Survey of British Literature II 3 S.H.
ENGL 270 American Nature Writers 3 S.H.
ENGL 301 Advanced Composition 3 S.H.
ENGL 302 Business Writing 3 S.H.
ENGL 305 Introduction to Professional Writing 3 S.H.
ENGL 306 Advanced Creative Writing 3 S.H.
ENGL 349 Modern American Poetry 3 S.H.
FREN 103 Culture of French and French Speaking Nations 3 S.H.
HLTH 303 Methods and Material 3 S.H.
HLTH 417 Organization and Administration of School Health Programs 3 S.H.
HIST 388 Studies in History (Selected Courses Only) 3 S.H.
HIST 482 History Seminar 3 S.H.
HSAD 130 YMCA: Past, Present & Future 3 S.H.
HSAD 230 YMCA Management 3 S.H.
HSAD 355 Case Management 3 S.H.
HSAD 410 Proposal Writing and Fund Raising 3 S.H.
MATH 101 Mathematics for Early Childhood/ Elementary Teachers 3 S.H.
UNDERGRADUATE DEPARTMENTS
AND AREAS OF STUDY

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

I. Visual and Performing Arts Department
Disciplines: Art, Dance, Drama, Music
Majors: Art, Art Therapy, Art Therapy/Human Services Administration, Computer Graphics, Dance
Concentrations: Art Education, Arts Management, Museum Studies, Scientific Illustration, Studio Art
Minors: Art, Art Therapy, Dance, Music, Theatre Arts
Licensure Programs: Teacher of Visual Arts (Pre-K–8, 5–12)

II. Biology/Chemistry Department
Majors: Biology, Biotechnology, Chemistry/Biology, Environmental Science, Sports Biology
Minors: Biology, Chemistry
Licensure Program: Teacher of Biology (5–8 and/or 8–12)

III. Mathematics/Physics/Computer Science Department
Majors: Computer and Information Sciences, Medical Informatics, Mathematics
Concentrations: Computer Science, Management Information Systems
Minors: Computer Science, Computer Programming, Mathematics
Licensure Program: Teacher of Mathematics (5–8 and/or 8–12)

IV. Education Department
Interdisciplinary Majors: Arts and Literature; Early Childhood Development; Environmental Education, Math, and Technology; and Multicultural Studies
Licensure Programs: Early Childhood Education (Pre-K–2), Elementary Education (1–6), Secondary Education in the following disciplines: Art, Biology, English, Mathematics, History.

V. Emergency Medical Services Management Department
Major: Emergency Medical Services Management

VI. Exercise Science and Sport Studies Department
Majors: Applied Exercise Science, Athletic Training, Community Health, Sport Management

VII. General Studies Major

VIII. Humanities Department
Disciplines: Communication, English, Modern Languages, Religion, Philosophy
Majors: English, Communications/Sports Journalism Concentrations: English Literature, American Literature, Generalist
Minors: English, Philosophy, Religion, Spanish
Licensure Program: Teacher of English (5–8 and/or 8–12)

IX. Management and Economics Department
Majors: Business Management, Health Services Administration
Minor: Business Management, Economics

X. Occupational Therapy Department
Major: Master’s degree in Occupational Therapy with a Bachelor’s degree in a related major

XI. Physician Assistant Department

Major: Physician Assistant

XII. Physical Education Teaching and Administration Department
Majors: Disabled Sports and Movement Studies, Movement and Sport Studies, Health Studies
Minor: Athletic Coaching
Licensure Program: Teacher of Physical Education (Pre-K–8) or (5–12), Teacher of Health/Family and Consumer Sciences (all grades)

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

XIV. Psychology Department
Major: Psychology
Minor: Psychology

XV. Recreation and Tourism Department
Majors: Recreation Management, Therapeutic Recreation Services
Emphases: Child Life Specialist, Outdoor Recreation, Tourism

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

XVII. Social Science Department
Disciplines: Human Services Administration, History, Political Science, Sociology
Minors: Human Services and Administration, Gerontology, History, Political Science, Sociology
Licensure Program: Teacher of History (5–8 and/or 8–12)

XVIII. School of Human Services (SHS)
Major: Bachelor of Science in Human Services

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

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

The program of study comprising the applied exercise science major is designed to develop knowledge and skills that will enable the graduate to:
1. Initiate and develop physical fitness/health assessment and maintenance programs.
2. Interpret physical fitness/health assessment data.
3. Prescribe appropriate activities for individual and group programs.
4. Educate program participants in the safe conduct and the benefits of exercise activities.
5. Organize and administer exercise/fitness programs and facilities.
6. Intervene in the practice of harmful health practices and effect attitudinal change toward the adoption of healthful activities.
7. Develop and implement strength and conditioning programs for athletes.

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

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

**Curricular Requirements**

**I. GENERAL COLLEGE REQUIREMENTS** (33 s.h. in addition to courses taken for the major)
To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

**II. APPLIED EXERCISE SCIENCE CORE** (41–46 s.h.)
AEXS 101 Introduction to Applied Exercise Science (1 s.h.)
AEXS 230 Instruction and Presentation Techniques (2 s.h.)
AEXS 260 Exercise Testing and Prescription (3 s.h.)
AEXS 284 On-Campus Practicum (2 s.h.)
AEXS 335 Measurement and Evaluation (3 s.h.)
AEXS 350 Pre-Practicum in Health/Fitness (2 s.h.)
AEXS 365 Exercise Testing and Prescription for Special Populations (3 s.h.)
AEXS 377 Stress Management (3 s.h.)
AEXS 401W Management of Health/Fitness Programs (3 s.h.)
AEXS 461 Electrocardiogram Interpretation and Graded Exercise Testing (3 s.h.)
or
AEXS 470 Strength and Conditioning (3 s.h.)
AEXS 486 Health/Fitness Fieldwork (10–15 s.h.)
MSCI 313 Physiology of Exercise (3 s.h.)
MSCI 319 Kinesiology/Biomechanics (3 s.h.)

**III. RELATED REQUIREMENTS** (45 s.h.)
BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131 Anatomy and Physiology II (3 s.h.)
BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 101 Chemistry Survey (3 s.h.)
CHEM 102 Chemistry Survey Laboratory (1 s.h.)
ENGL 302W Business and Technical Writing (3 s.h.)
HLTH 103* Personal Health (3 s.h.)
HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 261 Introduction to Nutrition (3 s.h.)
HLTH 361 Applied Nutrition (3 s.h.)
or
MSCI 440 Nutrition and Athletic Performance (3 s.h.)
MATH 115* College Algebra (3 s.h.)
MGTE 121 Marketing Principles (3 s.h.)
MOSK 101* Outdoor Pursuits (1 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PEAC 120* Relaxation (.5 s.h.)
PEPC 125* Resistance Training (1 s.h.)
PHYS 205 Physics for Movement Science (4 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)

____ 2.5 s.h. of PEAC, PEPC, or approved PEAI electives, as follows:
- Aerobic skill selective (.5 s.h.)
- Team skill selective (.5 s.h.)
- Aquatic skill selective (.5 s.h.)
- Racquet skill selective (.5 s.h.)
- Skill elective (.5 s.h.; may include PEAI credit)

**IV. ELECTIVES** (6–11 s.h., to complete 132 s.h.)
Recommended:
AEXS 471 Strength and Conditioning Applications (1 s.h.)
APPLIED EXERCISE SCIENCE
Continued

V. PROGRAM STANDARDS
Applied exercise science majors must qualify for advanced standing in order to register for the third- and fourth-year sequences of required courses (including Pre-Practicum and Fieldwork). To qualify for advanced standing, the student must meet the following standards by the conclusion of his or her sophomore year:
1. The student must have completed AEXS 284; BIOL 130, 131, 132, and 133; CHEM 101 and 102; HLTH 103 and 106; PHYS 205; and PEAC 100.
2. An overall GPA (all courses) of 2.500 or higher.
3. A grade of C- or better in all AEXS courses. (Grades of D+ or less are unacceptable and courses will need to be retaken).
4. Proper professional and responsible behavior is expected of each applied exercise science student. This includes behavior while a student (on- and off-campus) and as a member of the college community.

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

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

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 6–11 s.h. of electives will be required to complete 132 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester
AEXS 101 Introduction to Applied Exercise Science (1 s.h.)
BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters
HLTH 103* Personal Health (3 s.h.)

HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
MATH 115* College Algebra (3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PEAC 125* Resistance Training (1 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)

Two of the above, or electives to complete 132 s.h.

B. Second Year - Fall Semester
AEXS 284 On-Campus Practicum (2 s.h.)
MSCI 313 Physiology of Exercise (3 s.h.)

Second Year - Fall or Spring Semesters
ENG 302W Business and Technical Writing (3 s.h.)
PEPC 125* Resistance Training (1 s.h.)

Second Year - Spring Semester
AEXS 230 Instruction and Presentation Techniques (2 s.h.)
AEXS 260 Exercise Testing and Prescription (3 s.h.)
PHYS 205 Physics for Movement Science (4 s.h.)

C. Third Year - Fall Semester
AEXS 350 Pre-Practicum in Health/Fitness (2 s.h.)
MSCI 319 Kinesiology/Biomechanics (3 s.h.)

Third Year - Fall or Spring Semesters
HLTH 261 Introduction to Nutrition (3 s.h.)
MGTE 121 Marketing Principles (3 s.h.)

Third Year - Spring Semester
AEXS 335 Measurement and Evaluation (3 s.h.)
AEXS 365 Exercise Testing and Prescription for Special Populations (3 s.h.)

D. Fourth Year - Fall Semester
AEXS 377 Stress Management (3 s.h.)
AEXS 401W Management of Health/Fitness Programs (3 s.h.)
AEXS 461 Electrocardiogram Interpretation and Graded Exercise Testing (3 s.h.)

Fourth Year - Spring Semester
AEXS 486 Health/Fitness Fieldwork (10–15 s.h.)
The art major offers students an opportunity for the unique development of their talents in a wide range of visual arts courses and concentrations. A full spectrum of studio courses affords students the development of their personal talents in the visual arts. An assortment of methods, techniques, materials, and philosophies challenge art majors to express themselves to their fullest potential. It is the underlying philosophy of this major that students maturing as artists have a responsibility to share and lead in developing a better and more meaningful society. This commitment to artistic and social responsibility by the Visual and Performing Arts Department, its faculty, and its students is the essence of the Springfield College humanities philosophy. The prime objectives of the art major are to:

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

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

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

Curricular Requirements
I. GENERAL COLLEGE REQUIREMENTS (Depending on the concentration chosen, 37–50 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CORE REQUIREMENTS (41 s.h.)

ARTS 104 Sensitivity and the Creative Process (2 s.h.)
ARTS 105 Studio in Printmaking (3 s.h.)
ARTS 108 Studio in Drawing (3 s.h.)
ARTS 111 Studio in Design (3 s.h.)
ARTS 116* Studio in Painting (3 s.h.)
ARTS 120 Contemporary Art (3 s.h.)
ARTS 103 Studio in Computer Graphics (3 s.h.)
ARTS 203 Advanced Desktop Design (3 s.h.)
ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 218W Renaissance to Modern Art (3 s.h.)
ARTS 223 Studio in Ceramics (3 s.h.)
ARTS 228 Interarts Workshop (3 s.h.)
ARTS ___ Advanced Studio in Art (3 s.h.)
ENGL 343 Film as a Narrative Art (3 s.h.)

B. SCIENTIFIC ILLUSTRATION

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

ARTS 102 Arts and Ideas (3 s.h.)
ARTS 103 Studio in Computer Graphics (3 s.h.)
ARTS 263 Advanced Studio in Design (3 s.h.)
ARTS 324 Care and Protection of Art Objects (3 s.h.)

Select one of the following courses:
ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 218W Renaissance to Modern Art (3 s.h.)
ARTS 221 Women Artists in History (3 s.h.)
ARTS 222 Asian Arts and Culture (3 s.h.)

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

C. ARTS MANAGEMENT (42 s.h.)

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

ARTS 101 Materials and Techniques (3 s.h.)
ARTS 102 Arts and Ideas (3 s.h.)
ARTS 223 Studio in Ceramics (3 s.h.)
ARTS 263 Advanced Studio in Design (3 s.h.)
CISC 105* Introduction to Computer Concepts (3 s.h.)
ENGL 302W Business and Technical Writing (3 s.h.)
MGTE 121 Principles of Marketing (3 s.h.)
MGTE 150* Introduction to Business (3 s.h.)
MGTE 215 Principles of Management (3 s.h.)
MGTE 305 Managerial Supervision (3 s.h.)
MGTE 318 Advertising (3 s.h.)
MGTE 375 Entrepreneurial Studies (3 s.h.)
MGTE 478 Business Law (3 s.h.)

Select one of the following courses:
ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 218W Renaissance to Modern Art (3 s.h.)
ARTS 221 Women Artists in History (3 s.h.)
ARTS 222 Asian Arts and Culture (3 s.h.)

D. MUSEUM STUDIES (46–50 s.h.)
Museum studies may lead to professions as a museum registrar, exhibit designer, public relations specialist, art librarian, restorer, museum educator, or museum curator and director. In addition to the core requirements, students must take the following courses:

ARTS 102 Arts and Ideas (3 s.h.)
ARTS 103 Studio in Computer Graphics (3 s.h.)
ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 218W Renaissance to Modern Art (3 s.h.)
ARTS 223 Studio in Ceramics (3 s.h.)
ARTS 263 Advanced Studio in Design (4 s.h.)
ARTS 324 Care and Protection of Art Objects (3 s.h.)
ANTH 250* Introduction to Anthropology (3 s.h.)
ARTS 326 Museum Studies (3 s.h.)
ARTS 336 Museum Studies (3 s.h.)
MGTE 150 Introduction to Business (3 s.h.)

Select one of the following tracks:

General Track
HSAD 245 Human Behavior in Small Groups (3 s.h.)
MGTE 150 Introduction to Business (3 s.h.)
MGTE 215 Management Principles (3 s.h.)
SOCI 101 Introduction to Sociology (3 s.h.)

Conservation and Restoration Track
CHEM 121* General Chemistry I (3 s.h.)
CHEM 123* General Chemistry Laboratory I (1 s.h.)
CHEM 122 General Chemistry II (3 s.h.)
CHEM 124 General Chemistry Laboratory II (1 s.h.)
CHEM 221 Organic Chemistry I (3 s.h.)
CHEM 223 Organic Chemistry Laboratory I (1 s.h.)
CHEM 222 Organic Chemistry II (3 s.h.)
CHEM 224 Organic Chemistry Laboratory II (1 s.h.)

E. TEACHER OF VISUAL ARTS LICENSURE PROGRAM
Students who are interested in pursuing licensure as a teacher of visual arts can complete that program as a concentration, with slight modifications to the core requirements listed above. For more information, see page 39.

V. ELECTIVES (3–15 s.h., to complete 130 s.h.)

VI. ADVANCED STANDING STANDARDS
Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student’s readiness for advanced courses, various fieldwork experiences, and professional responsibilities. All art majors must qualify for advanced standing in the semester prior to completing advanced courses, fieldwork, internship, practicum, or student teaching. Students may apply for advanced standing in October, February, or in certain cases, May. Students planning to do an internship, practicum, fieldwork, or student teaching in the fall semester must apply by the previous February—the May deadline will only allow students to enroll in certain advanced courses.

In order to achieve advanced standing, students must have a record of demonstrating standards of professional competency related to attendance, preparation, academic honesty, creativity, maturity, professional behavior, empathy towards others, attitude, and aesthetic awareness. Students must also meet the following academic standards:
1. A cumulative GPA of 2.500.
2. A 2.500 GPA in all program requirements.
3. A grade of C or better in all ARTS or ATPY courses.

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

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, and Religion. The two WAC courses must also be fulfilled. 3–15 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester
ARTS 108 Studio in Drawing (3 s.h.)
ARTS 111 Studio in Design (3 s.h.)
ENGL 113* College Writing I (3 s.h.)
ENGL 114* College Writing II (3 s.h.)

First Year - Fall or Spring Semesters
PEAC 100* Fit for Life (1 s.h.)
13–16 s.h. of ACRs

B. First Year - Spring Semester
ARTS 104 Sensitivity and the Creative Process (2 s.h.)
ARTS 116* Studio in Painting (3 s.h.)
ARTS 120 Contemporary Art (3 s.h.)
ENGL 114* College Writing II (3 s.h.)

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**ART Continued**

<table>
<thead>
<tr>
<th>B. Second Year - Fall Semester</th>
<th>ARTS 105</th>
<th>Studio in Printmaking (3 s.h.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year - Fall or Spring Semesters</strong></td>
<td>ARTS 211</td>
<td>Studio in Sculpture (3 s.h.)</td>
</tr>
<tr>
<td></td>
<td>ARTS 225</td>
<td>Studio in Photography (3 s.h.)</td>
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<tr>
<td></td>
<td>____</td>
<td>8–13 s.h. of concentration requirements</td>
</tr>
<tr>
<td></td>
<td>____</td>
<td>Up to 15 s.h. of ACRs</td>
</tr>
<tr>
<td><strong>Second Year - Spring Semester</strong></td>
<td>ARTS 228</td>
<td>Three-Dimensional Design (3 s.h.)</td>
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<td></td>
<td>ARTS 190</td>
<td>Community Service Experience (2 s.h.)</td>
</tr>
</tbody>
</table>

| C. Third Year - Fall Semester | ARTS ____ | Advanced Studio in Art (3 s.h.) |
| **Third Year - Fall or Spring Semesters** | ____ | 12–18 s.h. of concentration requirements |
| | ____ | Up to 18 s.h. of ACRs |
| **Spring Semester** | ARTS 210 | Figure Drawing (3 s.h.) |

| D. Fourth Year - Fall Semester | ____ | Any uncompleted concentration or program requirements |
| | ____ | Any uncompleted ACRs or electives to total 130 s.h. |
| **Fourth Year - Spring Semester** | ARTS 386 | Supervised Field Experience (10 s.h.) |
Graduates in this major have the professional preparation necessary to work with people of all ages with varying degrees of functional or organic impairment, as well as with traditional populations in schools. Through art therapy, the therapist provides an opportunity for nonverbal expression and communication, which can promote a reconciliation of emotional conflicts and foster self-awareness and personal growth.

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

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

Students majoring in art therapy may also pursue licensure as a teacher of visual arts. Modifications to the major requirements must be made to accommodate the education requirements. More information regarding this option can be found on page 39.

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

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (41–44 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with an W.

II. CORE REQUIREMENTS (72 s.h.)

Art Studio Requirements (24 s.h.)

ARTS 101* Materials and Techniques (3 s.h.)
ARTS 104 Sensitivity and the Creative Process (2 s.h.)
ARTS 108 Studio in Drawing (3 s.h.)
ARTS 111 Studio in Design (3 s.h.)
ARTS 116 Studio in Painting (3 s.h.)
ARTS 223 Studio in Ceramics (3 s.h.)
ARTS 228 Three-Dimensional Design (3 s.h.)
ARTS ___ Advanced Studio in Arts (must total 4 s.h.)

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

Select one of the following courses:

ARTS 102 Arts and Ideas (3 s.h.)
ARTS 120 Contemporary Art (3 s.h.)
ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.)
ARTS 218W Renaissance to Modern Art (3 s.h.)

ARTS 219 American Art 1700–1900 (3 s.h.)
ARTS 221 Women Artists in History (3 s.h.)
ARTS 222 Asian Arts and Culture (3 s.h.)
ARTS 245* Contemporary Jewish Art (3 s.h.)

Art Therapy Requirements (25 s.h.)

ATPY 101 Introduction to Art Therapy (3 s.h.)
ATPY 105 Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
ATPY 203W Art Therapy with Special Needs Populations (3 s.h.)
ATPY 309W Pre-Practicum in Art Therapy and Art Education (3 s.h.)
ATPY 482 Art Therapy Seminar (3 s.h.)
ATPY 484 Practicum in Art Therapy (must total 8 s.h.)

III. ELECTIVES (14–17 s.h., to complete 130 s.h.)

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

ARTS ___ Any art history course
ARTS 270 Advanced Studio in Ceramics (3 s.h.)
ATPY 308 Art Therapy and the Elderly Client (seniors only; 2 s.h.)
ATPY 410 The Therapeutic Aspects of Clay (seniors only; 3 s.h.)
ATPY 488 Multicultural Art Therapy (3 s.h.)
ATPY 607 Integration of Art Education, Art History, and Art Therapy (seniors only; 2 s.h.)
HSAD 355 Case Management (3 s.h.)
PSYC 135 Personality and Personal Adjustment (3 s.h.)
RCTR 272* Introduction to Therapeutic Recreation (3 s.h.)
RHDS 230* Psychology of Disability (3 s.h.)
RSCH 141 Research in Art Therapy (in addition to 2 s.h. required)

IV. ADDITIONAL OPTIONS AND NOTES

Students majoring in art therapy may also pursue licensure as a teacher of visual arts. See page 39 for more information.

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

Students interested in developing clinical and administrative skills and using art as a means to bring about healing, self-awareness, improvement, and social change may choose to major in art therapy/human services and administration. (See the art therapy/human services and administration program description for more information.)
Students need a minimum of 12 s.h. of credit in psychology for entrance to graduate schools in art therapy. They also need a portfolio of their own art work, journals, case studies, and examples of client or personal art done as part of practicum experiences should also be presented as part of the graduate school admissions package.

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

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

1. A cumulative GPA of 2.500.
2. A 2.500 GPA in all program requirements.
3. A grade of C or better in all ARTS or ATPY courses.

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

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

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

<table>
<thead>
<tr>
<th>A. First Year - Fall Semester</th>
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</thead>
<tbody>
<tr>
<td>ARTS 111 Studio in Design (3 s.h.)</td>
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<tr>
<td>ARTS 116 Studio in Painting (3 s.h.)</td>
</tr>
<tr>
<td>ATPY 101 Introduction to Art Therapy (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 113* College Writing I (3 s.h.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year - Fall or Spring Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAC 100* Fit for Life (1 s.h.)</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology (3 s.h.)</td>
</tr>
<tr>
<td>___ 6–9 s.h. of ACRs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year - Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 101* Materials and Techniques (3 s.h.)</td>
</tr>
<tr>
<td>ARTS 104 Sensitivity and the Creative Process (2 s.h.)</td>
</tr>
<tr>
<td>ATPY 105 Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 114* College Writing II (3 s.h.)</td>
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<table>
<thead>
<tr>
<th>B. Second Year - Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 108 Studio in Drawing (3 s.h.)</td>
</tr>
<tr>
<td>ARTS ___ Art history selective (3 s.h.)</td>
</tr>
<tr>
<td>HSAD 245 Human Behavior in Small Groups (3 s.h.)</td>
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<thead>
<tr>
<th>Second Year - Fall or Spring Semesters</th>
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<tbody>
<tr>
<td>PSYC 109 Human Development (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 221 Abnormal Psychology (3 s.h.)</td>
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<tr>
<td>___ 13–16 s.h. of ACRs</td>
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<table>
<thead>
<tr>
<th>Second Year - Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 223 Studio in Ceramics (3 s.h.)</td>
</tr>
<tr>
<td>ATPY ___ Community Service (2 s.h.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Third Year - Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATPY 309W Pre-Practicum in Art Therapy and Art Education (3 s.h.)</td>
</tr>
<tr>
<td>___ 11–13 s.h. of ACRs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year - Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 228 Three-Dimensional Design (3 s.h.)</td>
</tr>
<tr>
<td>ATPY 203W Art Therapy with Special Needs Populations (3 s.h.)</td>
</tr>
<tr>
<td>DANC 160 Dance and Somatic Movement Therapy (3 s.h.)</td>
</tr>
<tr>
<td>RSCH 141 Research in Art Therapy (minimum of 2 s.h.)</td>
</tr>
<tr>
<td>___ 6–7 s.h. of ACRs or electives</td>
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</table>

<table>
<thead>
<tr>
<th>D. Fourth Year - Fall or Spring Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS ___ Advanced Studio in Arts (must total 4 s.h.)</td>
</tr>
<tr>
<td>ATPY 482 Seminar in Art Therapy (3 s.h.)</td>
</tr>
<tr>
<td>ATPY 484 Practicum in Art Therapy (must total 8 s.h.—may be split 4 and 4 or completed the previous summer)</td>
</tr>
<tr>
<td>PSYC 422 Interviewing and Counseling (3 s.h.)</td>
</tr>
<tr>
<td>___ Any uncompleted ACRs, program requirements, or electives to total 130 s.h.</td>
</tr>
</tbody>
</table>
ART THERAPY/ HUMAN SERVICES ADMINISTRATION

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

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

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

For more information about the art therapy and human services administration major, contact Dr. Simone Alter-Muri of the Social Science and Human Services Administration Department at (413) 748-3349, or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (38–41 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 101</td>
<td>Introduction to Human Services</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HSAD 245</td>
<td>Human Behavior in Small Groups</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HSAD 270</td>
<td>Social Welfare</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HSAD 345</td>
<td>Groupwork</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HSAD 355W</td>
<td>Case Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HSAD 365</td>
<td>Human Services Administration</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HSAD 386</td>
<td>Field Experience and Field Experience Seminar</td>
<td>11 s.h.</td>
</tr>
<tr>
<td>HSAD 410W</td>
<td>Proposal Writing and Fundraising</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>POSC 110*</td>
<td>Introduction to American Government</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

(130 semester hours)

Requirements are subject to change.

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

Art Requirements (22 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 101*</td>
<td>Introduction to Art Therapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 102</td>
<td>Arts and Ideas</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 104</td>
<td>Sensitivity and the Creative Process</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>ARTS 109</td>
<td>Studio in Drawing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Studio in Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 116*</td>
<td>Studio in Painting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS ______</td>
<td>Advanced Studio in Art</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 217</td>
<td>Arts of Prehistory to the Renaissance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 218</td>
<td>Renaissance to Modern Art</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 219</td>
<td>American Art 1700–1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 222</td>
<td>Asian Arts and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 231</td>
<td>Women Artists</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 245*</td>
<td>Contemporary Jewish Art</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATPY 101</td>
<td>Introduction to Art Therapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ATPY 105</td>
<td>Methods and Materials in Art Therapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ATPY 309</td>
<td>Pre-Practicum in Art Therapy and Art Education</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>ATPY 482</td>
<td>Seminar in Art Therapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ATPY 484</td>
<td>Practicum in Art Therapy and Art Education</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 109</td>
<td>Human Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Abnormal Psychology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

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

V. ADVANCED STANDING STANDARDS

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

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

1. A cumulative GPA of 2.500.
2. A 2.500 GPA in all program requirements.
3. A grade of C or better in all ARTS or ATPY courses.

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

### VI. SAMPLE PROGRAM BY YEAR

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

#### A. First Year - Fall Semester
- **ARTS 108** Studio in Drawing (3 s.h.)
- **ATPY 101** Introduction to Art Therapy (3 s.h.)
- **ENGL 113** College Writing I (3 s.h.)
- **PSYC 101** Introduction to Psychology (3 s.h.)

#### First Year - Fall and Spring Semesters
- **PEAC 100** Fitness for Life (1 s.h.)
- **POSC 110** Introduction to American Government (3 s.h.)
- **SOCI 101** Introduction to Sociology (3 s.h.)

#### First Year - Spring Semester
- **ARTS 104** Sensitivity and the Creative Process (2 s.h.)
- **ARTS 116** Studio in Painting (3 s.h.)
- **ATPY 105** Methods and Materials in Art Therapy (3 s.h.)
- **ENGL 114** College Writing II (3 s.h.)
- **HSAD 101** Introduction to Human Services (3 s.h.; offered every other year—may need to be taken in second year)

#### B. Second Year - Fall Semester
- **ARTS 111** Studio in Design (3 s.h.)
- **HSAD 245** Human Behavior in Small Groups (3 s.h.)

#### Second Year - Fall or Spring Semesters
- **ARTS ___** Arts history selective specified in Section II (3 s.h.)
- **PSYC 109** Human Development (3 s.h.)
- **SOCI ___** Sociology selective specified in Section I (3 s.h.)

Two of the following courses:
- **ARTS 101** Materials and Techniques (3 s.h.)
- **ARTS 223** Studio in Ceramics (3 s.h.)
- **ARTS 228** Three-dimensional Design (3 s.h.)

#### C. Third Year - Fall Semester
- **ARTS ___** Advanced Studio in Art (2 s.h.)
- **ATPY 309** Pre-Practicum in Art Therapy and Art Education (1 s.h.)
- **HSAD 270** Social Welfare (3 s.h.)
- **HSAD 345** Groupwork (3 s.h.)
- **HSAD 386** Field Experience and Field Experience Seminar (3 s.h.)

Third Year - Fall or Spring Semesters
- **ARTS ___** Any uncompleted ACR, program requirements, or electives to total 130 s.h.
- **ARTS 101** Materials and Techniques (3 s.h.)
- **ARTS 223** Studio in Ceramics (3 s.h.)
- **ARTS 228** Three-dimensional Design (3 s.h.)

#### D. Fourth Year - Fall or Spring Semesters
- **ATPY 482** Seminar in Art Therapy (must be taken concurrenly with ATPY 484; 3 s.h.)
- **ATPY 484** Practicum in Art Therapy and Art Education (5 s.h.)
- **HSAD 386** Field Experience and Field Experience Seminar (5 s.h.)

Fourth Year - Spring Semester
- **HSAD 410** Proposal Writing and Fundraising (3 s.h.)
ART THERAPY & STUDIO ART/TEACHER PREPARATION PROGRAMS

Art or art therapy majors who meet the requirements for advance standing may enter the teacher preparation program. Licensure as a teacher of visual arts can be sought at the Pre-K–8 and/or 5–12 level. Students must fulfill All-College Requirements, a studio art or art therapy major (some modifications to the majors as previously described apply—see below), and the education professional preparation core. The studio art major with elementary licensure requires 130 semester hours to complete; with secondary licensure, it requires 132. The art therapy major with elementary licensure requires 133 or 134 semester hours to complete; with secondary licensure, it requires 138 or 139. For information on art education licensure programs, contact Professor Simone Alter-Muri of the Visual and Performing Arts Department at (413) 748-3752.

Curricular Requirements

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

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. OPTION A—STUDIO ART MAJOR (49 s.h. for elementary program; 57 s.h. for secondary or dual certification)

<table>
<thead>
<tr>
<th>Studio Requirements (29 s.h.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 101 Materials and Techniques (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS 103 Studio in Computer Graphics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS 104 Sensitivity and the Creative Process (2 s.h.)</td>
<td></td>
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<tr>
<td>ARTS 105 Studio in Printmaking (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS 108 Studio in Drawing (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS 111 Studio in Design (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS 116* Studio in Painting (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS 210 Figure Drawing (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS 223 Studio in Ceramics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ARTS ___ Advanced Studio in Art (3 s.h.)</td>
<td>or</td>
</tr>
<tr>
<td>or ARTS 270 Advanced Studio in Ceramics (3 s.h.)</td>
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</tr>
</tbody>
</table>

Art Education Requirements (8 s.h.)

| Arts 190 Community Service Experience (2 s.h.) |  |
| ARTS 255 Curriculum, Methods, and Organization for Art Education Pre-K–8 (3 s.h.) |  |
| ARTS 382W Seminar in Teaching Art (3 s.h.) |  |

Art History Requirements (9 s.h.)

Select three of the following courses:

| ARTS 102 Arts and Ideas (3 s.h.) |  |
| ARTS 120 Contemporary Art (3 s.h.) |  |
| ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.) |  |
| ARTS 218 Renaissance to Modern Art (3 s.h.) |  |
| ARTS 219 American Art 1700–1900 (3 s.h.) |  |
| ARTS 221 Women Artists in History (3 s.h.) |  |
| ARTS 222 Asian Arts and Culture (3 s.h.) |  |
| ARTS 245 Contemporary Jewish Art (3 s.h.) |  |

| Additional art requirement for students only seeking elementary licensure (3 s.h.) | ARTS ___ Additional art history selective (3 s.h.) |

| Additional art requirements for students seeking secondary or dual licensure (11 s.h.) |  |
| ARTS 211 Studio in Sculpture (3 s.h.) | or |
| ARTS 228 Three-Dimensional Design (3 s.h.) |  |
| ARTS 225 Studio in Photography (3 s.h.) |  |
| ATPY 105 Methods and Materials of Art Therapy and Art Education (3 s.h.) |  |
| DRAM 141 Dramatic Workshop (or DRAM 40; 2 s.h.) |  |

III. OPTION B—ART THERAPY MAJOR (63 s.h. for elementary program; 69 s.h. for secondary or dual certification)

| Studio Requirements (26 s.h.) |  |
| ARTS 101 Materials and Techniques (3 s.h.) | or |
| ARTS 103 Studio in Computer Graphics (3 s.h.) |  |
| ARTS 104 Sensitivity and the Creative Process (2 s.h.) |  |
| ARTS 105 Studio in Printmaking (3 s.h.) |  |
| ARTS 108 Studio in Drawing (3 s.h.) |  |
| ARTS 111 Studio in Design (3 s.h.) |  |
| ARTS 116* Studio in Painting (3 s.h.) |  |
| ARTS 210 Figure Drawing (3 s.h.) |  |
| ARTS 223 Studio in Ceramics (3 s.h.) |  |
| ARTS ___ Advanced Studio in Arts (3 s.h.) | or |
| or ARTS 270 Advanced Studio in Ceramics (3 s.h.) |  |

Art History Requirements (9 s.h.)

Select three of the following courses:

| ARTS 102 Arts and Ideas (3 s.h.) |  |
| ARTS 120 Contemporary Art (3 s.h.) |  |
| ARTS 217 Arts of Prehistory to the Renaissance (3 s.h.) |  |
| ARTS 218 Renaissance to Modern Art (3 s.h.) |  |
| ARTS 219 American Art 1700–1900 (3 s.h.) |  |
| ARTS 221 Women Artists in History (3 s.h.) |  |
| ARTS 222 Asian Arts and Culture (3 s.h.) |  |
| ARTS 245 Contemporary Jewish Art (3 s.h.) |  |

Art Education Requirement (9 s.h.)

| ATPY 309 Pre-Practicum in Art Therapy and Art Education (3 s.h.) |  |
| ARTS 255 Curriculum, Methods, and Organization for Art Education Pre-K–8 (3 s.h.) |  |
| ARTS 382W Seminar in Teaching Art (3 s.h.) |  |

Art Therapy and Psychology Requirements (19 s.h.)

| ATPY 101 Introduction to Art Therapy (3 s.h.) |  |
| ATPY 203 Art Therapy with Special Needs Populations (3 s.h.) |  |
| ATPY 484 Practicum in Art Therapy (4 s.h.) |  |
| PSYC 101 Introduction to Psychology (3 s.h.) |  |
| PSYC 109 Human Development (3 s.h.) |  |
| PSYC 221 Abnormal Psychology (3 s.h.) |  |

Requirements are subject to change.
ART THERAPY OR STUDIO ART/TEACHER PREPARATION PROGRAMS Continued

Additional art requirements for students seeking secondary or dual licensure (6 s.h.)
ARTS 225 Studio in Photography (3 s.h.)
ATPY 105 Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)

IV. EDUCATION PROFESSIONAL PREPARATION CORE
(required for both studio art and art therapy majors—35 s.h. for elementary program; 37 s.h. for secondary or dual licensure)

Elementary Licensure Core (Pre-K–8)
SCIE 144 Introduction to Teaching and Learning Through Ecology (3 s.h.)
EDUC 160 Growth and Development (3 s.h.)
EDUC 399 Children's Literature (3 s.h.)
EDUC 237* Social Justice and Diversity Education (3 s.h.)
EDUC 368 Pre-Practicum I (3 s.h.)
EDUC 369 Pre-Practicum II (3 s.h.)
EDUC 468 Supervised Student Teaching (14 s.h.)
EDUC 463 Practicum Seminar (3 s.h.)

Secondary Licensure Core (5–12) or Dual Licensure
EDUC 130 Introduction to Middle and High School Teaching (2 s.h.)
EDUC 160 Growth and Development (3 s.h.)
or
PSYC 104 Educational Psychology (3 s.h.)
EDUC 318 Tutorial Pre-Practicum (3 s.h.)
EDUC 237* Social Justice and Diversity Education (3 s.h.)
EDUC 364 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 471 Learning, Teaching, and Technology (3 s.h.)
EDUC 465 Secondary Student Teaching: High School Level (7 s.h.)
EDUC 464 Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 462 Culminating Seminar (3 s.h.)

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

For studio art majors:
EDUC 471 with approval, fulfilled by ARTS 103

For art therapy majors:
EDUC 160 with approval, fulfilled by PSYC 109
EDUC 368 with approval, fulfilled by ATPY 309
or
EDUC 369 with approval, fulfilled by ATPY 309
EDUC 318 with approval, fulfilled by ATPY 309
(if EDUC 234 is taken concurrently)
or
EDUC 364 with approval, fulfilled by ATPY 309
EDUC 471 with approval, fulfilled by ARTS 103

V. ELECTIVES
Students majoring in studio art who are seeking elementary licensure have room for up to 5 s.h. of electives to complete 130 s.h. The other programs require 130 s.h. or more to complete, so no electives are needed.

VI. ADVANCED STANDING STANDARDS
Students seeking licensure must qualify for advanced standing in order to be considered officially enrolled in an educator preparation program. To achieve advanced standing:

1. Students must have successfully completed all preliminary education courses (EDUC 131, EDUC 160 or PSYC 104, etc.)
2. Students must successfully complete a core of courses in the field in which they seek licensure and must achieve a cumulative index of 2.500 in all courses for licensure at that level.
3. Students must achieve an overall cumulative index of 2.500.
4. Students must pass the communication and literacy skills portion of the Massachusetts Educator Certification Test.
5. Students must obtain the endorsement of the advisor in their major and the advisor in the education department.

Students who achieve advanced standing are considered to be officially enrolled in an educator preparation program. Once achieved, advanced standing standards must be maintained in order to continue in the program. Students who have not passed the communication and literacy skills test may petition to complete one pre-practicum (in programs where two are required), but they will NOT be allowed to do their final pre-practicum unless they have passed the communication and literacy skills test. No exceptions will be made. In addition, prior to doing their practicum, all students must pass the subject test portion of the Massachusetts Tests for Educator Licensure.

The completed application for advanced standing must be submitted to the Education Department chairperson prior to registration for junior year coursework. Applications will be reviewed by Education Department faculty; students will receive written notification of their status during the semester in which the application is filed. If a student fails to qualify for advanced standing, he or she may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed. Students who do not achieve advanced standing may continue in their major, but they will not be allowed to complete the secondary education program. More information about advanced standing and a sample application are available from the Education Department.

VII. SAMPLE PROGRAM BY YEAR
The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. (This plan assumes that approval is gained to K-waive ARTS 103 for EDUC 471, PSYC 109 for EDUC 160 [for art therapy majors], and ATPY 309 for EDUC 318.)
In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Philosophy, and Religion.

Courses marked:
1 are only required for the studio art major.
2 are only required for the art therapy major.
3 are only required for elementary licensure.
4 are only required for secondary or dual licensure.
* fulfill or partially fulfill an ACR.
W fulfill a WAC requirement.

A. First Year - Fall Semester
ARTS 111 Studio in Design (3 s.h.)
ARTS 116* Studio in Painting (3 s.h.)
ATPY 1012 Introduction to Art Therapy (3 s.h.)
ENGL 113* College Writing I (3 s.h.)
SCIE 144E Introduction to Teaching and Learning Through Ecology (3 s.h.)

A. First Year - Fall or Spring Semesters
PEAC 100* Fit for Life (1 s.h.)
PSYC 1012 Introduction to Psychology (3 s.h.)
ACRs to total 18 s.h. each semester

First Year - Spring Semester
ARTS 101 Materials and Techniques (3 s.h.)
ARTS 104 Sensitivity and the Creative Process (2 s.h.)
Note: the art therapy major requires only ARTS 101 or ARTS 105
ATPY 105* Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
EDUC 131S Introduction to Middle and High School Teaching (3 s.h.)
EDUC 160* Growth and Development (3 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
ARTS 108 Studio in Drawing (3 s.h.)
ARTS 255 Curriculum, Methods, and Organization for Art Education Pre-K–9 (3 s.h.)

Second Year - Fall or Spring Semesters
ARTS ___ 6 s.h. of art history selectives
EDUC 237* Social Justice and Diversity Education (3 s.h.)
PSYC 109* Human Development (3 s.h.)
PSYC 221* Abnormal Psychology (3 s.h.)
ACRs to total 18 s.h. each semester

Second Year - Spring Semester
ARTS 103 Studio in Computer Graphics (3 s.h.)
ARTS 190* Community Service (2 s.h.)
ARTS 210 Figure Drawing (3 s.h.)
ARTS 223 Studio in Ceramics (3 s.h.)
EDUC 399* Children's Literature (3 s.h.)

C. Third Year - Fall Semester
ARTS 105 Studio in Printmaking (3 s.h.)
ARTS 225* Studio in Photography (3 s.h.)
ATPY 309* Pre-Practicum in Art Therapy and Art Education (3 s.h.)
EDUC 368* Pre-Practicum I (3 s.h.)
EDUC 369* Pre-Practicum II (3 s.h.)
Note: for art therapy majors, one of these pre-practicums may be K-waived by ATPY 309
EDUC 234* Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)

Third Year - Fall or Spring Semesters
ARTS 211* Studio in Sculpture (fall; 3 s.h.)
or
ARTS 228* Three-Dimensional Design (spring; 3 s.h.)
ARTS ___ 3 s.h. of art history selectives (6 s.h. for studio art majors seeking elementary licensure only)
ACRs to total 18 s.h. each semester

Third Year - Spring Semester
ATPY 203* Art Therapy with Special Needs Populations (3 s.h.)
ATPY 484* Practicum in Art Therapy (may be completed during the summer; 4 s.h.)
DRAM 141S Dramatic Workshop (or DRAM 40; 2 s.h.)
EDUC 364* Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)

D. Fourth Year - Fall Semester
ARTS ___ Advanced Studio in Arts (3 s.h.)
or
ARTS 270 Advanced Studio in Ceramics (3 s.h.)
ARTS 382W Seminar in Teaching Art (3 s.h.)
ACRs to total 18 s.h. each semester

Fourth Year - Spring Semester
EDUC 462* Culminating Seminar (3 s.h.)
EDUC 463* Practicum Seminar (3 s.h.)
EDUC 464* Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 465* Student Teaching: High School Level (7 s.h.)
EDUC 468* Supervised Student Teaching (14 s.h.)
ATHLETIC TRAINING

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

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

For more information about the athletic training major, contact Professor Charles Redmond, program director and chairperson of the Exercise Science and Sports Studies Department at (413) 748-3178 or the Admissions Office at (800) 343-1257.

Curricular Requirements

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

To integrate the humanities philosophy into their lives, Springfield College students engage in the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken for the major (including additional courses) may include an additional writing requirement conducted by the athletic training faculty. Admission to the major is dependent on a composite profile of each applicant.

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

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

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

V. TRACK CORE (13 s.h.)

VI. ADDITIONAL RECOMMENDED COURSES

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

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

1. The student must have completed ATRN 110, ATRN 112, ATRN 225, ATRN 226, ATRN 284, ATRN 285, and PHED 342.
2. All ATRN courses must be completed with a grade of C- or better. Letter grades of D or F are unacceptable.
3. All other required courses must be completed with a passing grade. Grades of F or I are unacceptable.
4. A student must have a cumulative grade point average of 3.000 or higher at the conclusion of the sophomore year. At that point, students with a cumulative GPA below 2.750 will be dismissed from the program; students with a cumulative GPA between 2.750 and 2.999 may be placed on departmental probation. Probation may include a prescription and restriction from registering for any further ATRN courses until the prescription is met or until the cumulative grade point average reaches 3.000. Departmental probationary status is reviewed by the athletic training faculty on an individual basis after each semester.
5. The student must continue to meet the athletic training technical standards for admission and retention (available from the department).
6. Proper professional and responsible behavior is expected of each athletic training student at all times. This includes behavior while acting as a student athletic trainer and a member of the Springfield College family.

Appeal Process

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

VIII. RECOMMENDED PROGRAM BY YEAR

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

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ATRN 110</td>
<td>Introduction to Athletic Training</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>BIOL 130*</td>
<td>Anatomy and Physiology I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 132*</td>
<td>Anatomy and Physiology Laboratory I</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

B. First Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 131*</td>
<td>Anatomy and Physiology II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 133*</td>
<td>Anatomy and Physiology Laboratory II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Chemistry Survey</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Chemistry Survey Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>ENGL 114*</td>
<td>College Writing I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MOSK 101*</td>
<td>Outdoor Pursuits</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

C. Second Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATRN 225</td>
<td>Basic Prevention and Care of Athletic Injuries</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ATRN 284</td>
<td>Sophomore Practicum in Athletic Training I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PHYS 205</td>
<td>Physics for Movement Science</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

D. Second Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 133</td>
<td>Anatomy and Physiology Laboratory II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PEPC 125*</td>
<td>Resistance Training</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>__________*</td>
<td>.5 s.h. of PEAC, PEPC, or PEAI elective</td>
<td>0.5 s.h.</td>
</tr>
<tr>
<td>__________</td>
<td>6–9 s.h. of ACRs</td>
<td></td>
</tr>
</tbody>
</table>

E. Third Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATRN 305W</td>
<td>Athletic Injury Rehabilitation and Therapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ATRN 384</td>
<td>Junior Practicum in Athletic Training I</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

F. Third Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOST 410</td>
<td>Assessment in Sport and Movement</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 211</td>
<td>Introduction to Statistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MSCI 313</td>
<td>Physiology of Exercise</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MSCI 319</td>
<td>Kinesiology/Biomechanics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Track Core</td>
<td>6 s.h. of track courses selected</td>
<td></td>
</tr>
<tr>
<td>__________</td>
<td>with advisor</td>
<td></td>
</tr>
<tr>
<td>__________</td>
<td>9–12 s.h. of ACRs</td>
<td></td>
</tr>
</tbody>
</table>

G. Third Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATRN 307</td>
<td>Therapeutic Modalities Sport</td>
<td></td>
</tr>
<tr>
<td>ATRN 385</td>
<td>Junior Practicum in Athletic Training II</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>
### D. Fourth Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATRN 410</td>
<td>Administration/Education in Athletic Training</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ATRN 482</td>
<td>Senior Seminar in Athletic Training</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

### Fourth Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEXS 377</td>
<td>Stress Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ATRN 486W</td>
<td>Senior Fieldwork in Athletic Training</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 422</td>
<td>Interviewing and Counseling</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Track Core</td>
<td>7 s.h. of track courses selected in consultation with advisor</td>
<td></td>
</tr>
</tbody>
</table>

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

Students who wish to pursue licensure as a teacher of biology at the 5–8 and/or 8–12 grade levels must complete the secondary education licensure core in addition to requirements for the major. This generally requires at least one additional semester to complete.

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

Curricular Requirements

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

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with aw.

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

- BIOL 121* Bioscience I (3 s.h.)
- BIOL 122 Bioscience II (3 s.h.)
- BIOL 123* Bioscience Laboratory I (1 s.h.)
- BIOL 124 Bioscience Laboratory II (1 s.h.)
- CHEM 121 General Chemistry I (3 s.h.)
- CHEM 122 General Chemistry II (3 s.h.)
- CHEM 123 General Chemistry Laboratory I (1 s.h.)
- CHEM 124 General Chemistry Laboratory II (1 s.h.)
- CHEM 221 Organic Chemistry I (3 s.h.)
- CHEM 222 Organic Chemistry II (3 s.h.)
- CHEM 223 Organic Chemistry Laboratory I (1 s.h.)
- CHEM 224 Organic Chemistry Laboratory II (1 s.h.)

III. RELATED REQUIREMENTS (17 s.h.)

- CISC 105* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
- PHYS 210 General Physics I (4 s.h.)
- PHYS 211 General Physics II (4 s.h.)

Select two of the following math courses:

- MATH 115* College Algebra (3 s.h.)
- MATH 125* Precalculus Mathematics (3 s.h.)
- MATH 140* Calculus I (3 s.h.)
- MATH 142* Calculus II (3 s.h.)
- MATH 215* Probability and Statistics (3 s.h.)

IV. BIOLOGY SELECTIVES (28 s.h.)

Choose at least one course or sequence from each category:

A. Cell and Molecular Biology

- BIOL 280* Genetics (3 s.h.) and
- BIOL 281 Genetics Laboratory (1 s.h.) or
- BIOL 311 Human Microscopic Anatomy (3 s.h.) and
- BIOL 312 Human Microscopic Anatomy Laboratory (1 s.h.) or
- BIOL 315 General Microbiology (3 s.h.) and
- BIOL 317 General Microbiology Laboratory (1 s.h.) or
- BIOL 316 Applied Microbiology and Immunology (3 s.h.) and
- BIOL 318 Applied Microbiology and Immunology Laboratory II (1 s.h.) or
- BIOL 408 Cell and Molecular Biology (3 s.h.) and
- BIOL 409 Cell and Molecular Biology Laboratory (1 s.h.) or
- BIOL 420 Cellular Physiology (3 s.h.) and
- BIOL 421 Cellular Physiology Laboratory (1 s.h.) or
- An approved special topics course

B. Plant Biology

- BIOL 265 Introductory Horticulture (3 s.h.) and
- BIOL 267 Introductory Horticulture Laboratory (1 s.h.) or
- BIOL 270 Plant Biology (3 s.h.) and
- BIOL 271 Plant Biology Laboratory (1 s.h.) or
- An approved special topics course

C. Animal Biology

- BIOL 230 Animal Biology (3 s.h.) or
- BIOL 241 Developmental Biology (3 s.h.) and
- BIOL 242 Developmental Biology Laboratory (1 s.h.) or
- BIOL 250 Human Structure and Function I (3 s.h.) and
- BIOL 252 Human Structure and Function Laboratory I (1 s.h.) and
- BIOL 251 Human Structure and Function II (3 s.h.) and
- BIOL 253 Human Structure and Function Laboratory (1 s.h.) or
- BIOL 277 Field Ornithology (3 s.h.) or
- BIOL 278 Aquatic Biology (3 s.h.) and
- BIOL 279 Aquatic Biology Laboratory (1 s.h.) or
- An approved special topics course

D. Species and the Environment

- BIOL 260*W General Ecology (3 s.h.) and
- BIOL 261 General Ecology Laboratory (1 s.h.) or
- BIOL 264 Flora of New England (3 s.h.) and
- BIOL 266 Flora of New England Laboratory (1 s.h.) or
BIOL 277 Field Ornithology (3 s.h.)
or
BIOL 278 Aquatic Biology (3 s.h.)
and
BIOL 279 Aquatic Biology Laboratory (1 s.h.)
or
_____ An approved special topics course if not used as a selective in a previous category

E. Biology Electives
Select from the following courses to complete the 28 s.h. of biology electives:
BIOL ___ Any course listed above, not used as a selective
BIOL 370 Instrumentation and Methodology (2 s.h.)
BIOL 371 Instrumentation and Methodology Laboratory (1 s.h.)
BIOL 380 Field Ecology (2 s.h.)
BIOL 482 Seminar in Biology (2 s.h.)
CHEM 331 Biological Chemistry (3 s.h.)

Note: Students who have taken BIOL 130 & 131, Anatomy & Physiology, before declaring a Biology major may use those credits as part of the electives required to complete 28 s.h. of electives. They may not be used to fill the Animal Biology category and they may not be used if BIOL 250 & 251 are also taken.

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

VI. ADDITIONAL REQUIREMENTS FOR SECONDARY EDUCATION LICENSURE (37 s.h.)
Students who are interested in pursuing licensure as a teacher of biology (grades 5–8 and/or 8–12) should complete the additional requirements listed below. This generally requires at least one additional semester to complete. Advisement is provided by a member of the Chemistry/Biology Department and a member of the Education Department. (The year in parentheses indicates the first year the course can normally be taken.)

Secondary Education Core (37 s.h.)
EDUC 131 Introduction to High School Teaching (2 s.h.; first year)
EDUC 160 Growth and Development (3 s.h.; first year)
PSYC 104 Educational Psychology (3 s.h.; first year)
EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.; third year)
EDUC 237 Social Justice and Diversity Education (3 s.h.; second year)
EDUC 318 Tutorial Pre-Practicum (3 s.h.; third year)
EDUC 364 Pre-practicum—Teaching and Special Issues in Secondary Education (3 s.h.; third year)
EDUC 471 Learning, Teaching, and Technology (3 s.h.; third year)

EDUC 468 Supervised Student Teaching (14 s.h.; fourth year)
or
EDUC 465 Secondary Student Teaching: High School Level (7 s.h.; fourth year) and
EDUC 464 Secondary Student Teaching: Middle School Level (7 s.h.; fourth year)
EDUC 462 Culminating Seminar: Special Issues in Secondary Education (3 s.h.; concurrent with student teaching)

VII. PROGRAM AND ADVANCED STANDING STANDARDS
All biology majors must earn a grade of C- or better in all courses required for the major, including electives.

Students seeking teacher licensure are required to apply for and achieve advanced standing status during the spring of their sophomore year, prior to registering for pre-practicum. Once achieved, advanced standing status must be maintained. See page 124 for more information.

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. The two WAC courses must also be fulfilled.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
BIOL 121* Bioscience I (3 s.h.)
BIOL 123* Bioscience Laboratory I (1 s.h.)
CHEM 121 General Chemistry I (3 s.h.)
CHEM 123 General Chemistry Laboratory I (1 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters
CISC 105* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
1–4 s.h. of ACRs

Two math courses from the following sequence (first during fall and second during spring):
MATH 115* College Algebra (3 s.h.)
MATH 125* Precalculus Mathematics (3 s.h.)
MATH 140* Calculus I (3 s.h.)
MATH 142* Calculus II (3 s.h.)
MATH 215* Probability and Statistics (3 s.h.)
**First Year - Spring Semester**
- BIOL 122  Bioscience II (3 s.h.)
- BIOL 124  Bioscience Laboratory II (1 s.h.)
- CHEM 122  General Chemistry II (3 s.h.)
- CHEM 124  General Chemistry Laboratory II (1 s.h.)
- ENGL 114*  College Writing II (3 s.h.)

**B. Second Year - Fall Semester**
- CHEM 221  Organic Chemistry I (3 s.h.)
- CHEM 223  Organic Chemistry Laboratory I (1 s.h.)

**Second Year - Fall or Spring Semesters**
- BIOL  __  6–8 s.h. of biology selectives
- __  Up to 22 s.h. of ACRs

**Second Year - Spring Semester**
- CHEM 222  Organic Chemistry II (3 s.h.)
- CHEM 224  Organic Chemistry Laboratory II (1 s.h.)

**C. Third Year - Full Semester**
- PHYS 210  General Physics I (4 s.h.)

**Third Year - Fall or Spring Semesters**
- BIOL  __  8–12 s.h. of biology selectives
- __  8–12 s.h. of electives
- __  Any uncompleted ACRs

**Third Year - Spring Semester**
- PHYS 211  General Physics II (4 s.h.)

**D. Fourth Year - Fall or Spring Semesters**
- __  Any uncompleted biology selectives
- __  Any uncompleted program requirement, ACRs, or electives to complete 130 s.h.
Biotechnology is applied biological science. Examples of uses of biotechnology include gene therapy; development of genetically engineered compounds and drug delivery systems to treat disease; production of laboratory diagnostic tests; and development of agricultural, industrial, and environmental products. Students majoring in biotechnology may pursue careers in the biotechnology industry, scientific research, biomedical product manufacturing, quality control and assurance, product sales and marketing, epidemiology, and product licensing and technology transfer. Many of these careers may be entered with a bachelor of science degree. The biotechnology major can also serve as preparation for graduate and professional schools.

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

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (40 s.h. in addition to courses taken for the major)
To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CHEMISTRY/BIOLOGY REQUIREMENTS (47 s.h.)
- BIOL 121* Bioscience I (3 s.h.)
- BIOL 123* Bioscience Laboratory I (1 s.h.)
- BIOL 122 Bioscience II (3 s.h.)
- BIOL 124 Bioscience Laboratory II (1 s.h.)
- BIOL 280W Genetics (3 s.h.)
- BIOL 281 Genetics Laboratory (1 s.h.)
- BIOL 370 Instrumentation and Methodology (3 s.h.)
- BIOL 371 Instrumentation and Methodology Laboratory (1 s.h.)
- CHEM 121 General Chemistry I (3 s.h.)
- CHEM 123 General Chemistry Laboratory I (1 s.h.)
- CHEM 122 General Chemistry II (3 s.h.)
- CHEM 124 General Chemistry Laboratory II (1 s.h.)
- CHEM 221 Organic Chemistry I (3 s.h.)
- CHEM 223 Organic Chemistry Laboratory I (1 s.h.)
- CHEM 222 Organic Chemistry II (3 s.h.)
- CHEM 224 Organic Chemistry Laboratory II (1 s.h.)
- CHEM 331 Biological Chemistry (3 s.h.)
- CHEM 341 Analytical Chemistry (2 s.h.)
- CHEM 342 Analytical Chemistry Laboratory (2 s.h.)

Select two of the following sequences:
- BIOL 315 General Microbiology (3 s.h.)
- BIOL 317 General Microbiology Laboratory (1 s.h.)
- BIOL 316 Applied Microbiology and Immunology (3 s.h.)
- BIOL 318 Applied Microbiology and Immunology Laboratory (1 s.h.)

III. RELATED REQUIREMENTS (17 s.h.)
- CISC 105* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)
- PHYS 210 General Physics I (4 s.h.)
- PHYS 211 General Physics II (4 s.h.)

Select two of the following math courses:
- MATH 115* College Algebra (3 s.h.)
- MATH 125* Precalculus Mathematics (3 s.h.)
- MATH 140* Calculus I (3 s.h.)
- MATH 142* Calculus II (3 s.h.)
- MATH 215* Probability and Statistics (3 s.h.)

IV. CHEMISTRY/BIOLOGY SELECTIVES (8–12 s.h.)
Select two of the following sequences:
- BIOL 241 Developmental Biology (3 s.h.) and
- BIOL 242 Developmental Biology Laboratory (1 s.h.)
- or
- BIOL 250 Human Structure and Function I (3 s.h.) and
- BIOL 252 Human Structure and Function Laboratory I (1 s.h.)
- or
- BIOL 251 Human Structure and Function II (3 s.h.) and
- BIOL 253 Human Structure and Function Laboratory II (1 s.h.)
- or
- BIOL 311 Human Microscopic Anatomy (3 s.h.) and
- BIOL 312 Human Microscopic Anatomy Laboratory (1 s.h.)
- or
- CHEM 351 Physical Chemistry with Biological Applications (3 s.h.)
- CHEM 352 Physical Chemistry Laboratory (1 s.h.)

The following courses can be used as selective sequences if not used as a requirement:
- BIOL 315 General Microbiology (3 s.h.) and
- BIOL 317 General Microbiology Laboratory (1 s.h.)
- or
- BIOL 316 Applied Microbiology and Immunology (3 s.h.) and
- BIOL 318 Applied Microbiology and Immunology Laboratory (1 s.h.)
- or
- BIOL 408 Cell and Molecular Biology (3 s.h.) and
- BIOL 409 Cell and Molecular Biology Laboratory (1 s.h.)
- or
- BIOL 420 Cellular Physiology (3 s.h.) and
- BIOL 421 Cellular Physiology Laboratory (1 s.h.)

V. ELECTIVES (14–18 s.h., to complete 130 s.h.)
VI. PROGRAM STANDARDS
In order to graduate, biotechnology majors need a grade of C- or better in all courses required for the major, including selectives.

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. The second WAC course must also be fulfilled. 14-18 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

<table>
<thead>
<tr>
<th>A. First Year - Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121*</td>
</tr>
<tr>
<td>BIOL 123*</td>
</tr>
<tr>
<td>CHEM 121</td>
</tr>
<tr>
<td>CHEM 123</td>
</tr>
<tr>
<td>ENGL 113*</td>
</tr>
</tbody>
</table>

First Year - Fall or Spring Semesters

CISC 105* | Introduction to Computer Concepts (section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.) |
PEAC 100* | Fitness for Life (1 s.h.) |
| 3-6 s.h. of ACRs |

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

| MATH 115* | College Algebra (3 s.h.) |
| MATH 125* | Precalculus Mathematics (3 s.h.) |
| MATH 140* | Calculus I (3 s.h.) |
| MATH 142* | Calculus II (3 s.h.) |
| MATH 215* | Probability and Statistics (3 s.h.) |

First Year - Spring Semester

| BIOL 122 | Bioscience II (3 s.h.) |
| BIOL 124 | Bioscience Laboratory II (1 s.h.) |
| CHEM 122 | General Chemistry II (3 s.h.) |
| CHEM 124 | General Chemistry Laboratory II (1 s.h.) |
| ENGL 114* | College Writing II (3 s.h.) |

B. Second Year - Fall Semester

| BIOL 280W | Genetics (3 s.h.) |
| BIOL 281 | Genetics Laboratory (1 s.h.) |
| CHEM 221 | Organic Chemistry I (3 s.h.) |
| CHEM 223 | Organic Chemistry Laboratory I (1 s.h.) |

Second Year - Fall and Spring Semesters

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

Second Year - Spring Semester

| CHEM 222 | Organic Chemistry II (3 s.h.) |
| CHEM 224 | Organic Chemistry Laboratory II (1 s.h.) |
| CHEM 341 | Analytical Chemistry (2 s.h.) |
| CHEM 342 | Analytical Chemistry Laboratory (2 s.h.) |

C. Third Year - Fall Semester

| PHYS 210 | General Physics I (4 s.h.) |

Third Year - Fall and Spring Semesters

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

Third Year - Spring Semester

| CHEM 331 | Biological Chemistry (3 s.h.) |
| PHYS 211 | General Physics II (4 s.h.) |

D. Fourth Year - Fall or Spring Semesters

Select two of the following sequences:

| BIOL 315 | General Microbiology (fall; 3 s.h.) and |
| BIOL 317 | General Microbiology Laboratory (1 s.h.) |
| or | B. IOL 316 | Applied Microbiology and Immunology (spring; 3 s.h.) and |
| BIOL 318 | Applied Microbiology and Immunology Laboratory (1 s.h.) |
| or | BIOL 408 | Cell and Molecular Biology (fall; 3 s.h.) and |
| BIOL 409 | Cell and Molecular Biology Laboratory (1 s.h.) |
| or | BIOL 420 | Cellular Physiology (spring; 3 s.h.) and |
| BIOL 421 | Cellular Physiology Laboratory (1 s.h.) |

Fourth Year - Spring Semester

| BIOL 370 | Instrumentation and Methodology (3 s.h.) |
| BIOL 371 | Instrumentation and Methodology Laboratory (1 s.h.) |
| Any uncompleted departmental requirements or electives |
| Any uncompleted ACRs or electives to total 130 s.h. |
### UNDERGRADUATE CURRICULA

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

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

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

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

### Curricular Requirements

#### I. GENERAL COLLEGE REQUIREMENTS

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a "W".

#### II. CORE REQUIREMENTS

**Management and Economics Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 205</td>
<td>Principles of Microeconomics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ECON 301W</td>
<td>Managerial Economics I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ECON 302W</td>
<td>Managerial Economics II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 120</td>
<td>Principles of Marketing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 150</td>
<td>Introduction to Business</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 210</td>
<td>Principles of Accounting I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 211</td>
<td>Principles of Accounting II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 215</td>
<td>Principles of Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 311</td>
<td>Managerial Accounting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 315</td>
<td>Financial Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 366</td>
<td>Statistics for Business and Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 402</td>
<td>Business Policy and Control</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**MGTE 440** | Quantitative Methods (3 s.h.)
**MGTE 478** | Business Law (3 s.h.)
**MGTE 480** | Corporate Social Responsibility (3 s.h.)

**Related Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 105*</td>
<td>Introduction to Computer Concepts</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CISC 115</td>
<td>Microcomputer Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENGL 302</td>
<td>Business and Technical Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 115*</td>
<td>College Algebra</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Business Mathematics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PHIL 225*</td>
<td>Business Ethics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

A maximum of 18 s.h. of core requirements and/or track requirements may be completed through credit-by-examination programs.

#### III. REQUIRED TRACKS (12 s.h.)

Select one of the following tracks:

**A. ACCOUNTING** (12 s.h.)

Select 12 s.h. from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGTE 341</td>
<td>Business Management Field Experience</td>
<td>3–6 s.h.</td>
</tr>
<tr>
<td>MGTE 352</td>
<td>Accounting for Nonprofit Agencies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 361</td>
<td>Intermediate Accounting I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 362</td>
<td>Intermediate Accounting II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 353</td>
<td>Income Taxes</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**B. COMPUTER TECHNOLOGY** (12 s.h.)

Select four of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 165</td>
<td>Programming in Basic</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CISC 175</td>
<td>Introduction to Computer Science with C++ and Java</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CISC 215</td>
<td>COBOL and File Processing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CISC 225</td>
<td>Office Automation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CISC 275</td>
<td>Data Structures Using C++</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CISC 315</td>
<td>Database Development and Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CISC 320</td>
<td>Systems Analysis and Software Design</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

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

**C. ECONOMICS** (12 s.h.)

Select four of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 310</td>
<td>Money and Banking</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ECON 315</td>
<td>Business and Government</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ECON 350</td>
<td>Economics of Sport</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ECON 360</td>
<td>Economics of Healthcare and Healthcare Reform</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ECON ___</td>
<td>Economics elective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 341</td>
<td>Business Management Field Experience</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**D. FINANCE** (12 s.h.)

Select 12 s.h. from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 310</td>
<td>Money and Banking</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 230</td>
<td>Personal Finance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 341</td>
<td>Business Management Field Experience</td>
<td>3–6 s.h.</td>
</tr>
<tr>
<td>MGTE 375</td>
<td>Entrepreneurial Studies</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Requirements are subject to change.
E. GENERAL BUSINESS MANAGEMENT (12 s.h.)
The general business track requires 12 s.h. of courses in addition to the core requirements; these courses may be MGTE or ECON electives or any of the courses listed as components of tracks offered as part of this major.

F. MANAGEMENT (12 s.h.)
Select four of the following courses:
- HSAD 245 Human Behavior in Small Groups (3 s.h.)
- MGTE 305 Managerial Supervision (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair’s approval in advance; 3 s.h.)
- MGTE 375 Entrepreneurial Studies (3 s.h.)
- MGTE 479 Personnel Management/
  Human Resource Management (3 s.h.)

G. MARKETING (12 s.h.)
Select four of the following courses:
- MGTE 318 Advertising (3 s.h.)
- MGTE 325 Marketing Management (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair’s approval in advance; 3 s.h.)
- MGTE 345 Consumer Behavior (3 s.h., note prerequisites)
- MGTE 350 Marketing for Nonprofit Organizations (3 s.h.)
- RCTR 350 Public Relations (3 s.h.)
- SMGT 304 Sports Marketing (3 s.h.)

H. NOT-FOR-PROFIT STUDIES (12 s.h.)
Select four of the following courses:
- HSAD 365 Human Services Administration (3 s.h.)
- HSAD 410 Proposal Writing and Fundraising (3 s.h.)
- HSAD 460 Management of Volunteer Programs (3 s.h.)
- MGTE 305 Managerial Supervision (3 s.h.)
- MGTE 341 Business Management Field Experience (requires chair’s approval in advance; 3 s.h.)
- MGTE 350 Marketing for Nonprofit Organizations (3 s.h.)
- MGTE 352 Accounting for Nonprofit Agencies (3 s.h.)

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

A. First Year - Fall Semester
- CISC 105* Introduction to Computer Concepts (3 s.h.)
- ENGL 113* College Writing I (3 s.h.)
- MATH 115* College Algebra (3 s.h.)
- MGTE 150 Introduction to Business (3 s.h.)

First Year - Fall or Spring Semesters
- PEAC 100* Fit for Life (1 s.h.)
- 8–11 s.h. of ACRs

B. Second Year - Fall Semester
- ECON 200* Principles of Macroeconomics (3 s.h.)
- MGTE 210 Principles of Accounting I (3 s.h.)

Second Year - Fall or Spring Semesters
- MGTE 215 Principles of Management (3 s.h.)
- PHIL 225* Business Ethics (3 s.h.)
- 3 s.h. of track selectives
- 3 s.h. of electives
- 9–12 s.h. of ACRs

B. Second Year - Spring Semester
- ECON 205 Principles of Microeconomics (3 s.h.)
- MGTE 211 Principles of Accounting II (3 s.h.)

C. Third Year - Fall Semester
- ECON 301w Managerial Economics I (3 s.h.)
- MGTE 311 Managerial Accounting (3 s.h.)

Third Year - Fall or Spring Semesters
- ENGL 302 Business and Technical Writing (3 s.h.)
- MGTE 360 Statistics for Business and Economics (3 s.h.)
- 3 s.h. of track selectives
- 6 s.h. of electives
- 6–9 s.h. of ACRs

Third Year - Spring Semester
- ECON 302w Managerial Economics II (3 s.h.)
- MGTE 315 Financial Management (3 s.h.)

D. Fourth Year - Fall Semester
- MGTE 440 Quantitative Methods (3 s.h.)
- MGTE 478 Business Law (3 s.h.)
- MGTE 480 Corporate Social Responsibility (3 s.h.)

Fourth Year - Fall or Spring Semesters
- 6–9 s.h. of track selectives
- Any uncompleted program requirements, electives, or ACRs to complete 130 s.h.

Fourth Year - Spring Semester
- MGTE 402 Business Policy and Control (3 s.h.)

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

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

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (37–40 s.h. in addition to courses taken for the major)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

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

Chemistry Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 124</td>
<td>Organic Chemistry (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Organic Chemistry I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 222</td>
<td>Organic Chemistry II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Biological Chemistry (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 341</td>
<td>Analytical Chemistry (2 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 342</td>
<td>Analytical Chemistry Laboratory (2 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 351</td>
<td>Physical Chemistry with Biological Applications (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Physical Chemistry Laboratory (1 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

Biology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121*</td>
<td>Bioscience I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 123*</td>
<td>Bioscience Laboratory I (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 122</td>
<td>Bioscience II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Bioscience Laboratory II (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 280W</td>
<td>Genetics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 281</td>
<td>Genetics Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 315</td>
<td>General Microbiology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 317</td>
<td>General Microbiology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 316</td>
<td>Applied Microbiology and Immunology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 318</td>
<td>Applied Microbiology and Immunology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 124</td>
<td>General Chemistry Laboratory I (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Organic Chemistry (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 223</td>
<td>Organic Chemistry Laboratory I (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 222</td>
<td>Organic Chemistry II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 224</td>
<td>Organic Chemistry Laboratory II (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 331</td>
<td>Biological Chemistry (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 341</td>
<td>Analytical Chemistry (2 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 342</td>
<td>Analytical Chemistry Laboratory (2 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 351</td>
<td>Physical Chemistry with Biological Applications (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 352</td>
<td>Physical Chemistry Laboratory (1 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following sequences:

Cell and Molecular Biology (3 s.h.) and

or

Cellular Physiology (3 s.h.) and

or

III. RELATED REQUIREMENTS (17 s.h.)

Chemistry Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 105*</td>
<td>Introduction to Computer Concepts</td>
<td></td>
</tr>
<tr>
<td>PHYS 210</td>
<td>General Physics I (4 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PHYS 211</td>
<td>General Physics II (4 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

Biology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 220</td>
<td>Cell and Molecular Biology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Cell and Molecular Biology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 240</td>
<td>Developmental Biology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Developmental Biology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Human Structure and Function I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 251</td>
<td>Human Structure and Function Laboratory I (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Structure and Function II (3 s.h.)</td>
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</tr>
<tr>
<td>BIOL 253</td>
<td>Human Structure and Function Laboratory II (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 254</td>
<td>Human Structure and Function Laboratory III (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 255</td>
<td>Human Structure and Function Laboratory IV (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 260*</td>
<td>General Ecology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 261</td>
<td>General Ecology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Plant Biology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 271</td>
<td>Plant Biology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Human Microscopic Anatomy (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Human Microscopic Anatomy Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 370</td>
<td>Instrumentation and Methodology (2 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 371</td>
<td>Instrumentation and Methodology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 408*</td>
<td>Cell and Molecular Biology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 409*</td>
<td>Cell and Molecular Biology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 420*</td>
<td>Cellular Physiology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 421*</td>
<td>Cellular Physiology Laboratory (1 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

Math Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115*</td>
<td>College Algebra (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 125*</td>
<td>Precalculus Mathematics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 140*</td>
<td>Calculus I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 142*</td>
<td>Calculus II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 215*</td>
<td>Probability and Statistics (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following math courses:

or

IV. CHEMISTRY/BIOLOGY SELECTIVES (11–16 s.h.)

Select three of the following sequences:

or

V. ELECTIVES (6–14 s.h., to complete 130 s.h.)

VI. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.
In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 6–14 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
   BIOL 121* Bioscience I (3 s.h.)
   BIOL 123* Bioscience Laboratory I (1 s.h.)
   CHEM 121 General Chemistry I (3 s.h.)
   CHEM 123 General Chemistry Laboratory I (1 s.h.)
   ENGL 113* College Writing I (3 s.h.)

A. First Year - Fall or Spring Semesters
   CISC 105* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)
   PEAC 100* Fitness for Life (1 s.h.)
   _____ 1–4 s.h. of ACRs

Two math courses from the following sequence (first during fall and second during spring):
   MATH 115* College Algebra (3 s.h.)
   MATH 125* Precalculus Mathematics (3 s.h.)
   MATH 140* Calculus I (3 s.h.)
   MATH 142* Calculus II (3 s.h.)
   MATH 215* Probability and Statistics (3 s.h.)

A. First Year - Spring Semester
   BIOL 122 Bioscience II (3 s.h.)
   BIOL 124 Bioscience Laboratory II (1 s.h.)
   CHEM 122 General Chemistry II (3 s.h.)
   CHEM 124 General Chemistry Laboratory II (1 s.h.)
   ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
   BIOL 280W Genetics (3 s.h.)
   BIOL 281 Genetics Laboratory (1 s.h.)
   CHEM 221 Organic Chemistry I (3 s.h.)
   CHEM 223 Organic Chemistry Laboratory I (1 s.h.)
   _____ 8–10 s.h. of ACRs

Second Year - Spring Semester
   CHEM 222 Organic Chemistry II (3 s.h.)
   CHEM 224 Organic Chemistry Laboratory II (1 s.h.)
   CHEM 341 Analytical Chemistry (2 s.h.)
   CHEM 342 Analytical Chemistry Laboratory (2 s.h.)
   _____ 12–14 s.h. of ACRs

C. Third Year - Full Semester
   BIOL 315 General Microbiology (3 s.h.)
   BIOL 317 General Microbiology Laboratory (1 s.h.)
   CHEM 351 Physical Chemistry with Biological Applications (3 s.h.)
   CHEM 352 Physical Chemistry Laboratory (1 s.h.)
   PHYS 210 General Physics I (4 s.h.)

Third Year - Full or Spring Semesters
   _____ Up to 8 s.h. of CHEM/Biol electives
   _____ Up to 9 s.h. of electives
   _____ Any uncompleted ACRs

Third Year - Spring Semester
   BIOL 316 Applied Microbiology and Immunology (3 s.h.)
   BIOL 318 Applied Microbiology and Immunology Laboratory (1 s.h.)
   CHEM 331 Biological Chemistry (3 s.h.)
   PHYS 211 General Physics II (4 s.h.)

Fourth Year - Fall or Spring Semesters
   Select one of the following sequences:
   BIOL 408 Cell and Molecular Biology (fall; 3 s.h.) and
   BIOL 409 Cell and Molecular Biology Laboratory (1 s.h.)
   or
   BIOL 420 Cellular Physiology (spring; 3 s.h.) and
   BIOL 421 Cellular Physiology Laboratory (1 s.h.)

Fourth Year - Spring Semester
   _____ Any uncompleted CHEM/Biol requirements or electives
   _____ Any uncompleted ACRs or electives to total 130 s.h.
The communications/sports journalism major is designed to educate students in the fields of print and electronic journalism so that they may work in the media profession and/or pursue graduate studies in communications. The major seeks not only to provide preprofessional training, but also to educate the student in the traditional liberal arts and humanities. The major is interdisciplinary, allowing the student to pursue individual interests and providing a broad cultural context for the specialized field of communications/sports journalism. Communications/sports journalism majors, in consultation with their academic advisors, will be expected to work on campus publications and/or contribute writing to these publications.

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

Curricular Requirements
I. GENERAL COLLEGE REQUIREMENTS (44 s.h. in addition to courses taken for the major)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. DEPARTMENTAL REQUIREMENTS (48–55 s.h.)
COMM 120 Introduction to Journalism (3 s.h.)
COMM 134 Introduction to Communications (3 s.h.)
COMM 207 Desktop Writing and Publishing (3 s.h.)
COMM 219 Electronic Journalism (3 s.h.)
COMM 224 Advanced Journalism (3 s.h.)
COMM 386 Journalism Internship (3–10 s.h.)
ENGL 241* Survey of American Literature I (3 s.h.)
ENGL 242 Survey of American Literature II (3 s.h.)
ENGL 261W Survey of British Literature I (3 s.h.)
ENGL 262W Survey of British Literature II (3 s.h.)
ENGL 375 Structure of American English (3 s.h.) or
ENGL 377 The History of the English Language (3 s.h.)
ENGL 467 Shakespeare (3 s.h.)
ENGL 482 Seminar (3 s.h.)

Select three of the following courses:
COMM 211 Sports Information (3 s.h.)
COMM 212 Sports Writing (3 s.h.)
COMM 288 Special Topics in Sports Journalism (3 s.h.)
ENGL 216 The Athlete in Literature (3 s.h.)
ENGL 301 Advanced Composition (if not taken as a requirement; 3 s.h.)
ENGL 302 Business and Technical Writing (3 s.h.)
ENGL 303 Business and Professional Speaking (3 s.h.)
ENGL 305 Introduction to Writing as a Profession (if not taken as a requirement; 3 s.h.)

III. JOURNALISM INTERNSHIP
All students in the communications/sports journalism major must complete COMM 386, Journalism Internship for a minimum of 3 s.h. and a maximum of 10 s.h. Prior to the internship, students must successfully complete COMM 120 and COMM 219. All internships are coordinated by the COMM 386 supervisor. Students seeking an internship need the permission of the COMM 386 supervisor and must consult with the supervisor the semester before registering for COMM 386.

IV. ELECTIVES (31–38 s.h., to complete 130 s.h.)
Depending upon a student's interests, virtually any course may be used as an elective. However, the following courses pertain directly to the communications/sports journalism major and are suggested electives.

COMM 384 Practicum in Sports Journalism (2 s.h.; prerequisite is 8 s.h. of sports journalism courses)
CISC 115* Microcomputer Applications (CISC 105* or equivalent is prerequisite; 3 s.h.)
ENGL 266* Creative Writing (3 s.h.)
ENGL 234 Student Newspaper Practicum (1–2 s.h.)
ENGL 306 Advanced Creative Writing (ENGL 226* is prerequisite; 3 s.h.)
ENGL 320 Traditional Grammar and Usage (3 s.h.)
ENGL 343* Film as Narrative Art (3 s.h.)
ENGL 388* Special Topics in Narrative Film (3 s.h.)
ENGL 335 Literacy, Hypermedia, and Modern Communication (3 s.h.)
MOST 328 Psychology of Sport (PSYC 101 is prerequisite; 3 s.h.)
MOST 428 Sociology of Sport (SOCI 101 is prerequisite; 3 s.h.)
MOST 429 Heritage and Values of Movement and Sport (3 s.h.)
PHED ___ Any coaching theory course (2 s.h.; skills courses or intercollegiate athletic participation may be prerequisite)
PHED 212 Principles and Problems of Coaching (2 s.h.)
PHED 344 Athletic Administration (2 s.h.)
RCTR 350 Public Relations (3 s.h.)
SMGT 360 Introduction to Sports Law (3 s.h.)
SOCI 330 Media and Society (SOCI 101 is prerequisite; 3 s.h.)

V. SAMPLE PROGRAM BY YEAR
The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student's responsibility to ensure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.
In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 31–38 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
COMM 120 Introduction to Journalism (3 s.h.)
COMM 134 Introduction to Communication (3 s.h.)
ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters
PEAC 100 Fit for Life (1 s.h.)

First Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
COMM 207 Desktop Writing and Publishing (3 s.h.)
ENGL 241* Survey of American Literature I (3 s.h.)

Second Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 261w</td>
<td>Survey of British Literature I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>ENGL 375</td>
<td>Structure of American English</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>ENGL 377</td>
<td>The History of the English Language</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

C. Third Year - Fall Semester
ENGL 261w Survey of British Literature I (3 s.h.)
ENGL 375 Structure of American English (3 s.h.)
or
ENGL 377 The History of the English Language (3 s.h.)

Third Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 467</td>
<td>Shakespeare</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>ENGL 482</td>
<td>Seminar</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

D. Fourth Year - Fall or Spring Semesters
COMM 386 Journalism Internship (3–10 s.h.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 242</td>
<td>Survey of American Literature I</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
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</tbody>
</table>

Second Year - Spring Semester
COMM 219 Electronic Journalism (3 s.h.)
COMM 224 Advanced Journalism (3 s.h.)
ENGL 242 Survey of American Literature I (3 s.h.)

C. Third Year - Fall Semester
ENGL 261w Survey of British Literature I (3 s.h.)
ENGL 375 Structure of American English (3 s.h.)
or
ENGL 377 The History of the English Language (3 s.h.)

Third Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 262w</td>
<td>Survey of British Literature II</td>
<td>3 s.h.</td>
</tr>
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</table>

D. Fourth Year - Fall or Spring Semesters
COMM 386 Journalism Internship (3–10 s.h.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 467</td>
<td>Shakespeare</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>ENGL 482</td>
<td>Seminar</td>
<td>3 s.h.</td>
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</tbody>
</table>
The mission of Springfield College’s community health major is to advance the quality of life in our society by providing students with the knowledge, understanding, and skills needed to plan, implement, and evaluate health programs in community organizations, healthcare organizations, and worksites. The program promotes the growth and development of students in health classes by fostering decision making, critical thinking, and communication skills that lead to personal and social responsibilities.

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

The College offers an excellent curriculum for students interested in health studies. Students interested in seeking licensure as a teacher of health studies select the health studies major, while those expecting employment in a setting outside the school environment select the community health major.

For more information about the community health major, contact Professor Charles Redmond, chairperson of the Exercise Science and Sports Studies Department at (413) 748-3178 or the Admissions Office at (800) 343-1257.

Curricular Requirements

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

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a

II. DEPARTMENTAL REQUIREMENTS (46 s.h.)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HLTH 103*</td>
<td>Personal Health (3 s.h.)</td>
<td></td>
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<tr>
<td>HLTH 106</td>
<td>First Aid: Responding to Emergencies and Community CPR (2 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HLTH 210</td>
<td>Consumer Health Education (3 s.h.)</td>
<td></td>
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<tr>
<td>HLTH 255</td>
<td>Human Sexuality (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HLTH 260</td>
<td>Drugs and Society (3 s.h.)</td>
<td></td>
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<tr>
<td>HLTH 261</td>
<td>Introduction to Nutrition (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HLTH 303W</td>
<td>Methods and Materials in Health Education I (3 s.h.)</td>
<td></td>
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<tr>
<td>HLTH 343</td>
<td>Community Health (3 s.h.)</td>
<td></td>
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<tr>
<td>HLTH 387</td>
<td>Pre-Practicum in Community Health Education (2 s.h.)</td>
<td></td>
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<tr>
<td>HLTH 425</td>
<td>Human Disease (3 s.h.)</td>
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<tr>
<td>HLTH 486</td>
<td>Field Work in Community Health Education (15 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HLTH 480</td>
<td>Program Planning and Design (3 s.h.)</td>
<td></td>
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</tbody>
</table>

III. RELATED REQUIREMENTS (38 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101*</td>
<td>Basic Concepts of Modern Biology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 102*</td>
<td>Basic Concepts of Modern Biology Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 130</td>
<td>Anatomy and Physiology I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 132</td>
<td>Anatomy and Physiology Laboratory I (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 131</td>
<td>Anatomy and Physiology II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>BIOL 133</td>
<td>Anatomy and Physiology Laboratory II (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Chemistry Survey (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Chemistry Survey Laboratory (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ECON 200*</td>
<td>Principles of Macroeconomics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HSAD 410W</td>
<td>Proposal Writing and Fundraising (3 s.h.)</td>
<td></td>
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<tr>
<td>PEAC 100*</td>
<td>Fit for Life (1 s.h.)</td>
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</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
<td></td>
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<tr>
<td>PSYC 211</td>
<td>Introduction to Statistics (3 s.h.)</td>
<td></td>
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<tr>
<td>PSYC 422</td>
<td>Interviewing and Counseling (3 s.h.)</td>
<td></td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>SOCI 150*</td>
<td>Social Problems (3 s.h.)</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 211</td>
<td>Introduction to Psychology (3 s.h.)</td>
<td></td>
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<tr>
<td>PSYC 422</td>
<td>Interviewing and Counseling (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ECON 200*</td>
<td>Principles of Macroeconomics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HSAD 410W</td>
<td>Proposal Writing and Fundraising (3 s.h.)</td>
<td></td>
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</tbody>
</table>

V. ADVANCED STANDING REQUIREMENTS

Students are required to meet qualifications for advanced standing prior to attaining 75 s.h. and before registering for HLTH 387, Pre-Practicum in Community Health Services. During the sophomore year students must file a formal written application with the chairperson of the department. Applications are available in the department office. Students must continue to meet advanced standing qualifications throughout their junior and senior years. Minimum standards for advanced standing are:

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

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

Requirements are subject to change.

rev. 7/13/01
VI. SAMPLE PROGRAM BY YEAR

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

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
CHEM 101 Chemistry Survey (3 s.h.)
CHEM 102 Chemistry Survey Laboratory (1 s.h.)
ENGL 113* College Writing I (3 s.h.)
HLTH 103* Personal Health (3 s.h.)

First Year - Fall or Spring Semesters
Entrepreneurial Education (1 s.h.)

First Year - Spring Semester
BIOL 101* Basic Concepts of Modern Biology (3 s.h.)
BIOL 102* Basic Concepts Laboratory (1 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
BIOL 130 Anatomy and Physiology I (3 s.h.)
BIOL 132 Anatomy and Physiology Laboratory I (1 s.h.)
HLTH 210 Consumer Health (3 s.h.)

Second Year - Fall or Spring Semesters
HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 260 Drugs and Society (3 s.h.)
HLTH 261 Introduction to Nutrition (3 s.h.)
SOCI 150* Social Problems (3 s.h.)

Second Year - Spring Semester
BIO 131 Anatomy and Physiology II (3 s.h.)
BIO 133 Anatomy and Physiology Laboratory II (1 s.h.)

C. Third Year - Fall Semester
ECON 200* Principles of Microeconomics (3 s.h.)
HLTH 303w Methods and Materials in Health Education I (3 s.h.)

Third Year - Fall or Spring Semesters
HLTH 255 Human Sexuality (3 s.h.)
PSYC 211 Introduction to Statistics (3 s.h.)
PSYC 422 Interviewing and Counseling (3 s.h.)

Third Year - Spring Semester
HLTH 343 Community Health Education (3 s.h.)
HLTH 480 Program Planning and Design (3 s.h.)
HSAD 410w Proposal Writing and Fundraising (3 s.h.)

D. Fourth Year - Fall Semester
HLTH 387 Pre-Practicum in Community Health Education (3 s.h.)

Fourth Year - Fall or Spring Semesters
HLTH 425 Human Disease (3 s.h.)

Fourth Year - Spring Semester
HLTH 486 Field Work in Community Health Education (15 s.h.)

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.
The computer and information sciences major at Springfield College is a professional program that includes two tracks of study: management information systems and computer science. The management information systems track prepares computer professionals with advanced skills in computer information processing and business management. Students learn about the latest technological advances in both computer software and hardware applications within a business enterprise. The computer science track provides the student with a more traditional education in computer science. Both theoretical and applied aspects of computer science are stressed. Graduates of the computer science program track have the flexibility to obtain employment in a variety of industries requiring computational skills, as well as a sound knowledge of computer systems hardware, computer programming, and the use of standard microcomputer applications programs.

Students in both tracks can tailor their electives to emphasize any combination of theoretical and applied computer science and mathematics courses, as well as pursue minors in programs such as mathematics and business management. Students are also strongly encouraged to pursue the cooperative education option in order to gain on-the-job experience. Students can postpone their decision on which track to follow until the end of the first year without any significant impact on their program curriculum.

In the computer systems seminar course, students enrich their knowledge of computer systems by pursuing areas of study such as advanced topics in database management systems, networking, and computer architecture.

For more information about the computer and information sciences major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (40–41 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a "w".

II. CORE REQUIREMENTS (33 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CISC 105*</td>
<td>Introduction to Computer Concepts (3 s.h.)</td>
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<tr>
<td>CISC 115</td>
<td>Microcomputer Applications (3 s.h.)</td>
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<tr>
<td>CISC 175</td>
<td>Introduction to Computer Science with C++ and Java (3 s.h.)</td>
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<tr>
<td>CISC 235</td>
<td>Computer Logic Design (3 s.h.)</td>
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<tr>
<td>CISC 255</td>
<td>Data Communications and Distributed Processing (3 s.h.)</td>
<td></td>
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<tr>
<td>CISC 275</td>
<td>Data Structures Using C++ (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 315</td>
<td>Database Development and Management (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

III. TRACK REQUIREMENTS (29–48 s.h.)

A. MANAGEMENT INFORMATION SYSTEMS TRACK (48 s.h.)

B. COMPUTER SCIENCE TRACK (29 s.h.)

IV. ELECTIVES (8–28 s.h., to complete 130 s.h.)

V. ADVANCED STANDING AND PROGRAM STANDARDS

Requirements are subject to change.
5. Have completed or be in the process of completing any program requirements in which an incomplete was received. (Incomplete grades in program requirements must be completed by the end of the semester following the receipt of the incomplete, unless an extended deadline has been negotiated.)

Students who do not meet these minimum standards are placed on departmental probationary status for a period of not more than one year. A student will be removed from departmental probationary status if and only if the minimum standards for advanced standing have been met. A student who is unable to meet the minimum standards during the probationary period will be subject to being dropped from the major. Once achieved, advanced standing must be maintained in order to continue in the major and complete the program.

VI. SAMPLE PROGRAM BY YEAR

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Justice, Philosophy, and Religion. Depending on the track selected, the student may also need to fulfill Natural Science, Social Science, and the second Writing-Across-the-Curriculum course. 8–28 s.h. of electives will be required to complete 130 s.h.

Courses marked:
1 are required for the management information systems track.
2 are required for the computer science track.
* fulfill or partially fulfill an ACR.
W fulfill a WAC requirement.

A. First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>Introduction to Computer Concepts (3 s.h.)</td>
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<tr>
<td>ENGL 113*</td>
<td>College Writing I (3 s.h.)</td>
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<tr>
<td>MATH 115</td>
<td>College Algebra or higher level math course (3 s.h.)</td>
<td></td>
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<tr>
<td>MATH 140</td>
<td>Calculus I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 150</td>
<td>Introduction to Business (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

First Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAC 100*</td>
<td>Fitness for Life (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACRs to total 33–36 s.h. for the year</td>
<td></td>
</tr>
</tbody>
</table>

First Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 115</td>
<td>Microcomputer Applications(3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 175</td>
<td>Introduction to Computer Science with C++ and Java (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ENGL 114*</td>
<td>College Writing II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 120</td>
<td>Business Mathematics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 142</td>
<td>Calculus II (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

B. Second Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 275</td>
<td>Data Structures Using C++(3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 315</td>
<td>Database Development and Management (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ECON 200*</td>
<td>Principles of Macroeconomics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 135</td>
<td>Contemporary Mathematics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 210*</td>
<td>Principles of Accounting I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACRs and electives to total 16–18 s.h.</td>
<td></td>
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</table>

Second Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 165*</td>
<td>Programming in BASIC (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 215*</td>
<td>COBOL and File Processing (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 280*</td>
<td>Object-Oriented Programming with Java (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 235</td>
<td>Computer Logic Design (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ECON 205*</td>
<td>Principles of Microeconomics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 211*</td>
<td>Principles of Accounting II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 215*</td>
<td>Principles of Management (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACRs and electives to total 16–18 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

C. Third Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 245*</td>
<td>Human Behavior in Small Groups (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 311*</td>
<td>Managerial Accounting (3 s.h.)</td>
<td></td>
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</tbody>
</table>

Third Year - Fall Semester or Spring Semesters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 302*</td>
<td>Business and Technical Writing (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 215*</td>
<td>Probability and Statistics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laboratory sciences (4 s.h.1 or 8 s.h.2, approved by advisor)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACRs and electives (as applicable) to total 33–36 s.h. for the year</td>
<td></td>
</tr>
</tbody>
</table>

As offered; may need to be delayed to the fourth year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 255</td>
<td>Data Communications and Distributed Processing (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 320*</td>
<td>Systems Analysis and Software Design (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 375*</td>
<td>Computer Architecture (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 410*</td>
<td>Fundamentals of Operating Systems (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CISC 482</td>
<td>Computer Systems Seminar (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 310*</td>
<td>Linear Algebra (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MATH 410*</td>
<td>Introductory Discrete Mathematics (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

C. Third Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGTE 121</td>
<td>Principles of Marketing (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

D. Fourth Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGTE 402*</td>
<td>Quantitative Methods (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any uncompleted program requirements from third year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACRs and electives (as applicable) to total 16–18 s.h. for the year</td>
<td></td>
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</tbody>
</table>

Fourth Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGTE 315*</td>
<td>Financial Management (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any uncompleted program requirements, ACRs, or electives to total 130 s.h.</td>
<td></td>
</tr>
</tbody>
</table>
COMPUTER GRAPHICS

The computer graphics major at Springfield College is a hands-on art program that emphasizes three main areas of study: 3-D animation, multimedia design, and graphic web design. These three areas prepare students with the necessary skills and knowledge to compete in the rapidly growing field of computer graphic web design and animation.

Students will explore traditional animation through the use of computers and video editing. Advanced students will work on state-of-the-art equipment, creating artwork, graphic designs, 3-D animation, and websites. In the senior year, students will select an internship/fieldwork placement. This will enable the student/computer artist to experience the job market—the “real world” of the computer graphic industry.

For more information about the computer graphics major, contact Professor Ruth West of the Visual and Performing Arts Department at (413) 748-3679 or by e-mail at Ruth_West@spfldcol.edu. Information is also available from the Admissions Office, (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (44–50 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CORE REQUIREMENTS (50 s.h.)

ARTS 102 Arts and Ideas (3 s.h.)
ARTS 103 Studio in Computer Graphics (3 s.h.)
ARTS 104 Sensitivity and the Creative Process (2 s.h.)
ARTS 108 Studio in Drawing (3 s.h.)
ARTS 111 Studio in Design (3 s.h.)
ARTS 116* Studio in Painting (3 s.h.)
ARTS 120 Contemporary Art (3 s.h.)
ARTS 190 Community Service Experience (2 s.h.)
ARTS 202 Computer Animation (3 s.h.)
ARTS 203 Advanced Desktop Design (3 s.h.)
ARTS 210 Figure Drawing (3 s.h.)
ARTS 231 3-D Animation (3 s.h.)
ARTS 260 Advanced Computer Graphics (3 s.h.)
ARTS 386 Supervised Field Experience (10 s.h.)
RSCCH 141 Research Project in Computer Graphics (3 s.h.)

III. SELECTIVE REQUIREMENTS (15 s.h.)

Select one of the following art history courses:

Select one of the following studio courses:

ARTS 211 Studio in Sculpture (3 s.h.)
ARTS 223 Studio in Ceramics I (3 s.h.)
ARTS 225 Studio in Photography (3 s.h.)
ARTS 228 Three-Dimensional Design (3 s.h.)

Select 9 s.h. from these courses:

CISC 105* Introduction to Computer Concepts (3 s.h.)
CISC 175* Computer Science with C++ and Java (CISC 105 or instructor’s permission is prerequisite; 3 s.h.)
CISC 280 Object-Oriented Programming with Java (3 s.h.)
DRAM 130 Stage Production (3 s.h.)
ARTS 248 Interarts Workshop (3 s.h.)

IV. REQUIRED SPECIALIZATION (9 s.h.)

Select one of the following sequences:

Presentation and Web Sequence

ARTS 263 Advanced Studio in Design—Portfolio Preparation (3 s.h.)
CISC 335 Literacy, Hypermmedia, and Modern Composition (3 s.h.)
MGTE 318 Advertising (3 s.h.)

Animation Sequence

Select three of the following courses:

ARTS 260 Advanced Studio in Computer Graphics (3 s.h.)
DANC 110 Laban Movement Analysis (3 s.h.)
ENGL 343 Film as a Narrative Art (3 s.h.)
MUSC 133 Music Technology (3 s.h.)

V. ELECTIVES (6–12 s.h., to complete 130 s.h.)

Choose electives in consultation with an advisor.

VI. ADVANCE STANDING STANDARDS

Advanced standing is an assessment by the faculty in the Visual and Performing Arts Department of the student’s readiness for advanced courses, various fieldwork experiences, and professional responsibilities. All computer graphics majors must qualify for advanced standing in the semester prior to completing advanced courses, fieldwork, internship, or practicum. Students may apply for advanced standing in October, February, or in certain cases, May. (Students planning to do an internship, practicum, or fieldwork in the fall semester must apply by the previous February—the May deadline will only allow students to enroll in certain advanced courses).

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

1. A cumulative GPA of 2.500.
2. A 2.500 GPA in all program requirements.
3. A grade of C or better in all ARTS or ATPY courses.
4. Presentation of an individually designed resume, a professional portfolio of art work, and a reel of video animation.

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

### VII. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 17.25 s.h. a semester to complete this program in four years (allowing for a 10 s.h. field placement in the spring of their senior year).

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Health, Physical Education, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, and Religion. In addition, the WAC requirements must be fulfilled. 6–12 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a † fulfill a WAC requirement.

#### A. First Year - Fall Semester
- ARTS 103 Studio in Computer Graphics (3 s.h.)
- ARTS 108 Studio in Drawing (3 s.h.)
- ARTS 111 Studio in Design (3 s.h.)
- ENGL 113* College Writing I (3 s.h.)

#### First Year - Fall or Spring Semesters
- PEAC 100* Fit for Life (1 s.h.)
- CISC 105* Introduction to Computer Concepts (3 s.h.)
- ENGL 113* College Writing I (3 s.h.)

---

#### B. Second Year - Fall Semester
- ARTS 203 Advanced Desktop Design (3 s.h.)

#### Second Year - Fall or Spring Semesters
- ARTS 116* Studio in Painting (3 s.h.)
- ARTS ___ Art history selective (3 s.h.)
- CISC 175* Computer Science with C++ and Java (CISC 105 or instructor's permission is prerequisite; 3 s.h.)
- DRAM 130* Stage Production (3 s.h.)
- _____ Up to 21 s.h. of ACRs

#### Second Year - Spring Semester
- ARTS 202 Computer Animation (3 s.h.)
- ARTS 228 Three-Dimensional Design (3 s.h.)

#### C. Third Year - Fall Semester
- ARTS 231 3-D Animation (3 s.h.)

#### Third Year - Fall or Spring Semesters
- ARTS ___ Studio selective (3 s.h.)
- ARTS 248 Interarts Workshop (3 s.h.)
- ARTS 260 Advanced Computer Graphics (3 s.h.)
- _____ Any uncompleted selective requirements
- _____ Up to 18 s.h. of ACRs

#### Third Year - Spring Semester
- ARTS 120 Contemporary Art (3 s.h.)
- CISC 280† Object-Oriented Programming with Java (3 s.h.)

#### D. Fourth Year - Fall Semester
- ARTS 190 Community Service Experience (2 s.h.)
- RSCH 141 Research Project in Computer Graphics (3 s.h.)
- _____ Selected specialization courses
- _____ Electives, chosen in consultation with advisor, to complete 130 s.h.
- _____ Any uncompleted program requirement or ACRs

#### Fourth Year - Spring Semester
- ARTS 386 Supervised Field Experience (10 s.h.)

* if chosen as a selective requirement
DANCE

Dance is the art of movement and a fundamental expression of human experience. Through dance, as in all the arts, students develop the capacity to transform themselves, to become artist-leaders in their communities, and to effect positive social change. In the past two decades, the study and application of dance knowledge has crossed over into other areas: the humanities, health/fitness, medicine, rehabilitation, therapy, and education. Dance has been increasingly brought into the mainstream of the helping professions.

The dance major gives students the opportunity to develop their talents, creativity, and skills; study dance in depth; and prepare for a career in dance or a related field. The curriculum prepares students for graduate programs in dance performance and choreography, dance education, dance/movement therapy, somatics, and other related fields. Students may wish to combine dance in a double major with psychology as further preparation for a career in dance/movement therapy. They may also wish to take courses in management and economics to prepare for a career as an art administrator, independent consultant, or small business owner. Fieldwork and internships provide students with the opportunity to work closely with a dance professional, community project, or established dance institution.

For more information about the dance major, contact Dr. Cynthia Noble of the Visual and Performing Arts Department at (413) 748-3158 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (43–44 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. MAJOR REQUIREMENTS (50 s.h.)

Core Dance Requirements (29 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 101*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC 110</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC 130</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC 135</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC 150</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC 184</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>DANC 215</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC ___</td>
<td>(3 s.h.)</td>
</tr>
<tr>
<td>PEAC ___*</td>
<td>(2 s.h.)</td>
</tr>
</tbody>
</table>

A total of 4 s.h. from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSCH 141</td>
<td>1–4 s.h.</td>
</tr>
<tr>
<td>DANC ___</td>
<td>1–4 s.h.</td>
</tr>
</tbody>
</table>

Dance Selectives (7 s.h.)

Select a minimum of 7 s.h. from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC ___</td>
<td>(3 s.h.)</td>
</tr>
<tr>
<td>DANC 160</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC 201</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MOSK 230*</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Related Requirements (14 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 130*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 132*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 133</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MUSC 108</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 248</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DRAM 101</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DRAM 110</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DRAM 150</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

III. ELECTIVES (36–37 s.h. to complete 130 s.h.)

The following electives are highly recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 104</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARTS 210</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>APTY 101</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MGTE 121</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Any selectives listed above which were not used to fill a requirement

IV. SAMPLE PROGRAM BY YEAR

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Mathematics, Computer Science, Health, Literature, Second Language/Culture, History, Social Science, Social Justice, Philosophy, Religion, and Writing-Across-the-Curriculum. Students must also insure that they fulfill their fourth credit of skills courses. 36–37 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 132*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>DANC 101*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENGL 113*</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
First Year - Fall or Spring Semesters
PEAC ___* 1 s.h. of dance skills courses (folk dance, line dancing, etc.; selected courses in movement, for example, yoga, may be substituted with advisor’s approval)
PEAC 100* Fit for Life (1 s.h.)
_____ 5–8 s.h. of ACRs
One of the following:
DANC 130 Ballet Theory and Technique I (3 s.h.)
DANC 135 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
DANC 150 Jazz Dance Theory and Technique I (3 s.h.)

First Year - Spring Semester
BIOL 131 Anatomy and Physiology II (3 s.h.)
BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
DANC 110 Laban Movement Analysis (3 s.h.)
DANC 184 Dance Performance Practicum (2 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
DANC 215 Choreography I (3 s.h.)
MUSC 108 Music Appreciation (3 s.h.)

Second Year - Fall or Spring Semesters
PEAC ___* 1 s.h. of dance skills courses
_____ 12 s.h. of ACRs
_____ 5–8 s.h. of electives
The remaining two of the following:
DANC 130 Ballet Theory and Technique I (3 s.h.)
DANC 135 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
DANC 150 Jazz Dance Theory and Technique I (3 s.h.)

Second Year - Spring Semester
DANC___* Choreography II (3 s.h.)

C. Third Year - Fall Semester
MOSK 230* Approaches to Dance Education (1 s.h.)

Third Year - Fall or Spring Semesters
DANC 160* Introduction to Dance and Somatic Movement Therapy (3 s.h.)
_____ ACRs or electives to total 33–36 s.h. for the year
One of the following:
ARTS 248 Interarts Workshop (3 s.h.)
DRAM 101 Introduction to the Theatre (3 s.h.)
DRAM 110 Acting (3 s.h.)
DRAM 150 Creative Dramatics and Improvisation (3 s.h.)

Third Year - Spring Semester
DANC 201* Teaching Dance (3 s.h.)

D. Fourth Year - Fall or Spring Semesters
DANC___ Supervised Field Experience (minimum of 3 s.h.)
_____ Any uncompleted program requirements, ACRs or electives to total 130 s.h.
A total of 4 s.h. from the following:
RSCH 141 Independent Study (1–4 s.h.)
DANC___ Advanced Dance Studio (1–4 s.h.)

* if chosen as a selective
DISABLED SPORTS AND MOVEMENT STUDIES

As a component of the humanics philosophy of service to all people, Springfield College has a rich heritage and historical tradition of providing physical education, recreation, and sports opportunities to individuals who have a disability. The United States Sports and Fitness Center for the Disabled (USSFCD) of Springfield College is able to focus resources toward the establishment of age-group development programs, camps for elite athletes, and the training of coaches and officials for the disabled sports movement.

The courses offered in disabled sports and movement studies are cross-disciplinary and are designed to provide undergraduate students with a wide range of skills which may be utilized in a variety of job settings offering sports, fitness, and recreational programs for individuals with disabilities. Fieldwork experiences will be assigned in conjunction with activities offered by the UUFF, the YMCA, fitness centers, and human services agencies. Some field experience may need to be completed during the semester break and/or summer months.

For more information about this major, contact Dr. Beth Evans of the Physical Education Teaching and Administration Department at (413) 748-3152 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (24 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. MOVEMENT STUDIES CORE REQUIREMENTS (43–44 s.h.)

or

PHED 344  Athletic Administration (2 s.h.)
PHED 462  Physical Education for the Mentally Retarded and Those with Related Disorders (2 s.h.)

III. RELATED CORE REQUIREMENTS (46–50 s.h.)

or

PHED 308W  Adapted Physical Education Programming (3 s.h.)

PHED 344  Athletic Administration (2 s.h.)
PHED 462  Physical Education for the Mentally Retarded and Those with Related Disorders (2 s.h.)

IV. REQUIRED SKILLS COURSES (9 s.h.)

or

AEXS 260  Exercise Testing and Prescription (3 s.h.)

PHED 342  Sports First Aid and Injury Prevention (3 s.h.)

PHED 308W  Adapted Physical Education Programming (3 s.h.)

PHED 462  Physical Education for the Mentally Retarded and Those with Related Disorders (2 s.h.)

V. CONCENTRATION COURSES OR ELECTIVES

Disabled sports and movement studies students must complete 5–10 s.h. of physical education concentration courses or electives, chosen in consultation with their academic advisor.
VI. PROGRAM AND ADVANCED STANDING REQUIREMENTS
All students in the disabled sports and movement studies major must qualify for advanced standing at the end of the sophomore year or upon completion of 55 semester hours (25 semester hours for transfer students). The Appraisal and Retention Committee assesses each student’s readiness for fieldwork and professional duties. The faculty believes each student should demonstrate competence in fitness, academics, and professional behavior. In fitness, the student’s commitment to an active lifestyle will be displayed through an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline. Professionally, the student must exhibit appropriate behaviors, appearance, attitude, ability to meet deadlines, interpersonal skills, and responsibility.

In order to qualify for advanced standing the student must:
1. Have passed PEPC 100, Fit for Life.
2. Meet or exceed a 2.500 academic cumulative index.
3. Meet or exceed a 2.750 professional cumulative index, consisting of any courses taken with the following prefixes: AEXS, HLTH, MOST, MSCI, PHED, PEAC, PEPC, and RCTR. (cumulative indexes will be from the last semester completed).
4. Have no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.
5. Have a grade of C or better in PHED 102, 227, and 308.
6. Meet the technical standards for the department (available from the PETA department office).

Students will be notified in writing of the Appraisal and Retention Committee’s decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student’s advisement folder. If the contract is met, the student will be granted advanced standing status at the beginning of the following semester.

Failure to Achieve or Maintain Advanced Standing
If a student is denied advanced standing at the end of the sophomore year, continuity in the MOST program will be in jeopardy. The student will be allowed to remain in the program for one more semester on departmental probation. If the indexes are too low, a contract will be developed, that the student must fulfill during the next semester. The contract will include the grades necessary for raising the student’s cumulative indexes. (It is suggested that the classes in which low grades were received be retaken.) The student signs the contract and a copy is placed in the advisement folder. If the contract is met, the student will be granted advanced standing status at the beginning of the following semester.

At the completion of 80 semester hours, any DSMS major who has not achieved advanced standing will be removed from the DSMS program. Students will have to choose a new major and spend their remaining semesters meeting the requirements of the new major. (Students in other majors may not register for a MOST practicum or fieldwork experience). While in the new major, determined students who eventually meet advanced standing criteria may submit a written petition to the department chairperson for readmittance into the program. (Grades received for MOST 410, 428, 429 and any 200-level HLTH or AEXS course will not be used to determine cumulative indexes for advanced standing.) If readmitted, additional semesters will be required to complete the degree.

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Literature, Visual and Performing Arts, History, Philosophy, and Religion. 5–10 s.h. of electives will be required to complete 132 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
BIOL 130* Anatomy and Physiology I (3 s.h.)  
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)  
ENGL 113* College Writing I (3 s.h.)

B. First Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)  
MATH 115* College Algebra (3 s.h.)  
MOST 140 Movement Concepts and Fundamental Motor Patterns (1 s.h.)

First Year - Fall or Spring Semesters
HLTH 103* Personal Health (3 s.h.)  
MATH 115* College Algebra (3 s.h.)

A. Second Year - Fall Semester
ENGL 114* College Writing II (3 s.h.)  
MOST 105 Lifespan Motor Development (3 s.h.)  
MOST 112 Exercise Physiology (1 s.h.)

B. Second Year - Fall Semester
PEPC 264 Track and Field I (.5 s.h.)

Second Year - Fall or Spring Semesters
MGTE 121 Marketing Principles (3 s.h.)

or
RCTR 348 Management of Leisure Services (3 s.h.)

MGTE 352 Accounting for Non-Profit Agencies (3 s.h.)  
MOST 224w Motor Learning and Skill Acquisition (3 s.h.)  
PEPC 206* Water Safety Instructor (1 s.h.)
### PEPC 244  Basketball (.5 s.h.)
PHED 227  Physical Education Design and Implementation: 5–12 (3 s.h.)

**Second Year - Spring Semester**

PHYS 205  Physics for Movement Science (2–4 s.h.)
RHDS 230*  Psychology of Disability (3 s.h.)
_____ 9 s.h. of ACRs
_____ 3 s.h. of electives

### C. Third Year - Fall or Spring Semesters

AEXS 260  Exercise Testing and Prescription (3 s.h.)
or
PHED 342  Sports First Aid and Injury Prevention (3 s.h.)
HLTH 261  Introduction to Nutrition (3 s.h.)
MSCI 313  Physiology of Exercise (3 s.h.)
MSCI 319  Kinesiology/Biomechanics (3 s.h.)
MOST 328  Psychology of Sport (3 s.h.)
MOST 384  Practicum in Movement Studies (1 s.h.; a B or better in this course is a prerequisite for MOST 486)

PEPC 258  Volleyball (.5 s.h.)
PEPC 265  Archery/Badminton (.5 s.h.)
PHED 212  Principles and Problems of Coaching (2 s.h.)
PHED 308W  Adapted Physical Education Programming (3 s.h.)
_____ 9 s.h. of ACRs

One of the following courses:
COMM 111  Sports Information (3 s.h.)
COMM 112  Sports Writing (3 s.h.)
COMM 119  Electronic Journalism (spring; 3 s.h.)

### D. Fourth Year - Fall or Spring Semesters

HSAD 230  YMCA Management (3 s.h.)
MOST 410  Assessment in Movement and Sport (3 s.h.)
MOST 428  Sociology of Sport (2 s.h.)
MOST 486  Fieldwork in Disabled Sports and Movement Studies (4 s.h.)
PHED ___ 2–4 s.h. of coaching selectives
PHED 344  Athletic Administration (2 s.h.)
or
RCTR 410  Sports and Recreation Facility Management (fall; 3 s.h.)
RHDS 378*  Introduction to Manual Communication/Issues of Deaf Culture (3 s.h.)
or
SPAN ___*  Spanish selective (3 s.h.)
RCTR 350  Public Relations (3 s.h.)
_____ 1 s.h. of PEAC 120, 121, or 130, or PEPC 254 or 281
_____ Any uncompleted program requirements, ACRs and 5–8 s.h. of electives to total 132 s.h.

### Fourth Year - Spring Semester

PEAC 208*  Adapted Aquatics Instructor (1 s.h.)
PHED 462  Physical Education for the Mentally Retarded and Those with Related Disorders (2 s.h.)
EARLY CHILDHOOD AND ELEMENTARY EDUCATION LICENSURE PROGRAMS & EDUCATION IN NON-SCHOOL SETTINGS

The goal of the Education Department is to prepare students for teacher licensure or for providing educational services in settings such as museums, parks, youth organizations, or human service agencies. Students in these programs complete one of four interdisciplinary majors:

- arts and literature (ARLT)
- early childhood development (ECDV)
- environmental education, math, and technology (EEMT)
- multicultural studies (MCST)

In addition to the major, students complete one of two tracks, depending on which path they wish to pursue: licensure in education or education in non-school settings. All of these programs emphasize both academic and professional competence, combining theoretical education in the college classroom with applied practice in fieldwork placements. Springfield College also offers secondary education programs in the following majors: biology, English, history, and mathematics. In addition, students can prepare for licensure as a teacher of health studies, physical education, or visual arts.

Licensure students may begin their interdisciplinary major and licensure requirements upon their admission to the College, but they are not considered officially enrolled in the teacher preparation program until they qualify for advanced standing. More information about advanced standing can be found in Section V below.

For more information about education programs or the interdisciplinary majors, contact Dr. Eileen Cyr, chairperson of the Education Department, at (413) 748-3295 or the Admissions Office at (800) 343-1257.

The information below reflects changes in licensure requirements recently established by the Massachusetts Board of Education. Further changes will be required as the new licensure requirements are implemented.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (27–44 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a “w”.

II. INTERDISCIPLINARY MAJOR

Students seeking early childhood licensure or who are interested in education in non-school settings must select one of the following interdisciplinary majors: arts and literature; early childhood development; environmental education, math, and technology; or multicultural studies. Students seeking elementary licensure must select one of the following: arts and literature; environmental education, math, and technology; or multicultural studies.

A. ARTS AND LITERATURE MAJOR

Interdisciplinary Requirements (33 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 280</td>
<td>Integrating Art in the Curriculum (3 s.h.)</td>
</tr>
<tr>
<td>ENGL ___*</td>
<td>15 s.h. of literature courses, including at least one of the following courses:</td>
</tr>
<tr>
<td>ENGL 209</td>
<td>Great Books (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 215</td>
<td>Modern Short Classics (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 215</td>
<td>Post-Colonial Literature (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 459</td>
<td>Contemporary Novel (3 s.h.)</td>
</tr>
<tr>
<td>GEOG 200*</td>
<td>Concepts of Geography (3 s.h.)</td>
</tr>
<tr>
<td>GEOG 210*</td>
<td>Cultural Geography (3 s.h.)</td>
</tr>
<tr>
<td>HIST ___</td>
<td>U.S. History and Government (3 s.h.)</td>
</tr>
<tr>
<td>RHDS 456</td>
<td>Language Acquisition Development (3 s.h.)</td>
</tr>
</tbody>
</table>

Select two of the following visual and performing arts courses:

- ARTS 155 CMO Methods in Art Education/Pre-K-9 (3 s.h.)
- DRAM ___* Any 3 s.h. DRAM course
- MUSC ___* Any 3 s.h. MUSC course

B. EARLY CHILDHOOD DEVELOPMENT MAJOR

Note that this major is only available in conjunction with early childhood licensure or education in non-school settings; it is not available with elementary licensure.

Interdisciplinary Requirements (37.5 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST ___</td>
<td>U.S. History and Government (3 s.h.)</td>
</tr>
<tr>
<td>MOST 105</td>
<td>Lifespan Motor Development (3 s.h.)</td>
</tr>
<tr>
<td>PEPC 132*</td>
<td>Multicultural Dance (3 s.h.)</td>
</tr>
<tr>
<td>PEPC 179*</td>
<td>Physical Education Activities for Children (1 s.h.)</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 104</td>
<td>Educational Psychology (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Abnormal Psychology (3 s.h.)</td>
</tr>
<tr>
<td>RHDS 456</td>
<td>Language Acquisition Development (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 101*</td>
<td>Introduction to Sociology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 170W</td>
<td>Families in Society (3 s.h.)</td>
</tr>
</tbody>
</table>

Select two of the following visual and performing arts courses:

- ARTS 280 Integrating Art in the Curriculum (3 s.h.)
- DANC 100* Laban Movement Analysis (3 s.h.)
- DRAM 150* Creative Dramatics and Improvisation (3 s.h.)
- MUSC 101* Basic Musicianship (3 s.h.)

Select one of the following sociology courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 150*</td>
<td>Social Problems (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 230*</td>
<td>Women and Society (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 240*</td>
<td>Racial and Ethnic Relations (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 275</td>
<td>The Community in America (3 s.h.)</td>
</tr>
</tbody>
</table>

Select one of the following psychology courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 135</td>
<td>Personality and Personal Adjustment (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 406</td>
<td>Psychology of Cultural Diversity (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 415</td>
<td>Child Development and Therapy (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 422</td>
<td>Interviewing and Counseling (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 460</td>
<td>Rituals in Families (3 s.h.)</td>
</tr>
</tbody>
</table>

Requirements are subject to change.

(130 semester hours)
C. ENVIRONMENTAL EDUCATION, MATH, AND TECHNOLOGY MAJOR
Interdisciplinary Requirements (33-35 s.h.)

ARTS 110* Studio in Drawing (3 s.h.)
BIOL 101* Basic Concepts of Modern Biology (3 s.h.)
BIOL 102* Basic Concepts Laboratory (1 s.h.)
EDUC 471 Learning, Teaching, and Technology (3 s.h.)
or
EDUC 436 The Microcomputer in the Elementary Classroom (3 s.h.)

GEOG 200* Concepts of Geography (3 s.h.)
or
GEOG 210* Cultural Geography (3 s.h.)
HIST 265 Environmental History of America (3 s.h.)
HIST ___ U.S. History and Government (3 s.h.)
MATH 115* College Algebra (3 s.h.)

Select one of the following computer technology courses:
ARTS 102 Studio in Computer Graphics (3 s.h.)
ARTS 245 Computer Animation (ARTS 102 or permission of instructor is prerequisite; 3 s.h.)
CISC 115 Microcomputer Applications (CISC 105* is prerequisite; 3 s.h.)
CISC 165 Programming in BASIC (CISC 105* or permission of instructor is prerequisite; 3 s.h.)
CISC 175 Introduction to Computer Science with C++ and Java (CISC 105* or permission of instructor is prerequisite; 3 s.h.)
CISC 335 Literacy, Hypermedia, and Modern Communication (3 s.h.)

Select one of the following environmental education courses (with laboratory, if required):
BIOL 230 Animal Biology (3 s.h.)
or
BIOL 260* General Ecology (3 s.h.) and
BIOL 261 General Ecology Laboratory (1 s.h.)
or
BIOL 265 Introductory Horticulture (3 s.h.) and
BIOL 267 Introductory Horticulture Laboratory (1 s.h.)
or
BIOL 264 Flora of New England (3 s.h.) and
BIOL 266 Flora of New England Laboratory (1 s.h.)
or
BIOL 270 Plant Biology (3 s.h.) and
BIOL 271 Plant Biology Laboratory (1 s.h.)
or
BIOL 277 Field Ornithology (3 s.h.)
or
BIOL 278 Aquatic Biology (3 s.h.) and
BIOL 279 Aquatic Biology Laboratory (1 s.h.)
or
BIOL 380 Field Ecology (2 s.h.)
or
CHEM 101 Chemistry Survey (3 s.h.) and
CHEM 102 Chemistry Survey Laboratory (1 s.h.)
or
SCIE ___ Special Topics in Environmental Education, Math, and Technology (3)

Select one of the following mathematics courses:
MATH 125 Precalculus Mathematics (3 s.h.)
MATH 140 Calculus I (3 s.h.)
MATH 205 Geometry (3 s.h.)
MATH 215 Probability and Statistics (3 s.h.)

Select one of the following literature courses:
ENGL 209* Great Books (3 s.h.)
ENGL 215* Post-Colonial Literature (3 s.h.)
ENGL 215* Modern Short Classics (3 s.h.)

D. MULTICULTURAL STUDIES MAJOR
Interdisciplinary Requirements (34 s.h.)

EDUC ___ Foundations of Multicultural, Bilingual & ESL Education (3 s.h.)
EDUC 300 Senior Seminar in Multicultural Studies (3 s.h.)
GEOG 200* Concepts of Geography (3 s.h.)
or
GEOG 210* Cultural Geography (3 s.h.)
HIST ___ U.S. History and Government (3 s.h.)
PEAC 108* Sports for the Disabled I (.5)
or
PEAC 109* Sports for the Disabled II (.5)
PEPC132* Multicultural Dance (.5)
SOCI 101 Introduction to Sociology (3 s.h.)

Select one of the following world literature courses:
ENGL 215* Modern Short Classics (3 s.h.)
ENGL 215* Post-Colonial Literature (3 s.h.)
ENGL 459* The Contemporary Novel (3 s.h.)

Select one of the following multicultural literature courses:
ENGL 251* Survey of African American Literature I (3 s.h.)
ENGL 252* Survey of African American Literature II (3 s.h.)
ENGL 280* Women and Literature (3 s.h.)
ENGL 282* Native American Literature (3 s.h.)
ENGL 325 Survey of American Drama (3 s.h.)

Select one of the following visual and performing arts courses:
ARTS 202 Asian Arts and Culture (3 s.h.)
ARTS 219* American Art 1700-1900 (3 s.h.)
ARTS 220* Contemporary Art (3 s.h.)
ARTS 221* Women Artists in History (3 s.h.)
ARTS 245* Contemporary Jewish Art (3 s.h.)
DANC 101* Dance Appreciation (3 s.h.)
DANC 110* Laban Movement Analysis (3 s.h.)
DANC 135* Modern and Post-Modern Dance Theory and Technique I (PEAC 133 or permission of the instructor is prerequisite; 3 s.h.)
DANC 150* Jazz Dance Theory and Technique I (dance experience or permission of the instructor is prerequisite; 3 s.h.)
DANC 201 Teaching Dance (permission of the instructor or DANC 101, DANC 130, and DANC 135 are prerequisites; 3 s.h.)
MUSC 132* Music as a Form of Social Protest (3 s.h.)

With approval of advisor, select three of the following social science courses:
ANTH 250 Cultural Anthropology (3 s.h.)
HIST 210* Afro-American History (3 s.h.)
HIST 361 Modern American Thought and Culture (3 s.h.)
HIST 388 Vietnam and the Sixties (3 s.h.)
HIST 481 Recent American History (3 s.h.)
SOCI 150* Social Problems (3 s.h.)
SOCI 240* Racial and Ethnic Relations (3 s.h.)
SCIE 145 Earth and Space Science for Educators (3 s.h.)

up to 60 s.h. of electives, depending on the major selected.

III. ADDITIONAL REQUIREMENTS
In addition to requirements for the interdisciplinary majors, all students in these programs must complete requirements for one of the following pathways:

A. LICENSURE IN EDUCATION (61-62 s.h.)
EDUC 160 Growth and Development (3 s.h.)
EDUC 162 Introduction to Special Education (3 s.h.)
EDUC 225 Workshop in the Development of Math Concepts in Young Children (this course is required for early childhood licensure; 3 s.h.)

or
EDUC 232 CMO Mathematics (this course is required for elementary licensure; 2 s.h.)
EDUC 237 Social Justice and Diversity Education (3 s.h.)
EDUC 327 Methods of Teaching Reading (3 s.h.)
EDUC 399 Children's Literature (3 s.h.)
ENGL 220 Traditional Grammar and Usage (3 s.h.)
MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)
MATH 105 Survey of Mathematics (3 s.h.)
PHSC 105* Physical Science (4 s.h.)
SCIE 144 Introduction to Teaching and Learning through Ecology (3 s.h.)
SCIE 145 Earth and Space Science for Educators (3 s.h.)

Students seeking licensure in education must also complete one of the following practicum sequences:

Practicum Sequence—Early Childhood Education
EDUC 366 Early Childhood Pre-Practica and Methods Seminar I (4 s.h.)
EDUC 367 Early Childhood Pre-Practica and Methods Seminar II (4 s.h.)
EDUC 466 Early Childhood Practicum at the Pre-K Level (7 s.h.)
EDUC 467 Early Childhood Practicum at the K-2 Level (7 s.h.)
EDUC 463 Practicum Seminar (3 s.h.)

Elementary Education Sequence (note that this is not available in conjunction with the early childhood development major)
EDUC 368 Elementary Pre-Practica and Methods Seminar I (4 s.h.)
EDUC 369 Elementary Pre-Practica and Methods Seminar II (4 s.h.)
EDUC 468 Elementary Practicum (14 s.h.)
EDUC 463 Practicum Seminar (3 s.h.)

B. EDUCATION IN NON-SCHOOL SETTINGS
Requirements for this pathway will include a fieldwork experience and may include additional coursework. For more information, consult with an Education Department advisor.

IV. ELECTIVES
To complete 130 s.h., licensure students must complete 1-8 s.h. of electives, depending on the major selected. To complete 130 s.h., education in non-school settings students must complete up to 60 s.h. of electives, depending on the major selected.

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS FOR LICENSURE STUDENTS
Students seeking licensure must qualify for advanced standing in order to be considered officially enrolled in a teacher preparation program. To achieve advanced standing, students must have:
1. Completed all required first-year and second-year courses.
2. Earned a C- or better in all program requirements (interdisciplinary major and professional courses).
3. Earned at least a 2.500 cumulative GPA in all program requirements (interdisciplinary major and professional courses).
4. Earned a B or better in MATH 105 or passed the Math Praxis Exam.
5. Passed the communication and literacy skills portion of the Massachusetts Tests for Educator Licensure.
6. Submitted a completed application and received approval for advanced standing.

Students who achieve advanced standing are considered to be officially enrolled in an educator preparation program. Once achieved, advanced standing standards must be maintained in order to continue in the program. Students who have not passed the communication and literacy skills test may petition to complete one pre-practicum (in programs where two are required), but they will NOT be allowed to do their final pre-practicum unless they have passed the communication and literacy skills test. No exceptions will be made. In addition, prior to doing their practicum, all students must pass the subject test portion of the Massachusetts Tests for Educator Licensure.

The completed application for advanced standing must be submitted to the Education Department chairperson prior to registration for junior year coursework. Applications will be reviewed by department faculty; students will receive written notification of their status during the semester in which the application is filed. If a student fails to qualify for advanced standing, he or she may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed. Students who do not achieve advanced standing may continue in their interdisciplinary majors, but they must follow the education in non-school settings pathway. More information about advanced standing and a sample application are available from the Education Department.

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

In addition to the courses identified below, licensure students in the ARLT major need to complete the following ACRs: Computer Science, Health, Physical Education, Second Language/Culture, History, Philosophy, and Religion. 7-8 s.h. of electives will be required to complete 130 s.h. Education in non-school settings students in the ARLT major must ensure that they complete the Natural Sciences, Mathematics, and Social Justice ACRs, along with the two WAC courses. They will need to complete a fieldwork placement, any additional requirements and up to 53 s.h. of electives.

Courses marked:

1 are only required for students seeking licensure.
* fulfill or partially fulfill an ACR.
W fulfill a WAC requirement.

ARLT First Year - Fall Semester
ENGL 113* College Writing I (3 s.h.)
MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)

ARLT First Year - Fall or Spring Semester
PEAC 100* Fit for Life (1 s.h.)
SCIE 1441 Introduction to Teaching and Learning through Ecology (3 s.h.)
SCIE 1451 Earth and Space Science for Educators (3 s.h.)

ARLT First Year - Spring Semester
ENGL 141 College Writing II (3 s.h.)
MATH 105* Survey of Mathematics (3 s.h.)
ENGL Literature selective (3 s.h.)

ARLT Second Year - Fall Semester
ENGL 220 Traditional Grammar and Usage (3 s.h.)

ARLT Second Year - Fall or Spring Semester
EDUC 369* Elementary Pre-Practica and Methods Seminar II (4 s.h.)

ARLT Third Year - Fall or Spring Semester
EDUC 153 or any 3 s.h. DANC*, DRAM*, or MUSC* course (3 s.h.)
ENGL Literature selective (3 s.h.)
GEOG 200* Concepts of Geography (3 s.h.)
or GEOG 210* Cultural Geography (3 s.h.)
HIST U.S. History and Government (3 s.h.)

ARLT Third Year - Spring Semester
EDUC 162* Introduction to Special Education (3 s.h.)

B. ECDV MAJOR BY YEAR

In addition to the courses identified below, licensure students in the ECDV major need to complete the following ACRs: Computer Science, Health, Physical Education, Second Language/Culture, History, Philosophy, and Religion. 1-2 s.h. of electives will be required to complete 130 s.h. Education in non-school settings students in the ECDV major must ensure that they complete the Natural Sciences, Mathematics, and Social Justice ACRs, along with the second WAC course. They will need to complete a fieldwork placement, any additional requirements and up to 50 s.h. of electives.

Courses marked:

1 are only required for students seeking licensure.
* fulfill or partially fulfill an ACR.
W fulfill a WAC requirement.

ECDV First Year - Fall Semester
ENGL 113* College Writing I (3 s.h.)
MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)

ECDV First Year - Fall or Spring Semester
EDUC 153 or any 3 s.h. DANC*, DRAM*, or MUSC* course (3 s.h.)
ENGL Literature selective (3 s.h.)
PHDS 456 Language Acquisition Development (3 s.h.)
One of the following sequences:
EDUC 463* Practicum Seminar (3 s.h.)
EDUC 466* Early Childhood Practicum at the Pre-K Level (7 s.h.)
and EDUC 467* Early Childhood Practicum at the K-2 Level (7 s.h.)
or EDUC 463* Practicum Seminar (3 s.h.)
EDUC 468* Elementary Practicum (14 s.h.)

ECDV Second Year - Fall Semester
EDUC 162* Introduction to Special Education (3 s.h.)

ECDV Second Year - Fall or Spring Semester
EDUC 369* Elementary Pre-Practica and Methods Seminar II (4 s.h.)

ECDV Third Year - Fall Semester
PEAC 100* Fit for Life (1 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
SOCI 101* Introduction to Sociology (3 s.h.)
SCIE 1441 Introduction to Teaching and Learning through Ecology (3 s.h.)
SCIE 1451 Earth and Space Science for Educators (3 s.h.)

ECDV Third Year - Spring Semester
EDUC 399 Children's Literature (3 s.h.)
ECDV First Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)
MATH 105* Survey of Mathematics (3 s.h.)

ECDV Second Year - Fall Semester
ENGL 220 Traditional Grammar and Usage (3 s.h.)
MATH 105* Survey of Mathematics (3 s.h.)

ECDV Second Year - Fall or Spring Semester
EDUC 225 Workshop in the Development of Math Concepts in Young Children (3 s.h.)
EDUC 460 Growth and Development (3 s.h.)
EDUC 237 Social Justice and Diversity Education (3 s.h.)
MOST 105 Lifespan Motor Development (3 s.h.)
PEPC 179 Physical Education Activities for Children (1 s.h.)
PHSC 105 Physical Science (4 s.h.)
PSYC 104 Educational Psychology (3 s.h.)
_____ * Specified visual and performing arts course (3 s.h.)
_____ 5-7 s.h. of ACRs

ECDV Second Year - Spring Semester
EDUC 399 Children's Literature (3 s.h.)

ECDV Third Year - Fall Semester
EDUC 327 Methods of Teaching Reading (3 s.h.)
EDUC 366 Early Childhood Pre-Practica and Methods Seminar I (4 s.h.)
EDUC 367 Early Childhood Pre-Practica and Methods Seminar II (4 s.h.)
HIST ___ U.S. History and Government (3 s.h.)
PEPC 100 Multicultural Dance (.5 s.h.)
SCIE 144 Introduction to Teaching and Learning through Ecology (3 s.h.)
SCIE 145 Earth and Space Science for Educators (3 s.h.)
_____ Specified technology course (3 s.h.)
_____ 5-7 s.h. of ACRs

ECDV Third Year - Spring Semester
BIOL 101* Basic Concepts of Modern Biology (3 s.h.)
BIOL 102* Basic Concepts Laboratory (1 s.h.)
EDUC 162* Practicum Seminar (3 s.h.)

CDV Fourth Year - Fall or Spring Semester
EDUC 463* Practicum Seminar (3 s.h.)
EDUC 466* Early Childhood Practicum at the Pre-K Level (7 s.h.)
EDUC 467* Early Childhood Practicum at the K-2 Level (7 s.h.)
PSYC 221 Abnormal Psychology (3 s.h.)
_____ Specified psychology course (3 s.h.)
_____ Specified visual and performing arts course (3 s.h.)
_____ Any uncompleted ACRs or electives to complete 130 s.h.

C. EEMT MAJOR BY YEAR
In addition to the courses identified below, licensure students in the
EEMT major need to complete the following ACRs: Computer Science, Health, Physical Education, Second Language/Culture, History, Philosophy, and Religion. 5-8 s.h. of electives will be required to complete 130 s.h. in education non-school settings students in the
EEMT major must ensure that they complete the Social Justice ACR and the two WAC courses. They will need to complete a fieldwork placement, any additional requirements and up to 60 s.h. of electives.

Courses marked:
* fulfill or partially fulfill an ACR.
W fulfill a WAC requirement.

EEMT First Year - Fall Semester
ENGL 114* College Writing I (3 s.h.)
MATH 101 Mathematics for Early Childhood and Elementary Education (3 s.h.)

EEMT First Year - Fall or Spring Semester
PEAC 100* Fit for Life (1 s.h.)
SCIE 144 Introduction to Teaching and Learning through Ecology (3 s.h.)
SCIE 145 Earth and Space Science for Educators (3 s.h.)
_____ 11-14 s.h. of ACRs

EEMT First Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)
MATH 105* Survey of Mathematics (3 s.h.)
MATH 115* College Algebra (3 s.h.)

EEMT Second Year - Fall Semester
ENGL 220 Traditional Grammar and Usage (3 s.h.)
EDUC 225 Workshop in the Development of Math Concepts in Young Children (this course is required for early childhood licensure; 3 s.h.)
or
EDUC 232 CMO Mathematics (this course is required for elementary licensure; 2 s.h.)
PHSC 105 Physical Science (4 s.h.)
EDUC 160* Growth and Development (3 s.h.)
EDUC 237* Social Justice and Diversity Education (3 s.h.)
_____ Specified technology course (3 s.h.)
_____ 5-7 s.h. of ACRs

EEMT Second Year - Spring Semester
BIOL 101* Basic Concepts of Modern Biology (3 s.h.)
BIOL 102* Basic Concepts Laboratory (1 s.h.)
EDUC 399 Children's Literature (3 s.h.)

EEMT Third Year - Fall Semester
EDUC 327 Methods of Teaching Reading (3 s.h.)
One of the following sequences:
EDUC 366 Early Childhood Pre-Practica and Methods Seminar I (4 s.h.)
or
EDUC 367 Early Childhood Pre-Practica and Methods Seminar II (4 s.h.)
or
EDUC 368 Elementary Pre-Practica and Methods Seminar I (4 s.h.)
or
EDUC 369 Elementary Pre-Practica and Methods Seminar II (4 s.h.)

EEMT Third Year - Fall or Spring Semester
GEOG 200* Concepts of Geography (3 s.h.)
or
GEOG 210* Cultural Geography (3 s.h.)
HIST ___ U.S. History and Government (3 s.h.)
_____ Specified environmental science course (2-4 s.h.)
_____ Specified mathematics course (3 s.h.)
_____ 5-8 s.h. of ACRs

rev. 7/13/01
EEMT Third Year - Spring Semester
EDUC 162  Introduction to Special Education (3 s.h.)
HIST 265  Environmental History of America (3 s.h.)

EEMT Fourth Year - Fall or Spring Semester
EDUC 471  Learning, Teaching, and Technology (3 s.h.)
or
EDUC 436  The Microcomputer in the Elementary Classroom (3 s.h.)
ENGL ___  Specified literature course

One of the following sequences:
EDUC 463  Practicum Seminar (3 s.h.) and
EDUC 466  Early Childhood Practicum at the Pre-K Level (7 s.h.) and
EDUC 467  Early Childhood Practicum at the K-2 Level (7 s.h.) and
or
EDUC 463  Practicum Seminar (3 s.h.) and
EDUC 468  Elementary Practicum (14 s.h.)
_____  Any uncompleted ACRs or electives to complete 130 s.h.

D. MCST MAJOR BY YEAR
In addition to the courses identified below, licensure students in the MCST major need to complete the following ACRs: Computer Science, Health, Physical Education, Second Language/Culture, History, Philosophy, and Religion. 7-8 s.h. of electives will be required to complete 130 s.h. Education in non-school settings students in the MCST major must ensure that they complete the Natural Sciences and Mathematics ACRs, along with the two WAC courses. They will need to complete a fieldwork placement, any additional requirements and up to 56 s.h. of electives.

Courses marked:
1 are only required for students seeking licensure.
* fulfill or partially fulfill an ACR.
w fulfill a WAC requirement.

MCST First Year - Fall Semester
ENGL 113*  College Writing I (3 s.h.)
MATH 101  Mathematics for Early Childhood and Elementary Education (3 s.h.)

MCST First Year - Fall or Spring Semester
PEAC 100  Fit for Life (1 s.h.)
PEPC 132*  Multicultural Dance (.5 s.h.)
SCIE 144*  Introduction to Teaching and Learning through Ecology (3 s.h.)
SCIE 145*  Earth and Space Science for Educators (3 s.h.)
SOCI 101  Introduction to Sociology (3 s.h.)
_____  10.5-13.5 s.h. of ACRs

MCST First Year - Spring Semester
ENGL 114*  College Writing II (3 s.h.)
MATH 105*  Survey of Mathematics (3 s.h.)

MCST Second Year - Fall Semester
ENGL 220  Traditional Grammar and Usage (3 s.h.)

MCST Second Year - Fall or Spring Semester
EDUC 225*  Workshop in the Development of Math Concepts in Young Children (this course is required for early childhood licensure; 3 s.h.)
or
EDUC 232  CMO Mathematics (this course is required for elementary licensure; 2 s.h.)
PHSC 105*  Physical Science (4 s.h.)
EDUC 160W  Growth and Development (3 s.h.)
EDUC 237*  Social Justice and Diversity Education (3 s.h.)
_____*  Specified multicultural literature course (3 s.h.)
_____  Specified social science course (3 s.h.)
_____  9-11 s.h. of ACRs

MCST Second Year - Spring Semester
EDUC 399  Children's Literature (3 s.h.)

MCST Third Year - Fall Semester
EDUC ___  Foundations of Multicultural, Bilingual & ESL Education (3 s.h.)
GEOG 200*  Concepts of Geography (3 s.h.)
or
GEOG 210*  Cultural Geography (3 s.h.)
HIST ___  U.S. History and Government (3 s.h.)
PEAC 108*  Sport for the Disabled I (.5)
or
PEAC 109*  Sport for the Disabled II (.5)
_____  Specified ARTS, DANC, or MUSC course (3 s.h.)
_____  Specified social science course (3 s.h.)
_____  3-6 s.h. of ACRs

MCST Third Year - Spring Semester
EDUC 162**  Introduction to Special Education (3 s.h.)

MCST Fourth Year - Fall or Spring Semester
EDUC 300  Senior Seminar in Multicultural Studies (3 s.h.)
_____  Specified social science course (3 s.h.)
_____  Specified world literature course (3 s.h.)

One of the following sequences:
EDUC 463  Practicum Seminar (3 s.h.) and
EDUC 466  Early Childhood Practicum at the Pre-K Level (7 s.h.) and
EDUC 467  Early Childhood Practicum at the K-2 Level (7 s.h.) and
or
EDUC 463  Practicum Seminar (3 s.h.) and
EDUC 468  Elementary Practicum (14 s.h.)
_____  Any uncompleted ACRs or electives to complete 130 s.h.
EMERGENCY MEDICAL SERVICES MANAGEMENT

Emergency medical services (EMS) systems have grown in size and in the complexity of issues facing EMS managers. This program is designed to provide the student with the technical EMS skills and the management tools necessary to participate in the operations of EMS systems in place today and to be prepared to lead systems into the future.

Certification-level courses are offered up to and including the EMT—Paramedic level, all of which have been approved by the Massachusetts Department of Public Health, Office of Emergency Medical Services. In addition, each certification course meets or exceeds the national training standards of the United States Department of Transportation. The technical courses are complemented with offerings in emergency management, business management, and the management internship program to provide the widest range of EMS experience available in higher education today. Successful completion of the major results in both certification at the EMT—Paramedic level and the bachelor of science degree.

For more information about this major, contact Professor Judith Moore, chairperson of the Emergency Medical Services Management Department, at (413) 788-2429 or the Admissions Office at (800) 343-1257.

Curricular Requirements
I. GENERAL COLLEGE REQUIREMENTS (34 s.h. in addition to courses taken for the major)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. DEPARTMENTAL CORE REQUIREMENTS (45-45.5 s.h.)
EMSM 114 CPR—Basic Cardiac Life Support Provider (.5 s.h.)
and
EMSM 115 or
EMSM 150 EMT—Intermediate (4 s.h.)
EMSM 135 Career Planning EMS (3 s.h.)
EMSM 200 EMT—Paramedic I (4 s.h.)
EMSM 201 Pre-Hospital Trauma Life Support (1 s.h.)
EMSM 250 EMT—Paramedic II (4 s.h.)
EMSM 251 Advanced Cardiac Life Support (1 s.h.)
EMSM 300 EMT—Paramedic III (4 s.h.)
EMSM 301 Pediatric Advanced Life Support (1 s.h.)
EMSM 325 EMS System Status Management (2 s.h.)
EMSM 335 Plan and Design of Emergency Vehicles and Facilities (2 s.h.)
EMSM 340 EMS Continuing Education and Basic Refresher (2 s.h.)
EMSM 350 EMT—Paramedic Clinical Affiliation (4 s.h.)
EMSM 375 Search and Rescue Management (3 s.h.)
EMSM 386 EMT—Paramedic Field Internship (4 s.h.)
EMSM 420W EMSM Senior Project (3 s.h.)
EMSM 486W Management Internship (3 s.h.)

The following courses are not required, but strongly recommended:
EMSM 160 Intermediate Clinical Affiliation (1.5 s.h.)
EMSM 186 Intermediate Field Internship (1.5 s.h.)
EMSM 211 Basic Cardiac Life Support Instructor (2 s.h.)
EMSM 374 Fundamentals of Search and Rescue (2 s.h.)

III. RELATED CORE REQUIREMENTS (51 s.h.)
AEXS 377 Stress Management (3 s.h.)
Biol 130* Anatomy and Physiology I (3 s.h.)
Biol 131 Anatomy and Physiology II (3 s.h.)
Biol 132* Anatomy and Physiology Laboratory I (1 s.h.)
Biol 133 Anatomy and Physiology Laboratory II (1 s.h.)
Chem 101 Chemistry Survey (3 s.h.)
Chem 102 Chemistry Survey Laboratory (1 s.h.)
ECON 200* Principles of Microeconomics (3 s.h.)
or
ECON 205* Principles of Macroeconomics (3 s.h.)
ECON 360 Economics of Healthcare and Healthcare Reform (3 s.h.)
MGTE 210 Principles of Accounting I (3 s.h.)
MGTE 360 Statistics for Business and Economics (3 s.h.)
PsyC 221 Abnormal Psychology (3 s.h.)
RHDS 378* Introduction to Manual Communication/Issues in Deaf Culture (3 s.h.)
RCRT 479 Personnel Management (3 s.h.)
SOCI 101 Introduction to Sociology (3 s.h.)
SOCI 240* Racial and Ethnic Relations (3 s.h.)
SOCI 255 Sociology of Death and Dying (3 s.h.)
SOCI 360 Medical Sociology (3 s.h.)

IV. SAMPLE PROGRAM BY YEAR
The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program.

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year – Fall Semester
BiOL 130* Anatomy and Physiology I (3 s.h.)
BiOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
EnGL 113* College Writing I (3 s.h.)
EMSM 114 CPR—Basic Cardiac Life Support Provider (.5 s.h.)
and
EMSM 115 Emergency Medical Technician— Basic (4 s.h.)
or
EMSM 150 EMT—Intermediate (4 s.h.)

(130–130.5 semester hours)
Requirements are subject to change.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Fall or Spring Semesters</td>
<td>SOCI 101 Introduction to Sociology (3 s.h.)&lt;br&gt;10–12 s.h. of ACRs</td>
</tr>
<tr>
<td>First Year</td>
<td>Spring Semester</td>
<td>BIOL 131 Anatomy and Physiology II (3 s.h.)&lt;br&gt;BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)&lt;br&gt;ENGL 114* College Writing II (3 s.h.)&lt;br&gt;EMSM 135 Career Planning EMS (3 s.h.)</td>
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<tr>
<td>B. Second Year</td>
<td>Fall Semester</td>
<td>AEXS 377 Stress Management (3 s.h.)&lt;br&gt;CHEM 101 Chemistry Survey (3 s.h.)&lt;br&gt;CHEM 102 Chemistry Survey Laboratory (1 s.h.)&lt;br&gt;SOCI 255 Sociology of Death and Dying (3 s.h.)</td>
</tr>
<tr>
<td>Second Year</td>
<td>Fall or Spring Semesters</td>
<td>ECON 200* Principles of Macroeconomics (fall; 3 s.h.)&lt;br&gt;ECON 205* Principles of Microeconomics (spring; 3 s.h.)&lt;br&gt;9–12 s.h. of ACRs (12–15 if EMSM 160 and 186 are not taken)</td>
</tr>
<tr>
<td>Second Year</td>
<td>Spring Semester</td>
<td>EMSM 160 Intermediate Clinical Affiliation (recommended; 1.5 s.h.)&lt;br&gt;EMSM 186 Intermediate Field Internship (recommended; 1.5 s.h.)&lt;br&gt;EMSM 200 EMT—Paramedic I (4 s.h.)&lt;br&gt;EMSM 201 Pre-Hospital Trauma Life Support (1 s.h.)&lt;br&gt;MGTE 360 Statistics for Business and Economics (3 s.h.)</td>
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<tr>
<td>Second Year</td>
<td>Summer Session</td>
<td>EMSM 250 EMT—Paramedic II (4 s.h.)&lt;br&gt;EMSM 251 Advanced Cardiac Life Support (1 s.h.)</td>
</tr>
<tr>
<td>C. Third Year</td>
<td>Fall Semester</td>
<td>EMSM 300 EMT—Paramedic III (4 s.h.)&lt;br&gt;EMSM 301 Pediatric Advanced Life Support (1 s.h.)&lt;br&gt;EMSM 340 EMS Continuing Education and Basic Refresher (2 s.h.)&lt;br&gt;MGTE 210 Principles of Accounting I (3 s.h.)&lt;br&gt;SOCI 240* Racial and Ethnic Relations (3 s.h.)&lt;br&gt;SOCI 360 Medical Sociology (3 s.h.)&lt;br&gt;Up to 2 s.h. of ACRs</td>
</tr>
<tr>
<td>D. Fourth Year</td>
<td>Fall Semester</td>
<td>EMSM 211 Basic Cardiac Life Support Instructor (recommended; 2 s.h.)&lt;br&gt;EMSM 325 EMS System Status Management (2 s.h.)&lt;br&gt;EMSM 335 Plan and Design of Emergency Vehicles and Facilities (2 s.h.)&lt;br&gt;EMSM 350 EMT—Paramedic Clinical Affiliation (4 s.h.)&lt;br&gt;EMSM 374 Fundamentals of Search and Rescue (recommended; 2 s.h.)&lt;br&gt;EMSM 375 Search and Rescue Management (3 s.h.)&lt;br&gt;EMSM 386 EMT—Paramedic Field Internship (4 s.h.)&lt;br&gt;Up to 3 s.h. of ACRs</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>Fall or Spring Semesters</td>
<td>PSYC 221 Abnormal Psychology (3 s.h.)&lt;br&gt;RHDS 378* Introduction to Manual Communication/Issues in Deaf Culture (3 s.h.)&lt;br&gt;RCTR 479 Personnel Management (3 s.h.)&lt;br&gt;Any uncompleted ACRs</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>Spring Semester</td>
<td>ECON 360 Economics of Healthcare and Healthcare Reform (3 s.h.)&lt;br&gt;EMSM 420W EMSM Senior Project (3 s.h.)</td>
</tr>
</tbody>
</table>
The English major is designed to increase students' abilities in oral and written expression, to develop their proficiency in reading and analyzing literature, and to stimulate their appreciation, awareness, and understanding of the fundamental human problems and situations revealed in great literature. It also seeks to further develop their skills and techniques in the communicative arts. In order to accomplish these goals, the following concentrations are offered: American literature, British literature, secondary education licensure, and generalist. English majors, in consultation with their academic advisors, will be expected to work on campus publications and/or contribute writing to these publications. Effective for students entering in Fall 2002, English majors must successfully complete the department's writing portfolio requirement.

For more information about the English major, contact Dr. Margaret Lloyd, chairperson of the Humanities Department, at (413) 748-3217 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (38–44 s.h. in addition to courses taken for the major)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CORE REQUIREMENTS (24 s.h.)
ENGL 241* Survey of American Literature I (3 s.h.)
ENGL 242 Survey of American Literature II (3 s.h.)
ENGL 261W Survey of British Literature I (3 s.h.)
ENGL 262W Survey of British Literature II (3 s.h.)
ENGL 301 Advanced Composition (3 s.h.)
ENGL 305 Introduction to Writing as a Profession (3 s.h.)
ENGL 375 The Structure of American English (3 s.h.)
ENGL 377 The History of the English Language (3 s.h.)
ENGL 467 Shakespeare (3 s.h.)
ENGL 482 Seminar (3 s.h.)

III. REQUIRED CONCENTRATION (15–52 s.h.)
Students must select one of the following concentrations:

A. GENERALIST CONCENTRATION (15 s.h.)
_____ 15 s.h. of ENGL or COMM electives

B. CONCENTRATION IN BRITISH LITERATURE (15 s.h.)
Select 15 s.h. from the following courses:
ENGL 321 Chaucer and the Middle Ages (3 s.h.)
ENGL 332 The Victorian Period (3 s.h.)
ENGL 333 English Romantic Literature (3 s.h.)
ENGL 356 Readings in the English Novel I (3 s.h.)
ENGL 357 Readings in the English Novel II (3 s.h.)
ENGL 362 Celtic Literature (3 s.h.)

C. CONCENTRATION IN AMERICAN LITERATURE (15 s.h.)
Select 15 s.h. from the following courses:
ENGL 251* Survey of African American Literature I (3 s.h.)
ENGL 252* Survey of African American Literature II (3 s.h.)
ENGL 275* Women and Literature (3 s.h.)
ENGL 325 Survey of American Drama from 1916 (3 s.h.)
ENGL 346 American Short Story (3 s.h.)
ENGL 349 Modern American Poetry (3 s.h.)
ENGL 350 Modern American Novel (3 s.h.)
ENGL 352 American Realism and Naturalism (3 s.h.)
ENGL 353 American Romanticism (3 s.h.)
ENGL 428 Modern Drama (3 s.h.)
ENGL 459 The Contemporary Novel (3 s.h.)
_____ ENGL or COMM elective (3 s.h.; maximum of one elective allowed as part of the 15 s.h.)

D. CONCENTRATION IN SECONDARY EDUCATION (52 s.h.)
Students who are interested in pursuing licensure as a teacher of English (grades 5–8 and/or 8–12) should complete the additional requirements listed below. Advisement is provided by a member of the English faculty and a member of the Education Department.

Secondary Education Core (37 s.h.)
EDUC 131 Introduction to High School Teaching (2 s.h.)
EDUC 160 Growth and Development (3 s.h.)
or
PSYC 104 Educational Psychology (3 s.h.)
EDUC 318 Tutorial Pre-Practicum (3 s.h.)
EDUC 237* Social Justice and Diversity Education (3 s.h.)
EDUC 364 Pre-practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 471 Learning, Teaching, and Technology (3 s.h.)
EDUC 468 Supervised Student Teaching (14 s.h.)
or
EDUC 465 Secondary Student Teaching: High School Level (7 s.h.)
and
EDUC 464 Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 462 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

Additional English Requirements (15 s.h.)
ENGL 299 Great Books (3 s.h.)
ENGL 320 Traditional Grammar and Usage (3 s.h.)
ENGL _____ Any English elective not used for another requirement (3 s.h.)

Select one of the following courses:
ENGL 251 Survey of African American Literature I (3 s.h.)
ENGL 252 Survey of African American Literature II (3 s.h.)
ENGL 272 Native American Literature (3 s.h.)
ENGL 275 Women and Literature (3 s.h.)
ENGL 362 Celtic Literature (3 s.h.)

Requirements are subject to change.
Select one of the following courses:
ENGL 301 Advanced Composition (if not used as a departmental requirement; 3 s.h.)
ENGL 302 Business and Technical Writing (3 s.h.)
ENGL 303 Business and Professional Speaking (3 s.h.)
ENGL 305 Introduction to Writing as a Profession (if not used as a departmental requirement; 3 s.h.)
ENGL 306 Advanced Creative Writing (ENGL 226 is prerequisite; 3 s.h.)
ENGL 226* Creative Writing (3 s.h.)

Advanced Standing Requirements
Students seeking licensure are not considered officially enrolled in the teacher preparation program until they apply and qualify for advanced standing. They must achieve advanced standing status during the spring of their sophomore year, prior to registering for pre-practicum. Once achieved, advanced standing status must be maintained. See page 124 for more information.

The following coursework for the major must be completed or in progress to apply for advanced standing: ENGL 241, 242, 261, 262, 113, 114, and 320.

IV. ELECTIVES (16–53 s.h., to complete 130 s.h.)

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Second Language/Culture, History, Social Science, Philosophy, and Religion. Depending on the concentration or selectives chosen, the student may need to fulfill Visual and Performing Arts and Social Justice. 16–53 s.h. of electives will be required to complete 130 s.h.

Courses marked:
1 are required for the secondary education licensure program.
* fulfill or partially fulfill an ACR.
w fulfill a WAC requirement.

A. First Year - Fall Semester
ENGL 113* College Writing I (3 s.h.)
ENGL 241* Survey of American Literature I (3 s.h.)

First Year - Fall or Spring Semesters
EDUC 1601 Growth and Development (3 s.h.)
or
PSYC 1041 Educational Psychology (3 s.h.)
PEAC 100* Fit for Life (1 s.h.)
____ Up to 23 s.h. of ACRs

First Year - Spring Semester
EDUC 131* Introduction to High School Teaching (2 s.h.)
ENGL 114* College Writing II (3 s.h.)
ENGL 242 Survey of American Literature II (3 s.h.)

B. Second Year - Fall Semester
ENGL 261* Survey of British Literature I (3 s.h.)
ENGL 320* Traditional Grammar and Usage (3 s.h.)

Second Year - Fall or Spring Semesters
EDUC 237* Social Justice and Diversity Education (3 s.h.)
ENGL 301 Advanced Composition (3 s.h.)
or
ENGL 305 Introduction to Writing as a Profession (3 s.h.)
____ 3–6 s.h. of concentration requirements
_____ ACRs or electives to total at least 33 s.h. for both semesters

Second Year - Spring Semester
ENGL 232 Great Books (3 s.h.)
ENGL 262W Survey of British Literature II (3 s.h.)

C. Third Year - Fall Semester
EDUC 2341 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 3181 Tutorial Pre-Practicum (3 s.h.)
ENGL 375 Structure of American English (3 s.h.)
or
ENGL 377 The History of the English Language (3 s.h.)

Third Year - Fall or Spring Semesters
_____ 6 s.h. of concentration requirements
_____ 9 s.h. of COMM or ENGL courses (if no concentration has been chosen)
_____ ACRs or electives to total at least 33 s.h. for both semesters

Third Year - Spring Semester
EDUC 3641 Pre-practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
ENGL 467 Shakespeare (3 s.h.; should be delayed to the fourth year if not seeking secondary education certification)
EDUC 4711 Learning, Teaching, and Technology (3 s.h.)
ENGL 482 Seminar (3 s.h.; should be delayed to the fourth year if not seeking secondary education certification)

D. Fourth Year - Fall Semester
EDUC 4621 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)
EDUC 4681 Supervised Student Teaching (14 s.h.)
or
EDUC 4651 Secondary Student Teaching: High School Level (7 s.h.)
and
EDUC 4641 Secondary Student Teaching: Middle School Level (7 s.h.)

Fourth Year - Fall or Spring Semesters
_____ Any uncompleted program requirements, concentration requirements, or electives to total 130 s.h.

Fourth Year - Spring Semester
ENGL 467 Shakespeare (if not previously completed; 3 s.h.)
ENGL 482 Seminar (if not previously completed; 3 s.h.)
ENVIROMENTAL SCIENCE

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

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

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (34–37 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CHEMISTRY/BIOLOGY REQUIREMENTS (27 s.h.)

| BIOL 121* | Bioscience I (3 s.h.) |
| BIOL 123* | Bioscience Laboratory I (1 s.h.) |
| BIOL 122 | Bioscience II (3 s.h.) |
| BIOL 124 | Bioscience Laboratory II (1 s.h.) |
| BIOL 260*W | General Ecology (3 s.h.) |
| BIOL 261 | General Ecology Laboratory (1 s.h.) |
| CHEM 121 | General Chemistry I (3 s.h.) |
| CHEM 123 | General Chemistry Laboratory I (1 s.h.) |
| CHEM 122 | General Chemistry II (3 s.h.) |
| CHEM 124 | General Chemistry Laboratory II (1 s.h.) |
| CHEM 211 | Organic Survey (3 s.h.) |
| CHEM 341 | Analytical Chemistry (2 s.h.) |
| CHEM 342 | Analytical Chemistry Laboratory (2 s.h.) |

III. RELATED REQUIREMENTS (20 s.h.)

| CISC 105* | Introduction to Computer Concepts (section 19 in fall or section 29 in spring, especially designated for science majors; 3 s.h.) |
| ENGL 302W | Business and Technical Writing (3 s.h.) |
| PHYS 210 | General Physics I (4 s.h.) |
| PHYS 211 | General Physics II (4 s.h.) |

Select two of the following math courses:

| MATH 115* | College Algebra (3 s.h.) |
| MATH 125* | Precalculus Mathematics (3 s.h.) |
| MATH 140* | Calculus I (3 s.h.) |
| MATH 142* | Calculus II (3 s.h.) |
| MATH 215* | Probability and Statistics (3 s.h.) |

IV. PROGRAM SELECTIVES (35 s.h.)

Select 35 s.h. from the following courses:

| ENSC 210 | Hazardous Waste Site Operations—Health and Safety (3 s.h.) |
| ENSC 220 | Environmental Laws and Regulations (3 s.h.) |
| ENSC 310 | Advanced Environmental Studies I (3 s.h.) |
| ENSC 311 | Advanced Environmental Studies II (3 s.h.) |
| ENSC 482 | Seminar in Environmental Studies (3 s.h.) |
| HIST 265 | Environmental History of America (3 s.h.) |
| BIOL 230 | Animal Biology (3 s.h.) |
| BIOL 264 | Flora of New England (3 s.h.) and Flora of New England Laboratory (1 s.h.) |
| BIOL 265 | Introductory Horticulture (3 s.h.) and Introductory Horticulture Laboratory (1 s.h.) |
| BIOL 270 | Plant Biology (3 s.h.) and Plant Biology Laboratory (1 s.h.) |
| BIOL 277 | Field Ornithology (3 s.h.) |
| BIOL 278 | Aquatic Biology (3 s.h.) and Aquatic Biology Laboratory (1 s.h.) |
| BIOL 279 | Aquatic Biology Laboratory (1 s.h.) |
| BIOL 315 | General Microbiology (3 s.h.) and General Microbiology Laboratory (1 s.h.) |
| BIOL 316 | Applied Microbiology and Immunology (3 s.h.) and Applied Microbiology and Immunology Laboratory (1 s.h.) |
| BIOL 318 | Instrumentation and Methodology (2 s.h.) and Instrumentation and Methodology Laboratory (1 s.h.) |
| BIOL 370 | Field Ecology (2 s.h.) |
| BIOL 482 | Seminar in Biology (2 s.h.) |

V. ELECTIVES (11–14 s.h., to complete 130 s.h.)

VI. PROGRAM STANDARDS

Environmental science majors must earn a grade of C- or better in all courses required for the major, including electives.

VII. SAMPLE PROGRAM BY YEAR

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, and Religion. The second WAC course must also be fulfilled. 11–14 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester

| BIOL 121* | Bioscience I (3 s.h.) |
| BIOL 123* | Bioscience Laboratory I (1 s.h.) |
| CHEM 121 | General Chemistry I (3 s.h.) |
| CHEM 123 | General Chemistry Laboratory I (1 s.h.) |
| ENGL 113* | College Writing I (3 s.h.) |

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Requirements are subject to change.
First Year - Fall or Spring Semesters
CISC 105* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
_____ 1–4 s.h. of ACRs

Two math courses from the following sequence (first during fall and second during spring):
MATH 115* College Algebra (3 s.h.)
MATH 125* Precalculus Mathematics (3 s.h.)
MATH 140* Calculus I (3 s.h.)
MATH 142* Calculus II (3 s.h.)
MATH 215* Probability and Statistics (3 s.h.)

First Year - Spring Semester
BIOL 122 Bioscience II (3 s.h.)
BIOL 124 Bioscience Laboratory II (1 s.h.)
CHEM 122 General Chemistry II (3 s.h.)
CHEM 124 General Chemistry Laboratory II (1 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
BIOL 260* General Ecology (3 s.h.)
BIOL 261 General Ecology Laboratory (1 s.h.)
CHEM 211 Organic Survey (3 s.h.)

Second Year - Fall or Spring Semesters
ENGL 302w Business and Technical Writing (3 s.h.)
_____ 3–8 s.h. of program selectives
_____ Up to 19 s.h. of ACRs

Second Year - Spring Semester
CHEM 341 Analytical Chemistry (2 s.h.)
CHEM 342 Analytical Chemistry Laboratory (2 s.h.)

C. Third Year - Fall Semester
PHYS 210 General Physics I (4 s.h.)

Third Year - Fall or Spring Semesters
_____ 15–18 s.h. of program selectives
_____ Up to 14 s.h. of ACRs
_____ Up to 10 s.h. of electives

Third Year - Spring Semester
PHYS 211 General Physics II (4 s.h.)

D. Fourth Year - Fall or Spring Semesters
_____ Any uncompleted program selectives or requirements
_____ Any uncompleted ACRs or electives to total 130 s.h.
The Springfield College education is based on a philosophy called humanics. While that philosophy encompasses far more than can be summed up in any framework of academic courses, a five-fold division has been established to express that philosophy in a course of study. The general studies major uses that five-fold division to allow the student to complete a self-designed major. The major requires completion of the All-College Requirements, a humanics studies core (which broadens the depth of those requirements), and a minor or a self-designed concentration. The student's transcript lists the major as general studies and will include notation of an official minor if one is completed.

For more information about the general studies major, contact Professor Judy Hartling at (413) 748-3379 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (up to 53 s.h.)
To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27.

II. HUMANICS STUDIES CORE (approximately 45 s.h.)
In addition to the ACRs, students are required to take three courses in each of the five areas of humanics studies as described in the ACRs. Those five areas and the departments which fall within them are:

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

B. Humanics, Health, and Movement
Applied Exercise Science
Art Therapy
Athletic Training
Emergency Medical Services Management
Health Studies
Movement and Sport Studies (excluding MOSK courses)
Movement Sciences
Occupational Therapy
Physical Education (excluding PEAC, PEPC, or PEAI courses)
Physical Therapy
Physician Assistant
Recreation and Tourism
Rehabilitation and Disability Studies
Sport Management

C. Humanics and Expressive and Communicative Life
Art
Communications/Sports Journalism
Dance
English
French
German
Music
Spanish

D. Humanics, Culture, and Society
Anthropology
Economics
Education
Geography
History
Human Services and Administration
Management (Business)
Political Science
Sociology

E. Humanics and the Search for Meaning
Philosophy
Psychology
Religion

III. CONCENTRATION OR MINOR (minimum of 18 s.h.)
In addition to the ACRs and the humanics studies core, students are required to complete an official minor or design a concentration comprised of 18 s.h. in one undergraduate department or program. Concentrations must be approved in advance by the coordinator of the general studies major.

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

V. ADDITIONAL REQUIREMENTS
30 s.h. in the student's program must be comprised of upper-level coursework. To ascertain whether a course qualifies as upper-level, the student must consult with the coordinator of the general studies major. Pursuant to College requirements, the student must have a 2.000 GPA to graduate.
GERONTOLOGY

(130 semester hours)
Requirements are subject to change.

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

The gerontology major is interdisciplinary and involves students in a wide variety of course selections. The major also reflects both the scientific and applied aspects of the field. The purpose of this program is threefold: to prepare students who wish to pursue graduate work and research in social gerontology, to meet the academic needs of those students who wish to enter the fields of applied gerontology, and to meet the requirements of students who wish to continue graduate work leading to the master of social work degree with a concentration in gerontology.

Students, after consultation with their assigned academic advisor, may combine courses in the gerontology major with courses outlined in the health services administration major to prepare for careers in long-term (geriatric) healthcare administration. Minors and double majors in related fields are encouraged.

For more information about the gerontology major, contact Dr. Nancy J. Ogle of the Social Sciences and Human Services Department at (413) 748-3316 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (41 s.h. in addition to courses taken for the major)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CORE REQUIREMENTS (33 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
PSYC 109 Human Development (3 s.h.)
SOCI 101* Introduction to Sociology (3 s.h.)
SOCI 170W Families in Society (3 s.h.)
SOCI 225 Sociology of Death and Dying (3 s.h.)
SOCI 270 Introduction to Social Welfare (3 s.h.)
SOCI 325* Social Gerontology (3 s.h.)
SOCI 355W Case Management (3 s.h.)
SOCI 360 Medical Sociology (3 s.h.)
SOCI 486 Internship (minimum 6 s.h.)

III. SELECTIVE REQUIREMENTS (18 s.h.)
Select 18 s.h. from the following courses:
ATPY 101 Introduction to Art Therapy (3 s.h.)
HLTH 210 Consumer Health (3 s.h.)
HLTH 260 Drugs and Society (3 s.h.)
HLTH 460 Health-Related Aspects of Aging (3 s.h.)
HSAD 245 Human Behavior in Small Groups (3 s.h.)

HSAD 345 Groupwork (HSAD 101 and HSAD 245 are prerequisites; 3 s.h.)
HSAD 365 Introduction to Human Services (3 s.h.)
MSCI 345 Exercise and Aging (instructor’s permission or BIOL 130 and 132 is prerequisite; 3 s.h.)
PSYC 135 Personality and Personal Adjustment (3 s.h.)
PSYC 211 Introduction to Statistics (3 s.h.)
RCTR 272 Introduction to Therapeutic Recreation (3 s.h.)
RCTR 473 Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.)
RHDS 126 Introduction to Rehabilitation (3 s.h.)
RHDS 470 Rehabilitation Needs of the Aging (3 s.h.)
RHDS 471 Therapeutic Approaches with the Aging (3 s.h.)
SOCI 150 Social Problems (3 s.h.)
SOCI 275 The Community in America (3 s.h.)
SOCI 492 Research Methods (3 s.h.)

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

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

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester
ENGL 113* College Writing I (3 s.h.)
SOCI 101* Introduction to Sociology (3 s.h.)

First Year - Fall or Spring Semesters
PEAC 100 Fit for Life (1 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)

B. Second Year - Fall Semester
SOCI 255 Sociology of Death and Dying (3 s.h.)
SOCI 270 Introduction to Social Welfare (3 s.h.)

Second Year - Fall or Spring Semesters
PSYC 109 Human Development (3 s.h.)

Second Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)
Second Year - Spring Semester
SOCI 170W  Families in Society (3 s.h.)
SOCI 325*  Social Gerontology (3 s.h.)

C. Third Year - Fall Semester
SOCI 360  Medical Sociology (3 s.h.)

Third Year - Fall or Spring Semesters
       6 s.h. of program selectives
       21–24 s.h. of ACRs or electives

Third Year - Spring Semester
SOCI 355W  Case Management (3 s.h.)

D. Fourth Year - Fall Semester
SOCI 486  Internship (minimum 6 s.h.)

Fourth Year - Fall or Spring Semesters
       9 s.h. of program selectives
       Any uncompleted program requirements, ACRs or electives to total 130 s.h.
HEALTH SERVICES ADMINISTRATION

Health services administration is concerned with the management and operation of those facilities that comprise the healthcare industry. The goal of the program is to graduate qualified managers who are seeking careers in healthcare and to prepare students for more specialized study at the graduate level. Graduates are also prepared to enter and perform effectively in the business world.

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

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

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

Curricular Requirements

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

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a †.

II. MAJOR REQUIREMENTS (78 s.h.)

Management and Economics Requirements (51 s.h.)

ECON 200* Principles of Macroeconomics (3 s.h.)
ECON 205 Principles of Microeconomics (3 s.h.)
ECON 301W Managerial Economics I (3 s.h.)
ECON 302W Managerial Economics II (3 s.h.)
ECON 360 Economics of Healthcare and Healthcare Reform (3 s.h.)
MGTE 150 Introduction to Business (3 s.h.)
MGTE 210 Principles of Accounting I (3 s.h.)
MGTE 211 Principles of Accounting II (3 s.h.)
MGTE 215 Management Principles (3 s.h.)
MGTE 305 Managerial Supervision (3 s.h.)
MGTE 311 Managerial Accounting (3 s.h.)
MGTE 315 Financial Management (3 s.h.)
MGTE 341 Field Experience (3 s.h.)
MGTE 360 Statistics for Business and Economics (3 s.h.)
MGTE 402 Business Policy and Control (3 s.h.)
MGTE 440 Quantitative Methods (3 s.h.)
MGTE 478 Business Law (3 s.h.)

Health, Sociology, and Related Requirements (27 s.h.)

CISC 105* Introduction to Computer Concepts (3 s.h.)
HLTH 103* Personal Health (3 s.h.)
HLTH 210 Consumer Health (3 s.h.)
HLTH 261 Introduction to Nutrition (3 s.h.)
HLTH 343 Community Health Education (3 s.h.)
HLTH 425 Human Disease (3 s.h.)
SOCI 101 Introduction to Sociology (3 s.h.)
SOCI 325* Social Gerontology (3 s.h.)
SOCI 360 Medical Sociology (3 s.h.)

III. ELECTIVES (17 s.h., to complete 130 s.h.)

IV. SAMPLE PROGRAM BY YEAR

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a † fulfill a WAC requirement.

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
MGTE 150* Introduction to Business (3 s.h.)

First Year - Fall or Spring Semesters

CISC 105* Introduction to Computer Concepts (3 s.h.)
HLTH 103* Personal Health (3 s.h.)
SOCI 101 Introduction to Sociology (3 s.h.)

B. Second Year - Fall Semester

ECON 200* Principles of Macroeconomics (3 s.h.)
MGTE 210 Principles of Accounting I (3 s.h.)

Second Year - Fall or Spring Semesters

MGTE 215 Management Principles (3 s.h.)

C. Second Year - Spring Semester

ECON 205 Principles of Microeconomics (3 s.h.)
MGTE 211 Principles of Accounting II (3 s.h.)

Requirements are subject to change.

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C. Third Year - Fall Semester
ECON 301w Managerial Economics I (3 s.h.)
HLTH 210 Consumer Health (3 s.h.)
MGTE 311 Managerial Accounting (3 s.h.)
SOCI 360 Medical Sociology (3 s.h.)

Third Year - Fall or Spring Semesters
HLTH 261 Introduction to Nutrition (3 s.h.)
MGTE 360 Statistics for Business and Economics (3 s.h.)

Third Year - Spring Semester
ECON 302w Managerial Economics II (3 s.h.)
ECON 360 Economics of Healthcare and Healthcare Reform (3 s.h.)
HLTH 343 Community Health Education (3 s.h.)
MGTE 315 Financial Management (3 s.h.)
SOCI 325* Social Gerontology (3 s.h.)

D. Fourth Year - Fall Semester
HLTH 425 Human Disease (3 s.h.)
MGTE 440 Quantitative Methods (3 s.h.)

Fourth Year - Fall or Spring Semesters
MGTE 305 Managerial Supervision (3 s.h.)
MGTE 341 Field Experience (3 s.h.)
MGTE 478 Business Law (3 s.h.)

_____ Any uncompleted program requirements, recommended electives, or ACRs to total 130 s.h.

Fourth Year - Spring Semester
MGTE 402 Business Policy and Control (3 s.h.)

HEALTH SERVICES ADMINISTRATION
Continued
HEALTH STUDIES MAJOR/
TEACHER PREPARATION
PROGRAM

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

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

The College offers an excellent curriculum for students interested in health studies. Students interested in seeking licensure as a teacher of health/family and consumer sciences select the health studies major and complete the teacher preparation program, while those seeking employment outside the school environment select the community health program.

For more information about these majors, contact the Physical Education Teaching and Administration Department at (413) 748-4002 or the Admissions Office at (800) 343-1257.

The information below reflects changes in licensure requirements recently established by the Massachusetts Board of Education and is in review by the College's curriculum committee. Further changes may be required as the new licensure requirements are implemented. Updated copy will be available in Fall 2001.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (30 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected

II. HEALTH REQUIREMENTS (50 s.h.)

HLTH 103* Personal Health (3 s.h.)
HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 210 Consumer Health Education (3 s.h.)
HLTH 255 Human Sexuality (3 s.h.)

HLTH 210 Consumer Health Education (3 s.h.)
HLTH 255 Human Sexuality (3 s.h.)

IV. ELECTIVES (12 s.h., to complete 130 s.h.)

V. ADVANCED STANDING REQUIREMENTS

All health studies students must qualify for advanced standing at the end of the sophomore year or upon completion of 55 semester hours (25 semester hours for transfer students). Students seeking licensure as a teacher of health/family and consumer sciences are not considered officially enrolled in the teacher preparation program until they qualify for advanced standing. In order to qualify for advanced standing the student must:

1. Meet or exceed a 2.500 academic cumulative index.
2. Meet or exceed a 2.750 cumulative index in all HLTH, EDUC, MOSK, MOST, and PEPC courses required for the program.
3. Have a grade of C or better in all HLTH courses.
4. Have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure. (Students must pass that portion prior to the end of their sophomore year in order to have the results in time to apply for advanced standing.)
Once achieved, advanced standing standards must be maintained in order to continue in the program. Teacher preparation students who have not passed the communication and literacy skills test will NOT be allowed to do their pre-practicum. No exceptions will be made. In addition, prior to doing their practicum, all teacher preparation students must take the subject portion of the Massachusetts Tests for Educator Licensure.

Students will be notified in writing of the Appraisal and Retention Committee’s decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student’s advisor and, if applicable, coordinators of pre-practicum and practicum. The letter of advanced standing is a academic achievement; students are encouraged to keep it in a personal portfolio.

Advanced standing status must be achieved and maintained in order to:
1. Continue in the major.
2. Be eligible for 300-level courses.
3. Be considered officially enrolled in the teacher preparation program.
4. Register for pre-practicum, practicum and fieldwork.

Failure to Achieve or Maintain Advanced Standing
If a student is denied advanced standing at the end of the sophomore year, continuance in the MOST program will be in jeopardy. The student will be allowed to remain in the program for one more semester on departmental probation. If the indexes are too low, a contract will be developed that the student must fulfill during the next semester. The contract will include the grades necessary for raising the student’s cumulative indexes. (It is suggested that the classes in which low grades were received be retaken.) The student signs the contract and a copy is placed in the advisement folder. If the contract is met, the student will be granted advanced standing status at the beginning of the following semester.

In order to complete a pre-practicum or practicum, teacher preparation students must have achieved advanced standing prior to registration. Achieving advanced standing at the close of a semester will not qualify the student for pre-practicum or practicum during the following semester. (If extenuating circumstances exist, students may submit a written petition to the PETA department chairperson for permission to waive this policy).

At the completion of 80 semester hours, any health studies major who has not achieved advanced standing will be removed from the health studies program. Students will have to choose a new major and spend their remaining semesters meeting the requirements of the new major. While in the new major, determined students who eventually meet advanced standing criteria may submit a written petition to the PETA department chairperson for readmittance into the program. If readmitted, additional semesters will be required to complete the degree.

VI. SAMPLE PROGRAM BY YEAR
The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program.

Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Mathematics, Computer Science, Physical Education skills courses, Literature, Second Language/Culture, Visual and Performing Arts, History, Philosophy, and Religion. 12 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
CHEM 101  Chemistry Survey (3 s.h.)
CHEM 102  Chemistry Survey Laboratory (1 s.h.)
ENGL 113*  College Writing I (3 s.h.)
HLTH 103*  Personal Health (3 s.h.)

First Year - Fall or Spring Semesters
HLTH 106  First Aid: Responding to Emergencies and Community CPR (2 s.h.)
PEPC 100*  Fit for Life (1 s.h.)
PSYC 101  Introduction to Psychology (3 s.h.)
SOCI 101*  Introduction to Sociology (3 s.h.)
   ACRs to total 33 s.h.

First Year - Spring Semester
ENGL 114*  College Writing II (3 s.h.)
EDUC 160  Growth and Development (3 s.h.)
   or
MOST 105  Lifespan and Motor Development (3 s.h.)
MOSK 101  Outdoor Pursuits (1 s.h.)
MOSK 140  Movement Concepts (1 s.h.)

B. Second Year - Fall Semester
BIOL 130  Anatomy and Physiology I (3 s.h.)
BIOL 132  Anatomy and Physiology Laboratory I (1 s.h.)

Second Year - Fall or Spring Semesters
HLTH 255  Human Sexuality (3 s.h.)
HLTH 260  Drugs and Society (3 s.h.)
HLTH 261  Introduction to Nutrition (3 s.h.)
SOCI 170  Families in Society (3 s.h.) requirements
   10–13 s.h. of ACRs

Second Year - Spring Semester
BIOL 131  Anatomy and Physiology II (3 s.h.)
BIOL 133  Anatomy and Physiology Laboratory II (1 s.h.)

C. Third Year - Fall Semester
EDUC 234  Secondary Curriculum Methods and Organization (3 s.h.)
HLTH 210  Consumer Health (3 s.h.)
HLTH 303W  Methods and Materials in Health Education I (3 s.h.)
MOSK 130  Approaches to Dance (1 s.h.)
RSCH 141  Individual Study - School Health Fieldwork (2 s.h.)

Third Year - Fall or Spring Semesters
EDUC 237*  Social Justice and Diversity Education (3 s.h.)
PSYC 422  Interviewing and Counseling (3 s.h.)
   ACRs or electives to total 37 s.h.
Third Year - Spring Semester
HLTH 304 Methods and Materials in Health Education II (3 s.h.)
HLTH 343 Community Health Education (3 s.h.)

D. Fourth Year - Fall Semester
EDUC 455 Curriculum Development for Infants & Toddlers (3 s.h.)
HLTH 386 Pre-Practicum in School Health Education—Pre-K–8 (2 s.h.)
HLTH 405 Curriculum Construction and Instruction (3 s.h.)
HLTH 417 Comprehensive Health Assessment (3 s.h.)
HLTH 425 Human Disease (3 s.h.)
HLTH 488 Health Topics for Classroom Professionals (3 s.h.)
_____ Any uncompleted program requirements, ACRs, or electives to total 132 s.h.

Fourth Year - Spring Semester
HLTH 484 Practicum in School Health Education—Grades Pre-K–9 (7 s.h.)
HLTH 485 Practicum in School Health Education—Grades 5–12 (7 s.h.)
The study of history at Springfield College is designed to provide students with a basic body of historical and related knowledge which will enable them to better understand the world they inhabit, the problems of their society, and their own lives. The College believes that this core of historical understanding enables students to function as educated and informed citizens in a democratic society. A knowledge of history and its methodology helps students understand the origins and background of contemporary problems, allowing them to deal more effectively with those problems. Furthermore, a knowledge of the ethnic and cultural diversity that has created the present will help students to communicate and cooperate in a multicultural society.

Another major goal of the history program is to assist students in developing analytical, problem-solving, research, and writing skills. The major emphasizes content and information, but it is also designed to foster the skills and attitudes that will increase the ability of graduates to find employment, regardless of their occupational goals. Careers in government service, law, business, and teaching readily follow the training of those who major in history. Secondary education licensure as a teacher of history is also available.

For more information about the history major, contact Dr. Dietrich Schlobohm of the Social Sciences and Human Services Department at (413) 748-3646 or the Admissions Office at (800) 343-1257.

Curricular Requirements

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

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. MAJOR REQUIREMENTS (57 s.h.)

History Core (36 s.h.)

HIST 101* Survey of the History of Western Civilization (3 s.h.)
HIST 102 The Making of the Modern World (3 s.h.)
HIST 105* Colonial America to the Civil War (3 s.h.)
HIST 106* The Civil War to Modern America (3 s.h.)
HIST 482W History Seminar (3 s.h.)
HIST ___ 6 s.h. of non-American history electives
HIST ___ 6 s.h. of American history electives
HIST ___ 9 s.h. of any history electives (excluding HIST 441)

Social Science Core (9 s.h.)

POSC 110 Introduction to American Government (3 s.h.)
POSC 130 Introduction to International Relations (3 s.h.)
SOCI 101 Introduction to Sociology (3 s.h.)

Social Science Selectives (12 s.h.)

In consultation with the academic advisor, select at least one course from each of the disciplines below, to total 12 s.h. These are in addition to courses taken to fulfill core requirements and ACRs.

• Economics
• Political Science (excluding POSC 386)
• Anthropology or Sociology (excluding SOCI 486)
• Geography

A maximum of 18 s.h. of major requirements listed above may be completed through credit-by-examination programs.

III. OPTIONAL CONCENTRATIONS (up to 21 s.h.; a portion may be completed as part of required history or social science selectives)

In consultation with their advisors, students may choose one or more of the following concentrations, which will be duly noted on the transcripts.

A. EUROPEAN STUDIES

This interdisciplinary concentration emphasizes Western Europe and covers fields from history to political science. Advanced study of one of the major European languages is strongly encouraged. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

ENGL 467* Shakespeare
GERM 103* German Culture and Language
HIST 326 Medieval Europe
POSC 372* Modern Political Thought from Machiavelli to the Present

B. AMERICAN STUDIES

This interdisciplinary concentration covers all aspects American life from art to sociology. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

ARTS 219* American Art 1700–1900
HIST 360 Early American Thought from Machiavelli to the Present
REL 104* Religion in America
SOCI 275 The Community in America

C. WORLD CULTURE AND CIVILIZATION

This interdisciplinary concentration emphasizes areas beyond Western Europe and North America and covers fields from art history to political science. The advanced study of a foreign language is strongly encouraged. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

ANTH 250 Cultural Anthropology
HIST 335 Modern China: 1840 to the Present
REL 109* The Religious Experience of Humanity
SPAN 104* Latin American Culture and Language

Requirements are subject to change.

(130 semester hours)
D. HISTORY AND PUBLIC SERVICE

This interdisciplinary concentration focuses on European, American, and Latin American culture, including recreation, business, and human services and administration. Advanced study of a foreign language is strongly advised. In consultation with the advisor, students must choose 21 s.h. in at least three different disciplines. Sample courses include:

- HIST 265 Environmental History of America
- HSAD 101 Introduction to Human Services
- MGTE 150 Introduction to Business
- RCTR 103 Introduction to Recreation and Leisure Services

IV. ELECTIVES (up to 32 s.h., to complete 130 s.h.)

Requirements for the teacher licensure program total 132 s.h., so no electives need be taken.

V. ADDITIONAL REQUIREMENTS FOR SECONDARY EDUCATION LICENSURE (37 s.h.)

Students interested in seeking licensure as a teacher of history or social studies (5–8 and/or 8–12) must complete the following additional requirements. Advisement is provided by a member of the history faculty and a member of the Education Department.

Specific Major Requirements

Include the following course as part of the 36 s.h. required history core:

- HIST 210 Afro-American History (3 s.h.; with advance permission, ENGL 251* or ENGL 252* may be substituted if necessary)

Take the following courses to satisfy the required 12 s.h. of social science selectives:

- ECON 200 Principles of Macroeconomics (3 s.h.)
- GEGO 210 Cultural Geography (3 s.h.)
- ANTH 250 Cultural Anthropology (3 s.h.)
- SOCI 150 Social Problems (3 s.h.)
- POSC 352 Modernized Political Systems (3 s.h.)
- POSC 332 International Independence (3 s.h.)
- POSC 430 United States Foreign Policy (3 s.h.)

Secondary Education Core (37 s.h.)

- EDUC 131 Introduction to High School Teaching (2 s.h.)
- EDUC 160 Growth and Development (3 s.h.)
- PSYC 104 Educational Psychology (3 s.h.)
- EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
- EDUC 237w Social Justice and Diversity Education (3 s.h.)
- EDUC 318 Tutorial Pre-Practicum (3 s.h.)
- EDUC 364 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
- EDUC 471 Learning, Teaching, and Technology (3 s.h.)
- EDUC 468 Supervised Student Teaching (14 s.h.)
- EDUC 465 Secondary Student Teaching: High School Level (7 s.h.)

and

- EDUC 464 Secondary Student Teaching: Middle School Level (7 s.h.)
- EDUC 462 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

VI. PROGRAM AND ADVANCED STANDING REQUIREMENTS

All history majors must have a 2.500 combined GPA in the history and social science core requirements to graduate as a history major.

Students seeking licensure are not considered officially enrolled in the teacher preparation program until they apply and qualify for advanced standing. They must achieve advanced standing status during the spring of their sophomore year, prior to registering for pre-practicum. Once achieved, advanced standing status must be maintained. See page 124 for more information. The following coursework must be completed or in progress to apply for advanced standing: HIST 105 and 106, one HIST course at or above the 200-level, and GEGO 200 or 201.

VII. SAMPLE PROGRAM BY YEAR

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, Religion, and the second Writing-Across-the-Curriculum course (fulfilled by EDUC 237 for students seeking secondary education certification). Non-teacher preparation students will need up to 32 s.h. of electives will be required to complete 130 s.h.

Courses marked:

- * are required for the secondary education certification program.
- † fulfill or partially fulfill an ACR.
- ‡ fulfill a WAC requirement.

A. First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)
- HIST 101* Survey of the History of Western Civilization (3 s.h.)
- HIST 105* Colonial America to the Civil War (3 s.h.)

B. First Year - Fall or Spring Semesters

- PEAC 100* Fit for Life (1 s.h.)
- SOCI 101 Introduction to Sociology (3 s.h.)
- _______ Up to 17 s.h. of ACRs
First Year - Spring Semester
EDUC 131 Introduction to High School Teaching (2 s.h.)
ENGL 114 College Writing II (3 s.h.)
HIST 102 The Making of the Modern World (3 s.h.)
HIST 106 The Civil War to Modern America (3 s.h.)

B. Second Year - Fall Semester
POSC 110 Introduction to American Government (3 s.h.)

Second Year - Fall or Spring Semesters
EDUC 160 Growth and Development (3 s.h.)
or
PSYC 104 Educational Psychology (3 s.h.)
EDUC 237 Social Justice and Diversity Education (3 s.h.)
GEOG 200 Concepts of Geography (3 s.h.)
or
GEOG 210 Cultural Geography (3 s.h.)

Second Year - Spring Semester
POSC 130 Introduction to International Relations (3 s.h.)

C. Third Year - Fall Semester
ECON 200 Principles of Macroeconomics (3 s.h.)
EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 318 Tutorial Pre-Practicum (3 s.h.)

Third Year - Fall or Spring Semesters
ECON __ Economics elective (3 s.h.; fulfilled by ECON 200 for secondary education)
HIST __ Non-American history elective (3 s.h.)
HIST __ American history elective (3 s.h.)
HIST __ History elective (excluding HIST 441; 3 s.h.)

Third Year - Spring Semester
EDUC 364 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 471 Learning, Teaching, and Technology (3 s.h.)
HIST 482 History Seminar (3 s.h.)

D. Fourth Year - Fall Semester
EDUC 468 Supervised Student Teaching (14 s.h.)
or
EDUC 465 Secondary Student Teaching: High School Level (7 s.h.)

and
EDUC 464 Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 462 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

Fourth Year - Fall or Spring Semesters
HIST __ 6 s.h. of any history electives (excluding HIST 441)

_____ Any uncompleted program requirements, ACRs, concentration selectives, or electives to total 130 s.h.
HUMAN SERVICES
AND ADMINISTRATION

Human services and administration, as one of the oldest established areas of study at the College, emphasizes the practical application of the Springfield College tradition of service to humankind. It offers an interdisciplinary approach to professional training in the human-helping professions through the creative union of theory and practice. The program encourages students to develop and pursue individual interests in the human-helping professions.

Courses in human behavior, liberal studies, and group and individual dynamics lead students to professional positions working with individuals, families, groups, organizations, and communities in areas such as case management, program development, agency management, and community outreach and development. The coursework prepares students to work humanistically with people in such a way that the processes of problem solving, assisting clients, directing programs, and managing resources are as important as the results of such activities.

A strong fieldwork component provides the real-world experience students need to apply and test academic concepts. This “learning by doing” in the actual practice of one’s profession is supervised by both faculty and experienced professionals in the field. Students have the opportunity to participate in activities such as helping individuals and families striving to achieve a better life for themselves, working with individuals and groups who have challenges or disabilities, and assisting community action agencies and neighborhood associations. Students also have the opportunity to assist fundraising groups; administer and train volunteers in agencies such as the YMCA, YWCA, and scouting; assist city and town planning boards; and work in mental health clinics, community hospitals, adult corrections and juvenile delinquency centers, children’s services, antipoverty programs, elderly services, and many more helping environments.

Students interested in combining human services administration and art therapy may also consider the art therapy/human services administration major.

For more information about the human services and administration major, contact Dr. Susan Joel of the Social Science and Human Services Administration Department at (413) 748-3349 or the Admissions Office at (800) 343-1257.

Curricular Requirements
I. GENERAL COLLEGE REQUIREMENTS (38–44 s.h. in addition to courses taken for the major)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CORE REQUIREMENTS (44 s.h.)
HSAD 101 Introduction to Human Services (3 s.h.)
HSAD 245 Human Behavior in Small Groups (3 s.h.)

(130 semester hours)
Requirements are subject to change.
A. HUMAN SERVICES WITH THE ELDERLY (6–12 s.h.)

Students interested in working with agencies dealing with older adults should include or add these courses to their program:

- RHDS 470 Rehabilitation Needs of the Aging (3 s.h.)
- SOCI 230* Women and Society (3 s.h.)
- SOCI 255 Sociology of Death and Dying (3 s.h.)
- SOCI 325* Social Gerontology (3 s.h.)

B. YMCA PROFESSIONAL DIRECTOR (0–9 s.h.)

Students interested in pursuing a career in the YMCA as a program, youth, family services, aquatic, or other type of director may take a 15-week fieldwork experience or a 12-month internship with a YMCA. Students should also include or add these courses to their program:

- HSAD 130 The YMCA: Past, Present, and Future (3 s.h.)
- HSAD 230 YMCA Management (3 s.h.)
- HSAD 320 Cities in Societies (3 s.h.)
- MGTE 215 Management Principles (3 s.h.)

C. ADMINISTRATION IN NONPROFIT ORGANIZATIONS (6–15 s.h.)

Students interested in the human dimension of administration in a wide variety of private agencies (such as the United Way, youth services, and others) should include or add these courses to their program:

- MGTE 215 Management Principles (3 s.h.)
- MGTE 311 Managerial Accounting (3 s.h.; prerequisites are MGTE 210 & 211)
- RCTR 479 Personnel Management/Human Resource Management (3 s.h.)

D. HUMAN SERVICES IN HEALTH-RELATED ORGANIZATIONS (15 s.h.)

Students interested in working with personnel and volunteers in hospitals or volunteer agencies (such as the Heart Association, Easter Seals, Cancer Society, United Way, and others) may choose to do fieldwork in such an agency. The following courses should be included or added to their program:

- COMM 120 Introduction to Journalism (3 s.h.)
- RHDS 230* Psychology of Disability (3 s.h.)
- RCTR 350 Public Relations (3 s.h.)
- SOCI 360 Medical Sociology (3 s.h.)

Select one of the following courses:

- HLTH 210 Consumer Health (3 s.h.)
- HLTH 260 Drugs and Society (3 s.h.)
- HLTH 261 Introduction to Nutrition (3 s.h.)

E. HUMAN SERVICES AND INTERNATIONAL SERVICES (6–12 s.h.)

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

- POST 130 Introduction to International Relations (3 s.h.)
- POST 332 International Interdependence (3 s.h.)
- POST 330 Politics of Development (3 s.h.)
- POST 432 United States and Contemporary World Affairs (3 s.h.)

VI. SAMPLE PROGRAM BY YEAR

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

Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)

B. Second Year - Fall Semester

- HSAD 245 Human Behavior in Small Groups (3 s.h.)

Second Year - Fall or Spring Semesters

- PEAC 100* Fitness for Life (1 s.h.)
- POST 110* Introduction to American Government (3 s.h.)
- SOCI 101 Introduction to Sociology (3 s.h.)

VI. ELECTIVES (6–27 s.h., to complete 130 s.h.)
C. Third Year - Fall Semester
HSAD 270 Social Welfare (3 s.h.)
HSAD 345 Groupwork (3 s.h.)
HSAD 386 Field Experience and Field Experience Seminar (3 s.h.)

Third Year - Fall or Spring Semesters
6 s.h. of sociology, political science, or business selectives (as specified under core selectives)
9–12 s.h. of ACRs
Concentration requirements (if applicable) or electives

C. Third Year - Spring Semester
HSAD 386 Field Experience and Field Experience Seminar (3 s.h.)
HSAD 355W Case Management (3 s.h.)
HSAD 365 Human Services Administration (3 s.h.)

D. Fourth Year - Fall Semester
HSAD 386 Field Experience and Field Experience Seminar (4 s.h.)

Fourth Year - Fall or Spring Semesters
6 s.h. of sociology, political science, or business selectives (as specified under core selectives)
Second human services selective, if not previously completed
Any uncompleted program requirements, concentration requirements (if applicable) or electives to total 130 s.h.

Fourth Year - Spring Semester
HSAD 386 Field Experience and Field Experience Seminar (5 s.h.)
MATHEMATICS (130 semester hours)
Requirements are subject to change.

The mathematics major at Springfield College offers students a broad and solid background in the field, preparing them to immediately pursue a professional career in government, business, and various industries that require mathematical discipline. Students also have the option to proceed to graduate school for further study in mathematics, statistics, or applied mathematics.

Offerings in mathematical analysis, linear algebra, discrete mathematics, and probability theory are supplemented by courses in abstract algebra, geometry, and topics in mathematics. Mathematics majors have the opportunity to complete a minor, including computer science, computer programming, business management, and economics. All students are assigned an academic advisor who assists them in the development of their course of study.

Students may also pursue licensure as a teacher of mathematics at the 5–8 and/or 8–12 grade levels by completing the secondary education licensure core in addition to requirements for the major.

For more information about the mathematics major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department, at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (41–47 s.h. in addition to courses taken for the major)
To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. PROGRAM REQUIREMENTS (42 s.h.)

CISC 105* Introduction to Computer Concepts (3 s.h.)
CISC 165 Programming in BASIC (3 s.h.)

or

CISC 175 Introduction to Computer Science with C++ and Java (3 s.h.)

MATH 135 Contemporary Mathematics (3 s.h.)
MATH 140* Calculus I (3 s.h.)
MATH 142 Calculus II (3 s.h.)
MATH 205 Geometry (3 s.h.)
MATH 215* Probability and Statistics (3 s.h.)
MATH 220 Calculus III (3 s.h.)
MATH 305 Elementary Differential Equations (3 s.h.)
MATH 310 Linear Algebra (3 s.h.)
MATH 405 Mathematical Analysis (3 s.h.)
MATH 410 Introductory Discrete Mathematics (3 s.h.)
MATH 415 Abstract Algebra (3 s.h.)
MATH 488 Topics in Mathematics and Computer Sciences (3 s.h.)

Students who have a deficiency in their mathematics preparation may be required to take MATH 115, College Algebra, and/or MATH 125, Precalculus Mathematics, before taking MATH 140, Calculus I.

III. ELECTIVES (41 s.h., to complete 130 s.h.; or 10 s.h. if seeking secondary licensure)
Mathematics majors are encouraged to complete a minor in computer programming or computer science as part of their electives.

IV. ADDITIONAL REQUIREMENTS FOR SECONDARY EDUCATION LICENSURE (37 s.h.)
Students interested in seeking licensure as a teacher of mathematics (grade levels 5–8 and/or 8–12) must complete the following additional requirements. Advisement is provided by a member of the mathematics faculty and a member of the Education Department.

Professional Preparation Requirements (37 s.h.)

EDUC 131 Introduction to High School Teaching (2 s.h.)
EDUC 160 Growth and Development (3 s.h.)
or
PSYC 104 Educational Psychology (3 s.h.)
EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
EDUC 237 Social Justice and Diversity Education (3 s.h.)
EDUC 238 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 364 Learning, Teaching, and Technology (3 s.h.)
EDUC 468 Supervised Student Teaching (14 s.h.)
or
EDUC 465 Secondary Student Teaching; High School Level (7 s.h.)

or

EDUC 464 Secondary Student Teaching; Middle School Level (7 s.h.)
EDUC 462 Culminating Seminar: Special Issues in Secondary Education (3 s.h.)

V. ADVANCED STANDING AND PROGRAM STANDARDS
In order to continue in the mathematics major, students must qualify for advanced standing during the spring semester of their sophomore year, prior to registration for junior-level classes. In order to qualify for advanced standing as a mathematics major, students must:
1. Achieve at least a 2.500 cumulative GPA.
2. Achieve at least a 2.500 GPA in their program requirements.
3. Complete all program requirements with a grade of C- or better. Courses in which unsatisfactory grades were received must be repeated.
4. Be making satisfactory progress toward the completion of their program of study, as determined by the academic advisor and the department.
5. Have completed or be in the process of completing any program requirements in which an incomplete was received. (Incomplete grades in program requirements must be completed by the end of the semester following the receipt of the incomplete, unless an extended deadline has been negotiated.)
Students who do not meet these minimum standards are placed on departmental probationary status for a period of not more than one year. A student will be removed from departmental probationary status if and only if the minimum standards for advanced standing have been met. A student who is unable to meet the minimum standards during the probationary period will be subject to being dropped from the major. Once achieved, advanced standing must be maintained in order to continue in the major and complete the program.

Students seeking secondary education licensure must also meet advanced standing standards for the Education Department. Students seeking licensure must qualify for advanced standing in order to be considered officially enrolled in an educator preparation program. In addition to the qualifications listed above, licensure students must:

- Successfully complete all preliminary education courses (EDUC 131, EDUC 160 or PSYC 104, etc.)
- Pass the communication and literacy skills portion of the Massachusetts Tests for Educator Licensure.
- Obtain the endorsement of the advisor in their major and the advisor in the education department.

Students who achieve advanced standing through the Education Department are considered to be officially enrolled in an educator preparation program. Once achieved, advanced standing standards must be maintained in order to continue in the program. Students who have not passed the communication and literacy skills test may petition to complete one pre-practicum (in programs where two are required), but they will NOT be allowed to do their final pre-practicum unless they have passed the communication and literacy skills test. No exceptions will be made. In addition, prior to doing their practicum, all students must pass the subject test portion of the Massachusetts Tests for Educator Licensure.

The completed application for advanced standing must be submitted to the Education Department chairperson prior to registration for junior year coursework. Applications will be reviewed by Education Department faculty; students will receive written notification of their status during the semester in which the application is filed. If a student fails to qualify for advanced standing, he or she may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed. Students who do not achieve advanced standing may continue in their major, but they will not be allowed to complete the secondary education program. More information about advanced standing for licensure students and a sample application are available from the Education Department.

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

In addition to the courses identified below, the general mathematics major will need to fulfill the following ACRs: Natural Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, Religion, and Writing-Across-the-Curriculum (WAC). Up to 41 s.h. of electives will be required to complete 130 s.h. Students must insure that both WAC requirements are fulfilled.

Courses marked:
1 are required for the secondary education certification program.
* fulfill or partially fulfill an ACR.
w fulfill a WAC requirement.

A. First Year - Fall Semester
ENGL 113* College Writing I (3 s.h.)
MATH 140 Calculus I (3 s.h.)

First Year - Fall or Spring Semesters
EDUC 131* Introduction to High School Teaching (2 s.h.)

B. Second Year - Fall Semester
MATH 135 Contemporary Mathematics (3 s.h.)
MATH 220 Calculus III (3 s.h.)

Second Year - Fall or Spring Semesters
MATH 215* Probability and Statistics (3 s.h.)
MATH 305 Elementary Differential Equations (3 s.h.)
MATH 405 Mathematical Analysis (3 s.h.)
MATH 410 Introductory Discrete Mathematics (3 s.h.)
MATH 415 Abstract Algebra (3 s.h.)
MATH 488 Topics in Mathematics and Computer Sciences (3 s.h.)
MATH 310 Linear Algebra (3 s.h.)

Third Year - As Offered (may need to be delayed to the fourth year)
MATH 405 Mathematical Analysis (3 s.h.)
MATH 410 Introductory Discrete Mathematics (3 s.h.)
MATH 415 Abstract Algebra (3 s.h.)
MATH 488 Topics in Mathematics and Computer Sciences (3 s.h.)

Students who do not pass the subject test portion of the Massachusetts Tests for Educator Licensure. must pass the subject test portion of the Massachusetts Tests for Educator Licensure.

Students who achieve advanced standing through the Education Department may petition to complete one pre-practicum (in programs where two are required), but they will NOT be allowed to do their final pre-practicum unless they have passed the communication and literacy skills test. No exceptions will be made. In addition, prior to doing their practicum, all students must pass the subject test portion of the Massachusetts Tests for Educator Licensure.

The completed application for advanced standing must be submitted to the Education Department chairperson prior to registration for junior year coursework. Applications will be reviewed by Education Department faculty; students will receive written notification of their status during the semester in which the application is filed. If a student fails to qualify for advanced standing, he or she may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed. Students who do not achieve advanced standing may continue in their major, but they will not be allowed to complete the secondary education program. More information about advanced standing for licensure students and a sample application are available from the Education Department.
Third Year - Spring Semester
EDUC 364† Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
EDUC 471† Learning, Teaching, and Technology (3 s.h.)
MATH 205 Geometry (3 s.h.)
[ ] Major requirements (see above), ACRs and electives (as applicable) to total 17–18 s.h.

D. Fourth Year - Fall or Spring Semesters
EDUC 468† Supervised Student Teaching (14 s.h.)
or
EDUC 465† Secondary Student Teaching: High School Level (7 s.h.)

[ ] Secondary Student Teaching: Middle School Level (7 s.h.)
EDUC 462† Culminating Seminar: Special Issues in Secondary Education (3 s.h.)
[ ] Any uncompleted major requirements, ACRs, and electives (as applicable)
Medical informatics is an interdisciplinary major administered by the Department of Mathematics, Physics, and Computer Science. The medical informatics major provides a strong background in computer science, supplemented with studies in the natural and human sciences and healthcare issues, so that graduates may meet the healthcare industry’s computer-based clinical and business information needs. In addition to a solid background in computer technology, students acquire a broad background in the natural and social sciences that directly contributes to an understanding of the human system. Through studies in carefully selected health education, psychology, rehabilitation, and sociology courses, students acquire an understanding of healthcare problems and issues, human behavior, and medical terminology.

Graduates of the medical informatics major can advance into a variety of positions as computer professionals within an information service or information technology department in a hospital or other healthcare facility. Particular areas of focus in technology applications can include Intensive Care Unit (ICU) systems, communication systems, networking, software development, medical imagery, and computer systems analysis design. Particular areas of focus in clinical applications can include service delivery automation for various departments and laboratories, medical records, patient monitoring, and clinical decision support systems. Particular areas of focus in business applications can include ambulatory care, managed care, time management, patient billing, accounts payable, materials management, patient registrations, and patient entertainment. In order to gain practical experience, students are strongly encouraged to pursue a cooperative education opportunity.

For more information about the medical informatics major, contact Dr. Peter Polito, chairperson of the Mathematics/Physics/Computer Science Department at (413) 748-3313 or the Admissions Office at (800) 343-1257.

Curricular Requirements

**I. GENERAL COLLEGE REQUIREMENTS** (37 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a !.[1]

**II. COMPUTER SCIENCE AND MATHEMATICS REQUIREMENTS** (45 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 105*</td>
<td>Introduction to Computer Concepts (3 s.h.)</td>
</tr>
<tr>
<td>CISC 115</td>
<td>The World of Microcomputers (3 s.h.)</td>
</tr>
<tr>
<td>CISC 175</td>
<td>Introduction to Computer Science with C++ and Java (3 s.h.)</td>
</tr>
<tr>
<td>CISC 280</td>
<td>Object-Oriented Programming with Java (3 s.h.)</td>
</tr>
<tr>
<td>CISC 235</td>
<td>Computer Logic Design (3 s.h.)</td>
</tr>
<tr>
<td>CISC 255</td>
<td>Data Communications and Distributed Processing (3 s.h.)</td>
</tr>
<tr>
<td>CISC 275</td>
<td>Data Structures Using C++ (3 s.h.)</td>
</tr>
<tr>
<td>CISC 315</td>
<td>Database Development and Management (3 s.h.)</td>
</tr>
<tr>
<td>CISC 320</td>
<td>Systems Analysis and Software Design (3 s.h.)</td>
</tr>
<tr>
<td>CISC 375</td>
<td>Computer Architecture (3 s.h.)</td>
</tr>
<tr>
<td>CISC 410</td>
<td>Fundamentals of Operating Systems (3 s.h.)</td>
</tr>
<tr>
<td>CISC 482</td>
<td>Computer Systems Seminar (3 s.h.)</td>
</tr>
<tr>
<td>MATH 215*</td>
<td>Probability and Statistics (3 s.h.)</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Contemporary Mathematics (3 s.h.)</td>
</tr>
</tbody>
</table>

Select one of the following mathematics courses:

- MATH 115 College Algebra (3 s.h.)
- MATH 125 Precalculus Mathematics (3 s.h.)
- MATH 140 Calculus I (3 s.h.)
- MATH 142 Calculus II (3 s.h.)

**III. NATURAL SCIENCES REQUIREMENTS** (24 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130*</td>
<td>Anatomy and Physiology I (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 132*</td>
<td>Anatomy and Physiology Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 131</td>
<td>Anatomy and Physiology II (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 133</td>
<td>Anatomy and Physiology Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 123</td>
<td>General Chemistry Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 124</td>
<td>General Chemistry Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>General Physics I (4 s.h.)</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>General Physics II (4 s.h.)</td>
</tr>
</tbody>
</table>

**IV. HEALTH, SOCIAL SCIENCE, AND RELATED REQUIREMENTS** (24 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 103*</td>
<td>Personal Health (3 s.h.)</td>
</tr>
<tr>
<td>HLTH 343</td>
<td>Community Health Education (3 s.h.)</td>
</tr>
<tr>
<td>HLTH 425</td>
<td>Human Disease (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
</tr>
<tr>
<td>RHDS 360</td>
<td>Medical Information in Rehabilitation (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 101*</td>
<td>Introduction to Sociology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 360</td>
<td>Medical Sociology (3 s.h.)</td>
</tr>
</tbody>
</table>

3 s.h. of electives, to complete 130 s.h.

**V. ADVANCED STANDING AND PROGRAM STANDARDS**

In order to continue in the medical informatics major, students must qualify for advanced standing during the spring semester of their sophomore year, prior to registration for junior-level classes. In order to qualify for advanced standing as a medical and informatics major, students must:

1. Achieve at least a 2.500 cumulative GPA.
2. Achieve at least a 2.500 GPA in their program requirements.
3. Complete all program requirements with a grade of C- or better. Courses in which unsatisfactory grades were received must be repeated.
4. Be making satisfactory progress toward the completion of their program of study, as determined by the academic advisor and the department.
5. Have completed or be in the process of completing any program requirements in which an incomplete was received. (Incomplete grades in program requirements must be completed by the end of the semester following the receipt of the incomplete, unless an extended deadline has been negotiated.)

Requirements are subject to change.
Students who do not meet these minimum standards are placed on departmental probationary status for a period of not more than one year. A student will be removed from departmental probationary status if and only if the minimum standards for advanced standing have been met. A student who is unable to meet the minimum standards during the probationary period will be subject to being dropped from the major. Once achieved, advanced standing must be maintained in order to continue in the major and complete the program.

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

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
CHEM 121 General Chemistry I (3 s.h.)
CHEM 123 General Chemistry Laboratory I (1 s.h.)
CISC 105* Introduction to Computer Concepts (3 s.h.)
ENGL 113* College Writing I (3 s.h.)

Select one of the following mathematics courses:
MATH 21 College Algebra (3 s.h.)
MATH 125 Precalculus Mathematics (3 s.h.)
MATH 140 Calculus I (3 s.h.)
MATH 142 Calculus II (3 s.h.)

First Year - Spring Semester
BIOL 131 Anatomy and Physiology II (3 s.h.)
BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 122 General Chemistry II (3 s.h.)
CHEM 124 General Chemistry Laboratory II (1 s.h.)
CISC 115 The World of Microcomputers (3 s.h.)
CISC 175 Introduction to Computer Science with C++ and Java (3 s.h.)
ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
CISC 275 Data Structures Using C++ (3 s.h.)
MATH 135 Contemporary Mathematics (3 s.h.)
PHYS 210 General Physics I (4 s.h.)

Second Year - Fall or Spring Semesters
CISC 280 Object-Oriented Programming with Java (3 s.h.)
HLT H 103 Personal Health (3 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
SOCI 101* Introduction to Sociology (3 s.h.)

Second Year - Spring Semester
CISC 235 Computer Logic Design (3 s.h.)
CISC 320 Systems Analysis and Software Design (3 s.h.)
MATH 215 Probability and Statistics (3 s.h.)
PHYS 211 General Physics II (4 s.h.)

C. Third and Fourth Years - As Offered
CISC 255 Data Communications and Distributed Processing (3 s.h.)
CISC 315 Database Development and Management (3 s.h.)
CISC 375 Computer Architecture (3 s.h.)
CISC 410 Fundamentals of Operating Systems (3 s.h.)
CISC 482 Computer Systems Seminar (3 s.h.)
HLTH 343 Community Health Education (3 s.h.)
HLTH 425 Human Disease (3 s.h.)
RHDS 360 Medical Information in Rehabilitation (3 s.h.)
SOCI 360 Medical Sociology (3 s.h.)

_____ 37 s.h. of ACRs
_____ 3 s.h. of electives, to complete 130 s.h.
Springfield College has long been recognized as an undisputed leader in the fields of physical education, movement studies, and sport. Excellent faculty, modern equipment and facilities, and majors that equally emphasize theoretical and practical achievement are the hallmarks of the College’s movement and sports studies programs.

The movement and sports studies major provides students with a comprehensive understanding of the scientific and social foundations of movement and its cultural forms of dance, sport, games, and exercise. Science is at the foundation of the major, with students taking courses in anatomy, physiology, and biomechanics of movement. A strong emphasis on the psychology and sociology of sports supports the major’s framework. The major offers students the opportunity to prepare for licensure as a teacher of physical education; entry-level positions in coaching; and for graduate study in movement and sports studies, sport management, allied health fields, rehabilitation, and teacher preparation.

Students seeking licensure as a teacher of physical education complete the movement and sports studies major, related physical education courses, and an extensive practicum component. They may begin the movement and sports studies major and teacher preparation requirements upon their admission to the College, but they are not considered officially enrolled in the teacher preparation program until they qualify for advanced standing. More information about advanced standing can be found in Section V below.

Students may also complete the movement and sports studies major without seeking licensure as a teacher. Those students complete an approved minor to complement their movement studies coursework.

For more information about these programs, contact Dr. Stephen C. Coulon, chairperson of the Physical Education Teaching and Administration Department, at (413) 748-4002 or 3339, or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. ALL-COLLEGE REQUIREMENTS (24 s.h. for teacher preparation students and 30 s.h. for non-teacher preparation students, in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a w.

II. CORE REQUIREMENTS (49-51 s.h.)

Departmental Core Requirements (26 s.h.)

MOSK 101* Outdoor Pursuits (1 s.h.)
MOSK 140* Movement Concepts (1 s.h.)
MOSK 230 Approaches to Dance Education (1 s.h.)

PHED 102 Instructional Strategies in Physical Education (3 s.h.)
PHED 226 Physical Education Design and Implementation PreK-12 I (3 s.h.)
PHED 227 Physical Education Design and Implementation PreK-12 II (3 s.h.)
PHED 308w Adapted Physical Education Programming (3 s.h.)
PHED 212 Principles and Problems of Coaching (2 s.h.)
PHED 346 Pre-Practicum—Secondary Level (2 s.h.; a grade of B or better in PHED 346 or 347 is a prerequisite for PHED 484 and PHED 485)
or
PHED 347 Pre-Practicum—Secondary Level (2 s.h.; a grade of B or better in PHED 346 or 347 is a prerequisite for PHED 484 and PHED 485)

PHED 357 Pre-Practicum Seminar (1 s.h.)
PHED 484 Practicum in Physical Education PreK-8 (7 s.h.)
PHED 485 Practicum in Physical Education 5-12 (7 s.h.)

Note: Physical education teacher preparation students must be certified in CPR and first aid prior to beginning their pre-practicum.

Concentration or Electives (13-15 s.h.)

Physical education teacher preparation students must complete 13-15 s.h. of a physical education concentration or electives, chosen in consultation with their academic advisor.
Required Skills Courses (11 s.h.)

PEPC 100* Fit for Life (1 s.h.)
PEPC 179* Physical Education Activities for Children (1 s.h.)
PEPC 180 Educational Gymnastics (.5 s.h.)
PEPC 211 Aerobic Activities (.5 s.h.)
PEPC 280 Outdoor Adventure (.5 s.h.)

Complete one of the following aquatics sequences (1 s.h.):
PEAC 205 Lifeguard Training (1 s.h.)
or
PEAC 206 Water Safety Instructor (1 s.h.)
or
PEPC 204 Swimming (.5 s.h.) and one of the following aquatics selectives:
PEAC 107 Water Polo and Aquatic Games (.5 s.h.)
PEAC 115 Fitness Swimming (.5 s.h.)
PEAC 190 Kayaking (.5 s.h.)
PEAC 208 Adapted Aquatics Instructor (1 s.h.; additional .5 s.h. completes final selective)
PEAC 102 SCUBA Certification (1 s.h.; additional .5 s.h. completes final selective)

Complete .5 s.h. from the following wellness selectives:
PEAC 120 Relaxation (.5 s.h.)
PEAC 121 Tai Chi Chuan (.5 s.h.)
PEPC 110 Conditioning & Fitness (.5 s.h.)
PEPC 213 Variable Resistance Training (.5 s.h.)

Complete 1.5 s.h. from the following team selectives:
PEPC 150 Field Hockey (.5 s.h.)
PEPC 244 Basketball (.5 s.h.)
PEPC 253 Coeducational Games in Physical Education (.5 s.h.)
PEPC 254 New and Field Games (.5 s.h.)
PEPC 255 Soccer (.5 s.h.)
PEPC 256 Softball (.5 s.h.)
PEPC 258 Volleyball (.5 s.h.)

Complete 1.5 s.h. from the following individual selectives:
PEAC 170 Golf (.5 s.h.)
PEPC 263 Track and Field I (.5 s.h.)
PEPC 265 Badminton/Archery (.5 s.h.)
PEPC 281 Tennis (.5 s.h.)
PEPC 284 Wrestling (.5 s.h.)
PEPC ___ Apparatus Gymnastics (.5 s.h.)

Complete 1 s.h. from the following dance/rhythmic selectives:
PEAC 127 Ballet (.5 s.h.)
PEAC 130 Ballroom (.5 s.h.)
PEAC 132 Multicultural Dance (.5 s.h.)
PEAC 133 Modern Dance (.5 s.h.)
PEAC 135 Square Dance (.5 s.h.)
PEAC 137 Tap Dance (.5 s.h.)
PEAC 140 Line Dance (.5 s.h.)

Complete 1 s.h. from the following outdoor leisure selectives:
PEAC 188 Hiking and Backpacking (.5 s.h.)
PEAC 189 Mountain Biking (.5 s.h.)
PEAC 191 Orienteering (.5 s.h.)
PEAC 197 Cross Country Skiing (.5 s.h.)

Complete .5 s.h. from the following martial arts selectives:
PEAC 123 Ti Ji Jian (.5 s.h.)
PEAC 142 Tae Kwon Do I (.5 s.h.)
PEAC 147 Martial Arts (.5 s.h.)
PEAC 175 Karate I (.5 s.h.)
PEAC 179 Self Defense I (.5 s.h.)
PEAC 143 Tae Kwon Do II (.5 s.h.)
PEAC 273 Karate II (.5 s.h.)
PEAC 279 Self Defense II (.5 s.h.)

In addition to the above selectives, students must complete an additional PEPC, PEAC, or PEAI course (.5 s.h.).

IV. ADDITIONAL REQUIREMENTS FOR NON-TEACHER PREPARATION MAJORS (51-53 s.h.)

Movement and sports studies majors who are not seeking licensure as a teacher of physical education must complete an official minor (minimum 18 s.h.) or an individually-designed minor, approved in advance by the chairperson of the Physical Education Teaching and Administration Department (PETA).

In addition to the minor, the following courses are required:
PEPC 100* Fit for Life (1 s.h.)
PEPC 204* Swimming (.5 s.h.)
PEPC 211* Aerobics Activities (.5 s.h.)
PHED 342 Sports First Aid and Injury Prevention (3 s.h.)
PSCY 107 Career Planning for Life (1 s.h.)

_____ .5 s.h. of the team selectives listed in Section III (non-teacher preparation students may substitute the PEAC version of those courses)
_____ .5 s.h. of the individual selectives listed in Section III (non-teacher preparation students may substitute the PEAC version of those courses)
_____ .5 s.h. of the wellness selectives listed in Section III
_____ .5 s.h. of the martial arts selectives listed in Section III
_____ 28-30 s.h. of electives

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

All movement and sports studies majors must qualify for advanced standing at the end of the sophomore year or upon completion of 55 semester hours (25 semester hours for transfer students). Students seeking licensure as a teacher of physical education are not considered officially enrolled in the teacher preparation program until they qualify for advanced standing. Qualification for advanced standing is determined by the Appraisal and Retention Committee, who assess each student’s readiness for fieldwork and professional duties. The faculty believes each student should demonstrate competence in fitness, academics, and professional behavior. In fitness, the student’s commitment to an active lifestyle will be displayed through an acceptable level of personal fitness and an awareness of fitness measures. In academics, the student must be knowledgeable in the discipline. Professionally, the student must exhibit appropriate behaviors, appearance, attitude, ability to meet deadlines, interpersonal skills, and responsibility. In order to qualify for advanced standing the student must:

1. Have passed PEPC 100, Fit for Life.
2. Meet or exceed a 2.500 academic cumulative index.
3. Meet or exceed a 2.750 professional cumulative index, consisting of any courses taken with the following prefixes: EDUC, HLTH, MOSK, MOST, MSCI, PHED, PEAC, and PEPC (cumulative indexes will be from the last semester completed).
4. Meet the technical standards for the department (available from the PETA department office).
5. Have no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.

In addition, students seeking acceptance to the teacher preparation program must:
1. Have a grade of C or better in PHED 102, 226, 227, and 308.
2. Have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure. (Students must pass that portion prior to the end of their sophomore year in order to have the results in time to apply for advanced standing.)

Once achieved, advanced standing standards must be maintained in order to continue in the program. Teacher preparation students who have not passed the communication and literacy skills test will NOT be allowed to do their pre-practicum. No exceptions will be made. In addition, prior to doing their practicum, all teacher preparation students must pass the physical education portion of the Massachusetts Tests for Educator Licensure.

Students will be notified in writing of the Appraisal and Retention Committee’s decision to grant or deny advanced standing. Letters will be sent to each student, with copies to the student’s advisor and, if applicable, coordinators of pre-practicum and practicum. The letter of advanced standing is a academic achievement; students are encouraged to keep it in a personal portfolio.

Advanced standing status must be achieved and maintained in order to:
1. Continue in the major.
2. Be eligible for 300-level courses.
3. Be considered officially enrolled in the teacher preparation program.
4. Register for pre-practicum, practicum and fieldwork.

Failure to Achieve or Maintain Advanced Standing

If a student is denied advanced standing at the end of the sophomore year, continuance in the MOST program will be in jeopardy. The student will be allowed to remain in the program for one more semester on departmental probation. If the indexes are too low, a contract will be developed that the student must fulfill during the next semester. The contract will include the grades necessary for raising the student’s cumulative indexes. (It is suggested that the classes in which low grades were received be retaken.) The student signs the contract and a copy is placed in the advisement folder. If the contract is met, the student will be granted advanced standing status at the beginning of the following semester.

In order to complete a pre-practicum or practicum, teacher preparation students must have achieved advanced standing prior to registration. Achieving advanced standing at the close of a semester will not qualify the student for pre-practicum or practicum during the following semester. (If extenuating circumstances exist, students may submit a written petition to the PETA department chairperson for permission to waive this policy).

At the completion of 80 semester hours, any MOST major who has not achieved advanced standing will be removed from the MOST program. Students will have to choose a new major and spend their remaining semesters meeting the requirements of the new major. (Students in other majors may not register for a physical education pre-practicum or practicum). While in the new major, determined students who eventually meet advanced standing criteria may submit a written petition to the PETA department chairperson for readmittance into the program. (Grades received for MOST 410, 428, 429 and any 400-level HLTH course will not be used to determine cumulative indexes for advanced standing.) If readmitted, additional semesters will be required to complete the degree.

VI. SAMPLE PROGRAM BY YEAR (TEACHER PREPARATION)

The program listed below is a sample for teacher preparation students—courses are not guaranteed to be offered during the semester or year listed. It is the responsibility of students to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.75 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Computer Science, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, and Religion. Non-teacher preparation students will need to fulfill the Social Justice ACR, fulfill the second Writing-Across-the-Curriculum requirement, complete a minor, and complete all the courses specified in Section IV.

Courses marked:
* fulfill or partially fulfill an ACR.
W fulfill a WAC requirement.
1 are required for teacher preparation students only.

A. First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130*</td>
<td>Anatomy and Physiology I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 132*</td>
<td>Anatomy and Physiology Laboratory I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>ENGL 113*</td>
<td>College Writing I</td>
<td>3 s.h.</td>
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</table>

First Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 103*</td>
<td>Personal Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 21*</td>
<td>College Algebra (or higher level mathematics course)</td>
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</tr>
<tr>
<td>MOSK 140*</td>
<td>Movement Concepts and Fundamental Motor Patterns</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>MOST 105</td>
<td>Lifespan Motor Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PHED 102*</td>
<td>Instructional Strategies in Physical Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PEAC ___1</td>
<td>.5 s.h. of dance/rhythmic selective</td>
<td></td>
</tr>
<tr>
<td>PEPC 100*</td>
<td>Fit for Life</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PEPC 179*1</td>
<td>P.E. Activities for Children</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PEPC 280</td>
<td>Outdoor Adventure</td>
<td>.5 s.h.</td>
</tr>
</tbody>
</table>

_______ 3 s.h. of ACRs
**First Year - Spring Semester**

- BIOL 131 Anatomy and Physiology II (3 s.h.)
- BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)
- ENGL 114* College Writing II (3 s.h.)
- MOSK 101* Outdoor Pursuits (1 s.h.)

**B. Second Year - Fall or Spring Semester**

- HIST 102* The Making of the Modern World (3 s.h.; non-teacher preparation students may substitute HIST 101*, Survey of the History of Western Civilization)
- MOSK 201 Sports Concepts and Application (1 s.h.)
- MOSK 230 Approaches to Dance Education (1 s.h.)
- MOST 224W Motor Learning and Skill Acquisition (3 s.h.)
- PHED 226 Physical Education Design and Implementation: PreK-12 I (3 s.h.)
- PHED 227 Physical Education Design and Implementation: PreK-12 II (3 s.h.)
- PHED 212 Principles and Problems of Coaching (2 s.h.)
- PHYS 205 Physics for Movement Science (2-4 s.h.)
- SOCI 101* Introduction to Sociology (3 s.h.)
- PEPC 180 Educational Gymnastics (.5 s.h.)
- .5 s.h. of designated outdoor leisure selective
- .5 s.h. of designated team selective
- .5 s.h. of designated individual selective
- 1 s.h. of designated aquatics sequence
- 3 s.h. of concentration requirements or electives
- 6-9 s.h. of ACRs

**C. Third Year - Fall or Spring Semesters**

- EDUC 237W Social Justice and Diversity Education (3 s.h.)
- MOST 328 Psychology of Sport (3 s.h.)
- MSCI 313 Physiology of Exercise (3 s.h.)
- MSCI 319 Kinesiology/Biomechanics (3 s.h.)
- PHED 308W Adapted Physical Education Programming (3 s.h.)

- PHED 342 (if not certified in CPR and first aid) Sports First Aid and Injury Prevention (3 s.h.)
- PHED 357 Pre-Practicum Seminar (1 s.h.)
- PHED 346 Pre-Practicum—Elementary Level (2 s.h.)
- or
- PHED 347 Pre-Practicum—Secondary Level (2 s.h.)
- PEPC 211 Aerobics Activities (.5 s.h.)
- .5 s.h. of designated wellness selective
- .5 s.h. of designated outdoor/leisure selective
- 1 s.h. of designated individual selective
- 1 s.h. of designated team selective
- .5 s.h. of PEAC, PEPC, or PEAI skill electives
- 6 s.h. of concentration requirements or electives
- 3-6 s.h. of ACRs

**D. Fourth Year - Fall or Spring Semesters**

- MOST 410 Assessment in Movement and Sport (3 s.h.)
- MOST 428 Sociology of Sport (2 s.h.)
- MOST 429 Heritage and Values of Movement and Sport (3 s.h.)
- PHED 484 Practicum in Physical Education PreK-8 (7 s.h.)
- PHED 485 Practicum in Physical Education 5-12 (7 s.h.)
- 6-8 s.h. of concentration requirements or electives
- .5 s.h. of designated martial arts selective
- .5 s.h. of designated dance elective
- Any uncompleted ACRs or program requirements to total 133 s.h. (non-teacher preparation students need to total only 132 s.h.)
OCCUPATIONAL THERAPY DUAL DEGREE PROGRAM

The occupational therapy dual degree program is a unique plan, allowing students to complete a bachelor of science or arts degree in a field of study related to occupational therapy and a master's degree in occupational therapy in five years. Students enter the dual degree program as first-year students and are simultaneously enrolled in a major related to occupational therapy. (Students who wish to apply to occupational therapy in their junior year should see Section VII below for a description of the advanced senior program.) The selection of undergraduate majors approved for the dual degree program includes rehabilitation and disability studies, psychology, biology, art therapy, dance, human services and administration, gerontology, and general studies (occupational therapy concentration). Other majors related to occupational therapy that are of interest to the student may also be an option. During the first four years of the program, students fulfill requirements for their undergraduate major, the All-College Requirements, and the occupational therapy preprofessional requirements. The professional portion of the program begins in the student's fourth year and continues on into the fifth, or graduate year, including two summers. Students are advised by both a faculty member from their undergraduate major and an occupational therapy faculty mentor from the beginning of their Springfield College experience. It is a challenging, accelerated path to take, but one that enriches students' background experiences and provides them with two different degrees.

Throughout the occupational therapy program, students engage in a mix of classroom, laboratory, group project, and fieldwork experiences. Students become practiced in entry level occupational therapy theory, evaluation and treatment techniques, clinical reasoning, research, teaching skills, management skills, and teamwork. Fully encompassing the College's humanics philosophy, the occupational therapy program emphasizes that health and learning are best gained through an approach that unifies spirit, mind, and body. The typical Springfield College-trained occupational therapist displays both the unique empathy and spirit, mind, and body. The typical Springfield College-trained occupational therapist displays both the unique empathy and spirit, mind, and body. The typical Springfield College-trained occupational therapist displays both the unique empathy and spirit, mind, and body. The typical Springfield College-trained occupational therapist displays both the unique empathy and spirit, mind, and body. The typical Springfield College-trained occupational therapist displays both the unique empathy and

Admission to the Program
Candidates must have a rigorous background in the sciences and mathematics, along with coursework in psychology and sociology or anthropology. Documentation of experience in occupational therapy or other human service endeavors is also mandatory. January 15 is the deadline for the application, and February 1 is the deadline for all supporting documents. Later application packets will be reviewed on a space available basis. Transfer students from other colleges, as well as internal transfers, may also be accepted to the dual degree program on a space available basis.

For more information about the occupational therapy dual degree program, please contact Professor Joan Simmons of the Occupational Therapy Department at (413) 748-3692 or the Admissions Office at (800) 343-1257. More information can also be found on our web site at www.spfldcol.edu/ot.

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; (301) 652-2682.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (as specified for the undergraduate major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Students may choose courses which simultaneously fulfill an ACR, an occupational therapy preprofessional requirement, and a requirement for the undergraduate major. Course that fulfill both an ACR and an occupational therapy preprofessional requirement are marked with an asterisk.

II. UNDERGRADUATE MAJOR REQUIREMENTS
Students complete requirements for their undergraduate major. (Some departments may modify requirements or available concentrations to accommodate the occupational therapy preprofessional courses.)

III. OCCUPATIONAL THERAPY PREPROFESSIONAL REQUIREMENTS (43–44 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 130*</td>
<td>Anatomy and Physiology I (3 s.h.)</td>
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<tr>
<td>BIOL 132*</td>
<td>Anatomy and Physiology Laboratory I (1 s.h.)</td>
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<tr>
<td>BIOL 131</td>
<td>Anatomy and Physiology II (3 s.h.)</td>
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</tr>
<tr>
<td>BIOL 133</td>
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<tr>
<td>MATH 115*</td>
<td>College Algebra or higher level mathematics course (3 s.h.)</td>
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<tr>
<td>OCTH 101</td>
<td>Survey of Occupational Therapy (3 s.h.)</td>
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<tr>
<td>OCTH 284</td>
<td>OT Practicum and Seminar (3 s.h.)</td>
<td></td>
</tr>
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<td>OCTH 303</td>
<td>Preclinical Education (2 s.h.)</td>
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</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC 211</td>
<td>Introduction to Statistics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Abnormal Psychology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PTMS 308</td>
<td>Human Anatomy I (3 s.h.)</td>
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</tr>
<tr>
<td>PTMS 309</td>
<td>Human Anatomy II (3 s.h.)</td>
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</tr>
<tr>
<td>SOCI 101*</td>
<td>Introduction to Sociology (3 s.h.)</td>
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<tr>
<td></td>
<td>Physical science elective (3–4 s.h.)</td>
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<tr>
<td></td>
<td>Sociology, anthropology, or psychology elective (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

IV. OCCUPATIONAL THERAPY PROFESSIONAL REQUIREMENTS (66–69 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OCTH 401W</td>
<td>Occupational Therapy Fundamentals (3 s.h.)</td>
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</tr>
<tr>
<td>OCTH 405</td>
<td>Group Process (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>OCTH 412</td>
<td>Neuroscience and Occupation I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>OCTH 413</td>
<td>Neuroscience and Occupation II (1 s.h.)</td>
<td></td>
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<tr>
<td>OCTH 420</td>
<td>Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>OCTH 421</td>
<td>Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood (4 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>
OC Outline:

VI. SAMPLE PROGRAM BY YEAR

Because the occupational therapy dual degree program can be completed with a variety of undergraduate majors, a sample undergraduate plan is not included. Year-by-year sample schedules for almost all of the approved undergraduate majors are available on the Occupational Therapy Department website as well as upon request from the Admissions Office. Combining other majors with occupational therapy is also possible; questions regarding these programs should be directed to the Admissions office. Students should meet with both their major advisor and their occupational therapy mentor before beginning the program and routinely while pursuing the two degrees. Completing 17 to 18 s.h. each semester is strongly recommended. Suggested timing for preprofessional requirements and a sample plan for the professional requirements are noted below. Depending on the major selected or the fieldwork opportunities available, students may need to complete coursework or a practicum during one of their undergraduate summers.

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

Preprofessional Requirements

A. First Year
MATH 115* College Algebra or higher level mathematics course (3 s.h.)
OCTH 101 Survey of Occupational Therapy (3 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
SOCI 101* Introduction to Sociology (3 s.h.)
_____ Physical science elective (3–4 s.h.)
_____ ACRs and major requirements

B. Second Year
BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 131 Anatomy and Physiology II (3 s.h.)
OCTH 284 OT Practicum and Seminar (3 s.h.)
PSYC 211 Introduction to Statistics (3 s.h.)
PSYC 221 Abnormal Psychology (3 s.h.)
_____ Sociology, anthropology, or psychology elective (3 s.h.)
_____ ACRs and major requirements

C. Third Year
OCTH 303 Preclinical Education (2 s.h.)
PTMS 308 Human Anatomy I (3 s.h.)
PTMS 309 Human Anatomy II (3 s.h.)
_____ ACRs and major requirements

Professional Component

D. Fourth Year - Fall Semester
OCTH 401* Occupational Therapy Fundamentals (3 s.h.)
OCTH 412 Neuroscience and Occupation I (3 s.h.)
OCTH 484 Clinical Education I (3 s.h.)
RSCH 610 Fundamentals and Methods of Research (3 s.h.)
_____ Any uncompleted major requirements

Fourth Year - Spring Semester
OCTH 405 Group Process (1 s.h.)
OCTH 413 Neuroscience and Occupation II (1 s.h.)
OCTH 420 Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy (3 s.h.)
OCTH 421 Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood (4 s.h.)
OCTH 425 Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents (3 s.h.)
Any uncompleted major requirements

E. Fifth Year - Summer Semester
OCTH 531 Occupation, Dysfunction, and Adaptation in Adults I (3 s.h.)
OCTH 532 Occupation, Dysfunction, and Adaptation in Adults II (3 s.h.)
OCTH 535 Development and OT Adaptation for the Older Adult (3 s.h.)

Fifth Year - Fall Semester
OCTH 533 Occupation, Dysfunction, and Adaptation in Adults III (3 s.h.)
OCTH 534 Occupation, Dysfunction, and Adaptation in Adults IV (3 s.h.)
OCTH 550 Occupational Therapy Management (3 s.h.)
OCTH 582 Graduate Seminar (3 s.h.)

Fifth Year - Spring and Second Summer Semester
OCTH 586 Clinical Education II (January–March; 10 s.h.)
OCTH 587 Clinical Education III (April–June; 10 s.h.)
and Final Week Seminar (on-campus; mid-June)

VII. ADVANCED SENIOR OPTION
In addition to the dual degree program, the Occupational Therapy Department offers an advanced senior program. Qualified students may apply to the program in the second semester of their junior year. Students must complete an application packet, including a resume, references, and a personal statement. To be eligible for the advanced senior program, students must document that they have completed or will complete the following before the start of their senior year:
1. All requirements for a related undergraduate major. 
2. 101 undergraduate credits, including the All-College Requirements. 
3. The occupational therapy prerequisites (see below).

A 3.000 overall minimum GPA and a 3.000 average for the occupational therapy prerequisites are also required.
If accepted, students begin taking occupational therapy courses in their senior year. They graduate in May of their senior year with an undergraduate degree in a related major and an accelerated start to their graduate requirements.

The occupational therapy prerequisites for the advanced senior program include the following courses or equivalents:
- BIOL 130 Anatomy and Physiology I
- BIOL 132 Anatomy and Physiology Laboratory I
- BIOL 131 Anatomy and Physiology II
- BIOL 133 Anatomy and Physiology Laboratory II
- PSYC 101 Introduction to Psychology
- PSYC 211 Introduction to Statistics
- or MATH 215 Probability and Statistics
- PSYC 221 Abnormal Psychology
- SOCI 101 Introduction to Sociology
- Sociology, anthropology, or psychology elective
- Physical science elective

The advanced senior program is designed for students who discover their interest in occupational therapy after their first years of baccalaureate study. The dual degree program is designed for students who have developed a career goal for occupational therapy before they enter college. The advantages of the dual degree include guaranteed admittance to the professional level of the program (as long as all program standards are met), the opportunity for students to work with an occupational therapy faculty mentor from their first entry into the College, and earlier exposure to occupational therapy coursework and practicums.
The program in physical therapy is an entry-level master’s degree program accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Coursework in physical therapy enables students to develop advanced problem-solving skills in examination, program planning, and treatment of those who need physical therapy services. Graduates possess a broad knowledge in the science and practice of physical therapy, as well as a basic understanding of administration and research. In addition, students have the opportunity for advanced study in selected areas of physical therapy. The program integrates the humanics philosophy in total patient care, including the intellectual, physical, and spiritual aspects of treating the whole person within a social, political, and economic context.

The program in physical therapy requires five and one-half years for completion. Students enter as first-year students and immediately begin a two-year, preprofessional component. This is followed by three and one-half years of professional preparation. After four years, the student earns a bachelor of science degree in undergraduate studies and continues with the professional component. Upon successful completion of all program requirements, the graduate is awarded a master of science degree in physical therapy and is eligible to apply for state licensure.

The preprofessional courses include preparation in the basic sciences, social sciences, and liberal arts. The professional component includes courses in anatomy, exercise physiology, kinesiology, clinical sciences, organization and delivery of healthcare, research methodology, and statistics, as well as full-time clinical experiences in approved clinical education facilities. The preprofessional and professional components are subject to modification to ensure a comprehensive, integrated sequence of experiences leading to a physical therapy education of the highest possible quality.

Admission to the Program
Candidates applying for admission to the physical therapy program are required to have a rigorous background in the sciences and mathematics along with exposure to physical therapy practice in a healthcare setting. December 1 is the admissions deadline for all admissions materials for physical therapy applicants. Further details about the application procedure are available from the Admissions Office. Students already enrolled at Springfield College may transfer into physical therapy as undergraduates following an application and review by the department. Applicants from other colleges and universities are considered for admission into the professional component of the program on a space-available basis only; such applicants must have completed a bachelor’s degree and satisfied all program prerequisites.

For more information about the physical therapy major, contact the chairperson of the Physical Therapy Department at (413) 748-3369 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS
To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. PREPROFESSIONAL COMPONENT REQUIREMENTS

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 121</td>
<td>Bioscience I (3 s.h.)</td>
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</tr>
<tr>
<td>BIOL 123*</td>
<td>Bioscience Laboratory I (1 s.h.)</td>
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<tr>
<td>BIOL 122</td>
<td>Bioscience II (3 s.h.)</td>
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<tr>
<td>BIOL 124</td>
<td>Bioscience Laboratory II (1 s.h.)</td>
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<td>BIOL 250</td>
<td>Human Structure and Function I (3 s.h.)</td>
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<td>BIOL 252</td>
<td>Human Structure and Function Laboratory I (1 s.h.)</td>
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<td>BIOL 251</td>
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<td>BIOL 253</td>
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<td>CHEM 121</td>
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<td>CHEM 122</td>
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<td>CHEM 124</td>
<td>General Chemistry Laboratory II (1 s.h.)</td>
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<td>CISC 165*</td>
<td>Programming in BASIC (3 s.h.)</td>
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<td>CISC 175*</td>
<td>Introduction to Computer Science with C++ and Java (3 s.h.)</td>
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<td>MATH 215</td>
<td>Probability and Statistics (3 s.h.)</td>
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<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
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<td>MATH 140*</td>
<td>Calculus I (3 s.h.)</td>
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<td>PSYC 211</td>
<td>Introduction to Statistics (3 s.h.)</td>
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<td>PHYS 210</td>
<td>General Physics I (4 s.h.)</td>
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<td>PHYS 211</td>
<td>General Physics II (4 s.h.)</td>
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<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
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<td>PSYC 135</td>
<td>Personality and Personal Adjustment (3 s.h.)</td>
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<tr>
<td>RHDS 230*</td>
<td>Psychology of Disability (3 s.h.)</td>
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III. PROFESSIONAL COMPONENT REQUIREMENTS

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<td>Introductory Computer Concepts for Research (3 s.h.)</td>
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<td>CISC 620</td>
<td>Microcomputer Applications in a Clinical Setting (3 s.h.)</td>
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<td>MSCI 313</td>
<td>Physiology of Exercise (3 s.h.)</td>
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<td>MSCI 624</td>
<td>Laboratory Techniques in Exercise Physiology (2 s.h.)</td>
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<td>PHTH 302</td>
<td>Clinical Concepts in Physical Therapy I (3 s.h.)</td>
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<tr>
<td>PHTH 304</td>
<td>Clinical Medicine/Pathology (4 s.h.)</td>
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<td>PHTH 307*W</td>
<td>Clinical Concepts in Physical Therapy II (2 s.h.)</td>
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<td>PHTH 308</td>
<td>Human Anatomy I (3 s.h.)</td>
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<td>PHTH 309</td>
<td>Human Anatomy II (3 s.h.)</td>
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<td>PHTH 315</td>
<td>Clinical Education Seminar (1 s.h.)</td>
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<td>PHTH 316</td>
<td>Clinical Kinesiology (3 s.h.)</td>
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<td>PHTH 420</td>
<td>Clinical Competency Laboratory I (1 s.h.)</td>
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<td>PHTH 421</td>
<td>Clinical Science and Practice I (4 s.h.)</td>
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<td>PHTH 422</td>
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<td>PHTH 423</td>
<td>PT Management for Patients with Acute Medical Conditions (3 s.h.)</td>
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<td>PHTH 424</td>
<td>Clinical Science and Practice IV (3 s.h.)</td>
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<td>PHTH 425</td>
<td>Clinical Case Competency Laboratory II (1 s.h.)</td>
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<td>PHTH 430</td>
<td>Neuroscience (3 s.h.)</td>
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<td>PHTH 431</td>
<td>PT Management for Patients with Neuromuscular Conditions I (3 s.h.)</td>
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<tr>
<td>PHTH 486</td>
<td>Clinical Education Experience I (3 s.h.)</td>
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</table>
PHYSICAL THERAPY

Continued

V. Sample Program By Year

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to ensure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students should seek to complete 18 s.h. each semester for the first three years.

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester

BIOL 121* Biodiversity I (3 s.h.)
BIOL 123* Biodiversity Laboratory I (1 s.h.)
CHEM 121 General Chemistry I (3 s.h.)
CHEM 123 General Chemistry Laboratory I (1 s.h.)
ENGL 113* College Composition I (3 s.h.)
MATH 140* Calculus I (3 s.h.)

or

PEAC 100* Fit for Life (1 s.h.)

3 s.h. of ACRs

First Year - Spring Semester

BIOL 122 Biodiversity II (3 s.h.)
BIOL 124 Biodiversity Laboratory II (1 s.h.)
CHEM 122 General Chemistry II (3 s.h.)
CHEM 124 General Chemistry Laboratory II (1 s.h.)
ENGL 114* College Composition II (3 s.h.)

or

PSYC 101 Introduction to Psychology (3 s.h.)

or

PSYC 135 Personality and Personal Adjustment (3 s.h.)

4 s.h. of ACRs

B. Second Year - Fall Semester

BIOL 250 Human Structure and Function I (3 s.h.)
BIOL 252 Human Structure and Function Laboratory I (1 s.h.)
PHYS 210 General Physics I (4 s.h.)

Second Year - Fall or Spring Semesters

CISC 165* Programming in BASIC (3 s.h.)

or

CISC 175* Introduction to Computer Science with C++ and Java (3 s.h.)

MATH 215 Probability and Statistics (3 s.h.)

or

PSYC 211 Introduction to Statistics (3 s.h.)

PEAC ___* 1 s.h. of skill electives

PHTH 203* Physical Therapy in the Health Care System (1 s.h.)

12 s.h. of ACRs

Second Year - Spring Semester

BIOL 252 Human Structure and Function II (3 s.h.)
BIOL 253 Human Structure and Function Laboratory II (1 s.h.)
PHYS 211 General Physics II (4 s.h.)
C. Third Year - Fall Semester
- MSCI 331 Physiology of Exercise (3 s.h.)
- PEAC ___ * 2 s.h. of skill electives
- PHTH 302 Clinical Concepts in Physical Therapy I (3 s.h.)
- PHTH 304 Clinical Medicine/Pathology (4 s.h.)
- PHTH 308 Human Anatomy I (3 s.h.)
  ___ 3 s.h. of ACRs

Third Year - Spring Semester
- PHTH 307w Clinical Concepts in Physical Therapy II (2 s.h.)
- PHTH 309 Human Anatomy II (3 s.h.)
- PHTH 315 Clinical Education Seminar (1 s.h.)
- PHTH 316 Clinical Kinesiology (3 s.h.)
- RHDS 230* Psychology of Disability (3 s.h.)
  ___ 6 s.h. of ACRs

D. Fourth Year - Fall Semester
- MSCI 624 Laboratory Techniques in Exercise Physiology (2 s.h.)
- PHTH 420 Clinical Competency Laboratory I (1 s.h.)
- PHTH 421 Clinical Science and Practice I (4 s.h.)
- PHTH 422 Clinical Science and Practice II (4 s.h.)
- PHTH 430 Neuroscience (3 s.h.)
- RSCH 610w Foundation and Methods of Research (3 s.h.)

Fourth Year - Winter Session
- PHTH 486 Clinical Education Experience I (3 s.h.)

Fourth Year - Spring Semester
- PHTH 423 PT Management for Patients with Acute Medical Conditions (3 s.h.)
- PHTH 424 Clinical Science and Practice IV (3 s.h.)
- PHTH 425 Clinical Case Competency Laboratory II (1 s.h.)
- PHTH 431 PT Management for Patients with Neuromuscular Conditions I (3 s.h.)
- RSCH 620 Educational and Psychological Statistics (3 s.h.)

E. Fifth Year - Summer Session
- CISC 605 Introductory Computer Concepts for Research (3 s.h.)
  or
- CISC 620 Microcomputer Applications in a Clinical Setting (3 s.h.)
- PHTH 660 Education in Physical Therapy Practice (3 s.h.)
- PHTH 665 Clinical Science and Practice V (4 s.h.)

Fifth Year - Fall Semester
- PHTH 685 Clinical Education Experience II (6 s.h.)
- PHTH 686 Clinical Education Experience III (6 s.h.)

Fifth Year - Spring Semester
- RSCH 626 Research Project (3 s.h.)
- PHTH 673 Administration and Management in Physical Therapy (3 s.h.)
- PHTH 675 Niche Practices in Physical Therapy (2 s.h.)
- PHTH 687 Clinical Education Experience IV (2 s.h.)
  Select one of the following courses:
- PHTH 664 PT Management of Patients with Spinal Disorders (2 s.h.)
- PHTH 680 Advanced Orthopedics (3 s.h.)
- PHTH 681 Clinical Ergonomics (3 s.h.)
- PHTH 682 Pediatric Neurology (3 s.h.)
- PHTH 683 Sports Physical Therapy (3 s.h.)
- PHTH 684 Adult Neurology (3 s.h.)
PHYSICAL ASSISTANT

The physician assistant program\(^1\) is offered jointly by Springfield College and Baystate Health System (BHS), the largest tertiary care center in Western Massachusetts. The mission of the SC/BHS program is to educate students in spirit, mind, and body for leadership in clinical, community, and academic service to humanity, building upon the College’s foundations of humanities and academic excellence.

This is a full four-year program with students earning a bachelor of science degree upon completion of the program. The program is divided into two distinct phases: a preprofessional phase in which students complete All-College Requirements and basic science program requirements, and the professional phase, which includes twelve months of didactic education and twelve months of clinical rotations. The didactic year includes courses in clinical medicine, pharmacology, applied clinical skills, history taking and physical assessment, mental health issues, clinical decision making, gross cadaver anatomy, and seminar courses. Clinical education includes inpatient medicine, outpatient medicine, psychiatry, pediatrics, obstetrics and gynecology, surgery, emergency medicine, geriatrics, electives, and preceptorship. Graduates of the program are eligible to sit for the Physician Assistant National Certification Examination and to apply for state licensure. A certificate program is also available on a space-available basis for students with a bachelor’s degree.

For more information about this major, contact Professor Jennifer Hixon, program director of the Physician Assistant Program, or the Admissions Office at (800) 343-1257.

\(^1\)Accredited by the Accreditation Review Commission of Education for the Physician Assistant (ARC-PA)

Curricular Requirements

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

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a \(^W\).

II. PREPROFESSIONAL PHASE CORE (46 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 121*</td>
<td>Bioscience I (3 s.h.)</td>
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<tr>
<td>BIOL 123*</td>
<td>Bioscience Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 122</td>
<td>Bioscience II (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Bioscience Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Human Structure and Function I (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Structure and Function Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 251</td>
<td>Human Structure and Function II (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 253</td>
<td>Human Structure and Function Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Introduction to Medical Microbiology (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I (3 s.h.)</td>
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<tr>
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<td>General Chemistry Laboratory I (1 s.h.)</td>
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<tr>
<td>CHEM 122</td>
<td>General Chemistry II (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 124</td>
<td>General Chemistry Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Survey (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Biological Chemistry (3 s.h.)</td>
</tr>
<tr>
<td>MATH 115*</td>
<td>College Algebra (3 s.h.)</td>
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<tr>
<td>or</td>
<td>MATH 125* Precalculus Mathematics (3 s.h.)</td>
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<tr>
<td>or</td>
<td>MATH 215 Probability and Statistics (3 s.h.)</td>
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<tr>
<td>or</td>
<td>PSYC 211 Introduction to Statistics (3 s.h.)</td>
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<tr>
<td>or</td>
<td>PAST 101 PA Seminar I (1 s.h.)</td>
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<td>or</td>
<td>PAST 102 PA Seminar II (1 s.h.)</td>
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<td>or</td>
<td>PAST 221 PA Seminar III (1 s.h.)</td>
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<td>or</td>
<td>PAST 222 PA Seminar IV (1 s.h.)</td>
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<tr>
<td>or</td>
<td>PSYC 422 Interviewing and Counseling (3 s.h.)</td>
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<tr>
<td>or</td>
<td>RHDS 370 Interviewing and Case Studies Methods (3 s.h.)</td>
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III. PROFESSIONAL PHASE CORE (96 s.h.)

<table>
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<tr>
<td>BIOL 252</td>
<td>Human Structure and Function Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 251</td>
<td>Human Structure and Function II (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 253</td>
<td>Human Structure and Function Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Introduction to Medical Microbiology (3 s.h.)</td>
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<td>CHEM 124</td>
<td>General Chemistry Laboratory II (1 s.h.)</td>
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<td>Organic Survey (3 s.h.)</td>
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<tr>
<td>or</td>
<td>RHDS 370 Interviewing and Case Studies Methods (3 s.h.)</td>
</tr>
</tbody>
</table>

\(^W\)Prerequisites to apply for licensure

NOTE: Students must complete at least 240 hours of healthcare experience and 20–40 hours of physician assistant observation prior to entering the professional phase of the program.
IV. PROGRAM MINIMUM TECHNICAL STANDARDS

Technical standards define the attributes considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These standards are prerequisites for entrance, continuation, and graduation from the Springfield College/Baystate Health System Physician Assistant Program. Students must possess aptitude, ability, and skills in five areas: 1) observation, 2) communication, 3) sensory and motor coordination and function, 4) conceptualization, integration, and quantitation, and 5) behavioral and social attributes. These functions are critically important and must be autonomously performed by the student. It should be understood that these are standards for minimum competence in the program. More information on technical standards is available from the Office of Admissions and can be found in the Physician Assistant Program Student Handbook.

Students are required to follow the procedures and adhere to the policies of the physician assistant program as outlined in the Physician Assistant Program Student Handbook.

V. SAMPLE PROGRAM BY YEAR

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

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

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. Preprofessional Phase

First Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121*</td>
<td>Bioscience I (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 123*</td>
<td>Bioscience Laboratory I (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CHEM 123</td>
<td>General Chemistry Laboratory I (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>ENGL 113*</td>
<td>College Writing I (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 115*</td>
<td>College Algebra (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125*</td>
<td>Precalculus Mathematics (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 101</td>
<td>PA Seminar I (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

__ 3 s.h. of ACRs

First Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 122</td>
<td>Bioscience II (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Bioscience Laboratory II (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CHEM 124</td>
<td>General Chemistry Laboratory II (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>ENGL 114*</td>
<td>College Writing II (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 102</td>
<td>PA Seminar II (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

__ 6 s.h. of ACRs

Second Year - Summer Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 s.h. of ACRs (may be reduced or eliminated if applicable AP, CLEP, or DANTES credits are transferred)</td>
<td></td>
</tr>
</tbody>
</table>

Second Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 214</td>
<td>Introduction to Medical Microbiology (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Human Structure and Function I (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Structure and Function Laboratory I (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Survey (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 221</td>
<td>PA Seminar III (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Second Year - Fall or Spring Semesters

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 215</td>
<td>Probability and Statistics (3 s.h.)</td>
<td>3 s.h.</td>
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<tr>
<td>or</td>
<td>PSYC 211</td>
<td>Introduction to Statistics (3 s.h.)</td>
</tr>
<tr>
<td>or</td>
<td>PSYC 422</td>
<td>Interviewing and Counseling (3 s.h.)</td>
</tr>
<tr>
<td>or</td>
<td>RHDS 370</td>
<td>Interviewing and Case Studies Methods (3 s.h.)</td>
</tr>
</tbody>
</table>

__ 12 s.h. of ACRs

Second Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 251</td>
<td>Introduction to Medical Microbiology (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 253</td>
<td>Human Structure and Function Laboratory II (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Biological Chemistry (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 222</td>
<td>PA Seminar IV (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

B. Professional Phase

The first year of the professional phase or third year of the program consists of three continuous semesters of study, commencing in May at the end of the sophomore year and ending in May of the following year.

Third Year - Summer Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST 312</td>
<td>History Taking and Physical Assessment I (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 315</td>
<td>Human Anatomy I (1 s.h.)</td>
<td>1 s.h.</td>
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<tr>
<td>PAST 324</td>
<td>Clinical Medicine I (5 s.h.)</td>
<td>5 s.h.</td>
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<tr>
<td>PAST 330</td>
<td>PA Seminar VII (1 s.h.)</td>
<td>1 s.h.</td>
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</table>

Third Year - Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST 314</td>
<td>Principles of Clinical Decision Making (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PAST 320</td>
<td>PA Seminar VI (1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PAST 321</td>
<td>Applied Clinical Skills I (2 s.h.)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>PAST 322</td>
<td>History Taking and Physical Assessment II (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 323</td>
<td>Pharmacology I (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 325</td>
<td>Human Anatomy II (1 s.h.)</td>
<td>1 s.h.</td>
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<tr>
<td>PAST 334</td>
<td>Clinical Medicine II (5 s.h.)</td>
<td>5 s.h.</td>
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Third Year - Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAST 310</td>
<td>PA Seminar V (1 s.h.)</td>
<td>1 s.h.</td>
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<tr>
<td>PAST 313</td>
<td>Mental Health Issues in Primary Care (3 s.h.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PAST 331</td>
<td>Applied Clinical Skills II (2 s.h.)</td>
<td>2 s.h.</td>
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<tr>
<td>PAST 332w</td>
<td>History Taking and Physical Assessment III (3 s.h.)</td>
<td>3 s.h.</td>
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<tr>
<td>PAST 333</td>
<td>Pharmacology II (3 s.h.)</td>
<td>3 s.h.</td>
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<tr>
<td>PAST 335</td>
<td>Human Anatomy III (1 s.h.)</td>
<td>1 s.h.</td>
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<tr>
<td>PAST 344</td>
<td>Clinical Medicine III (5 s.h.)</td>
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<tr>
<td>EMSM 251</td>
<td>Advanced Cardiac Life Support (1 s.h.)</td>
<td>1 s.h.</td>
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</tbody>
</table>

The second year of the professional phase or fourth year of the program consists of three continuous semesters of clinical rotations and didactic, commencing June 1 and ending in May of the following year.
Fourth Year - Summer Semester
PAST 440W  PA Seminar VIII (1 s.h.)
PAST 472  Ambulatory Medicine (4 s.h.)
PAST 473  General Surgery (8 s.h.)

Fourth Year - Fall Semester
PAST 450W  PA Seminar IX (1 s.h.)
PAST 474  Emergency Medicine (4 s.h.)
PAST 475  Obstetrics and Gynecology (4 s.h.)
PAST 476  General Pediatrics (4 s.h.)
PAST 477  Psychiatry (4 s.h.)

Fourth Year - Spring Semester
PAST 460W  PA Seminar X (1 s.h.)
PAST 471  Inpatient Medicine (4 s.h.)
PAST 480  Preceptorship (8 s.h.)
RSCH 141  Elective I (4 s.h.)
RSCH 141  Elective II (4 s.h.)
The political science major is designed to offer students an opportunity to obtain a liberal education, ensuring a better understanding of political and economic relationships within society. Political science is a major which helps students develop their ability to think critically and communicate effectively and persuasively. Those abilities and the discipline, knowledge, and research skills required of political scientists provide opportunities in a wide variety of careers which require the ability to analyze complex problems and interact effectively with people. Such opportunities include careers in management, law, public relations, sales, media, and government.

The major permits a great deal of flexibility, allowing students the opportunity to specialize within political science or to complete a minor outside the field. Students have the opportunity to take courses in a wide variety of fields, complete an internship or cooperative education experience, or even study abroad. In keeping with the humanities philosophy, political science majors develop their skills in preparation for serving others in their communities, state, country, and the world.

For more information about the political science major, contact Dr. Daniel Russell at (413) 748-3240 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (38 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. MAJOR REQUIREMENTS (69 s.h.)

Political Science Core (36 s.h.)

- POSC 110* Introduction to American Government (3 s.h.)
- POSC 210 Public Administration (3 s.h.)
- POSC 130 Introduction to International Relations (3 s.h.)
- POSC 370* Classical Political Thought from Plato to Machiavelli (3 s.h.)
  or
- POSC 372* Modern Political Thought from Machiavelli to Present (3 s.h.)
- POSC 332 International Interdependence (3 s.h.)
- POSC 482* Political Science Seminar (3 s.h.)
- POSC __ 18 s.h. of political science electives (excluding POSC 386)

Additional Social Science Core (15 s.h.)

- ECON 200 Principles of Macroeconomics (3 s.h.)
- HIST 101* Survey of the History of Western Civilization (3 s.h.)
  or
- HIST 102* The Making of the Modern World (3 s.h.)
- HIST 105* Colonial America to the Civil War (3 s.h.)
- HIST 106* The Civil War to Modern America (3 s.h.)
- SOCI 101* Introduction to Sociology (3 s.h.)

Additional Selectives (18 s.h.)

In consultation with the academic advisor, select at least one course from each of the disciplines below, to total 18 s.h.

- History (excluding HIST 441)
- Management or Economics (excluding MGTE 341)
- Anthropology or Sociology
- Geography
- An additional Social Justice course (see ACR listing)

III. OPTIONAL INTERNATIONAL RELATIONS CONCENTRATION (3–12 s.h.)

This concentration is for students who want to receive formal recognition for their focus on international relations. An international relations concentration helps students seeking careers in business, international agencies, or planning to attend graduate school.

The following courses, required for this concentration, can be taken as part of the 18 s.h. of political science electives required for the core:

- POSC 350 Politics of Development (3 s.h.)
- POSC 352 Modernized Political Systems (3 s.h.)
- POSC 430 United States Foreign Policy (3 s.h.)
- POSC 452 United States and Contemporary (3 s.h.)

The international relations concentration also requires successful completion of a foreign language up to the advanced intermediate level. This may require 3 to 12 s.h. of study, depending on the student’s background.

IV. ELECTIVES (Up to 23 s.h., to complete 130 s.h.)

V. SAMPLE PROGRAM BY YEAR

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy and Religion. Up to 23 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a W fulfill a WAC requirement.

A. First Year - Fall Semester

- ENGL 113* College Writing I (3 s.h.)
- POSC 110* Introduction to American Government (3 s.h.)

First Year - Fall or Spring Semesters

- HIST 101* Survey of the History of Western Civilization (3 s.h.)
  or
- HIST 102* The Making of the Modern World (3 s.h.)
- SOCI 101* Introduction to Sociology (3 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
  or
- 6–12 s.h. of ACRs
  or
- 3–6 s.h. of electives

Requirements are subject to change.
First Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)
HIST 106 The Civil War to Modern America (3 s.h.)
POSC 130 Introduction to International Relations (3 s.h.)

B. Second Year - Fall Semester
ECON 200 Principles of Macroeconomics (3 s.h.)
HIST 105* Colonial America to the Civil War (3 s.h.)
POSC 210 Public Administration (3 s.h.)

Second Year - Fall or Spring Semesters
POSC __ 3 s.h. of political science electives
        (excluding POSC 141)
        6 s.h. of core selectives
        6–12 s.h. of ACRs
        3–6 s.h. of electives

Second Year - Spring Semester
POSC 332 International Interdependence (3 s.h.)

C. Third Year - Fall or Spring Semesters
POSC __ 6 s.h. of political science electives
        (excluding POSC 141)
        6 s.h. of core selectives
        9 s.h. of ACRs
        6–9 s.h. of electives

Third Year - Spring Semester
POSC 370* Classical Political Thought from Plato to Machiavelli (3 s.h.)
or
POSC 372* Modern Political Thought from Machiavelli to Present (3 s.h.)
POSC 482* Political Science Seminar (3 s.h.)

D. Fourth Year - Fall or Spring Semesters
POSC __ 6 s.h. of political science electives
        (excluding POSC 141)
        6 s.h. of core selectives
        Any uncompleted program requirement, ACRs or electives to complete 130 s.h.
Springfield College remains in the forefront of psychology education by providing the community with broadly trained, practically experienced professionals who are prepared to enter the workplace. As undergraduates, psychology students routinely explore child psychology, motivation and learning, abnormal psychology, educational psychology, and interviewing and counseling. The goals of Springfield College's undergraduate psychology program are to introduce students to the primary areas of importance in psychology and to prepare them for ever-growing career opportunities.

The Psychology Department also offers a dual degree program. It is an accelerated learning program leading to a bachelor of science or bachelor of arts degree as well as a master of education degree in one of several concentrations in youth counseling. Program concentrations at the graduate level include school guidance, school adjustment, and clinical mental health counseling. The requirements for the degrees at the undergraduate and graduate levels prepare students for careers and for certification or licensure in the selected area of concentration. Focusing on the positive skills critical to youth development, students in this program will learn leadership and life skills as well as problem solving and conflict mediation strategies through courses, fieldwork, a coordinating seminar, and the use of the Springfield College outdoor challenge course. This program integrates a strong theoretical knowledge base with applied experiential components to educate well-rounded and competent professionals who are highly motivated to address the challenging needs of youth in our society. More information about this program can be found below.

For additional information about the undergraduate psychology major or the dual degree program, contact Dr. Marjie Marcotte, director of undergraduate psychology programs, at (413) 748-3075, or the Admissions Office at (800) 343-1257.

**Curricular Requirements—Undergraduate Major**

**I. GENERAL COLLEGE REQUIREMENTS** (47 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

**II. MAJOR REQUIREMENTS** (30 s.h.)

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 211W</td>
<td>Introduction to Statistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 301W</td>
<td>Experimental Design</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Psychology Selectives**

Select one of the following natural science psychology courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 305</td>
<td>Sensation and Perception</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 401</td>
<td>Motivation and Learning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Physiological Psychology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Select two of the following social psychology courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 109</td>
<td>Human Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 135</td>
<td>Personality and Personal Adjustment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 209</td>
<td>Social Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Abnormal Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 406</td>
<td>Psychology of Cultural Diversity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Psychology of the College-Age Adult</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Select two of the following applied psychology courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 104</td>
<td>Educational Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>Applied Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 413</td>
<td>Psychological Testing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 418</td>
<td>Behavior Modification</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 422</td>
<td>Interviewing and Counseling</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Select 5–6 s.h. from the following psychology in the larger world courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 190</td>
<td>Community Service Experience</td>
<td>1–2 s.h.</td>
</tr>
<tr>
<td>PSYC 386</td>
<td>Supervised Experience in Psychology</td>
<td>2–10 s.h.</td>
</tr>
<tr>
<td>PSYC 482</td>
<td>Coordinating Seminar</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

If necessary, select 1 additional s.h. of psychology elective to complete 30 s.h.

**III. OPTIONAL SPECIALIZATIONS** (6–21 s.h.)

In addition to the core requirements and selectives, a student may select one of the following four specializations when completing the bachelor's degree in psychology.

**A. INDIVIDUALLY DESIGNED PSYCHOLOGY** (6 s.h.)

This specialization is designed for students who wish to seek employment in human welfare occupations, such as community mental health, special training schools, opportunity centers, or probation services; students who view psychology primarily as an opportunity for personal growth; and students who want to prepare for particular careers, professional programs, or graduate schools whose programs are not represented by the other three concentrations. Requirements for this specialization are 6 s.h. of additional psychology electives at the 400 level.

**B. EXPERIMENTAL PSYCHOLOGY** (6 s.h.)

This specialization is primarily for those who intend to pursue advanced training in such areas as learning, perception, motivation, or one of a number of expanding areas in experimental psychology.

As part of the required selectives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 305</td>
<td>Sensation and Perception</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>Physiological Psychology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

In addition:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 407</td>
<td>History of Modern Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC ___</td>
<td>Psychology elective</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
The following electives are recommended for this specialization:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130*</td>
<td>Anatomy and Physiology I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 131*</td>
<td>Anatomy and Physiology Laboratory I (1 s.h.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 101*</td>
<td>Chemistry Survey</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>CHEM 102*</td>
<td>Chemistry Survey Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>CISC 105*</td>
<td>Introduction to Computer Concepts</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 115*</td>
<td>College Algebra</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PHYS 210*</td>
<td>General Physics I</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

C. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (21 s.h.)

This specialization focuses on training and development in two major areas of industrial psychology: organizational psychology and personnel psychology. The program of courses should be especially appealing to those who plan to enter the world of business. Students electing this specialization are strongly advised to earn an official minor in business management.

As part of the required selectives:

- PSYC 209 Social Psychology (3 s.h.)
- PSYC 330 Applied Psychology (3 s.h.)
- PSYC 406 Psychology of Diversity (3 s.h.)
- PSYC 413 Psychological Testing (3 s.h.)

In addition:

- CISC 105* Introduction to Computer Concepts (3 s.h.)
- ECON 200* Principles of Macroeconomics (3 s.h.)
- ECON 205 Principles of Microeconomics (3 s.h.)
- HSAD 245 Human Behavior in Small Groups (3 s.h.)
- MGTE 215 Management Principles (3 s.h.)
- MGTE 305 Managerial Supervision (3 s.h.)
- MGTE 351 Organizational Design and Development (3 s.h.)

D. CLINICAL COUNSELING PSYCHOLOGY (6 s.h.)

This specialization is designed for those who have a special interest in the field of clinical psychology, counseling, guidance, social work, and related fields. Courses deal with clinical assessment, therapeutic treatment, the psychological process of normal human lifespan development, and psychological evaluation.

As part of the required selectives:

- PSYC 135 Personality and Personal Adjustment (3 s.h.)
- PSYC 413 Psychological Testing (3 s.h.)
- PSYC 422 Interviewing and Counseling (3 s.h.)
- PSYC 470 Psychology of the College Age Adult (3 s.h.)

In addition:

- PSYC ___ 6 s.h. of psychology electives

The following electives are recommended for this specialization:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 245</td>
<td>Human Behavior in Small Groups (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>RHDS 320</td>
<td>Rehabilitation Assessment and Appraisal Techniques</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 370</td>
<td>Interviewing and Case Study Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 485</td>
<td>Treatment Methods in the Rehabilitation of the Alcoholic</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SOCI 101*</td>
<td>Introduction to Sociology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SOCI 170</td>
<td>Families in Society (SOCI 1 is prerequisite; 3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>

IV. ELECTIVES (32–53 s.h., to complete 130 s.h.)

Students are encouraged, but are not required, to select a psychology specialization (see above). Students are also encouraged to consider the following elective courses:

- PSYC ___ Any psychology course listed above, not used as selectives
- ENGL 155 Efficient Reading (1 s.h.)
- HLTH 261 Introduction to Nutrition (3 s.h.)
- HLTH 255 Human Sexuality (3 s.h.)
- HLTH 260 Drugs and Society (3 s.h.)
- MOST 328 Psychology of Sport (3 s.h.)
- RHDS 370 Interviewing and Case Studies Methods (3 s.h.)
- SOCI 170 Families in Society (SOCI 101 is prerequisite; 3 s.h.)
- SOCI 350 Social Organization (SOCI 101 is prerequisite; 3 s.h.)
- SOCI 355 Case Management (SOCI 101 is prerequisite; 3 s.h.)

V. DUAL DEGREE PROGRAM

The Psychology Department offers a dual degree program leading to a bachelor of science or bachelor of arts degree as well as a master of education degree in one of several concentrations in youth counseling. Program concentrations at the graduate level include school guidance, school adjustment, and clinical mental health counseling.

Students complete their undergraduate requirements in three-and-a-half years, including a summer fieldwork experience between their third and fourth year. They begin their graduate program in their eighth semester and continue through the summer and the fall and spring semester. Depending on the concentration selected, students may be required to complete additional coursework during the second graduate summer. The graduate program includes coursework in group dynamics, child development and therapy, counseling diverse populations, marriage and family therapy, research, and fieldwork.

Undergraduate psychology electives should be carefully chosen with an advisor to best prepare the student for graduate work. Dual degree students should take 18 s.h. each semester in order to complete this accelerated program. It is recommended that undergraduate electives be chosen from the following list:

- ATPY 105 Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)
- EDUC 237* Social Justice and Diversity Education (3 s.h.)
- HLTH 343 Community Health Education (3 s.h.)
- HSAD 101 Introduction to Human Services (3 s.h.)
- HSAD 270 Introduction to Social Welfare (3 s.h.)
- HSAD 345 Groupwork (3 s.h.)
- HSAD 355 Case Management (3 s.h.)
- MOSK 101* Outdoor Pursuits (1 s.h.)
- PEAC 128* Outdoor Adventure (.5 s.h.)
- RCTR 103 Introduction to Recreation and Leisure Services (3 s.h.)
- RCTR 106 Dynamics of Leadership (3 s.h.)
- RCTR 115 Recreation Activities (3 s.h.)
- RCTR 255 Introduction to Outdoor Recreation (3 s.h.)
- RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
- SOCI 170* Families in Society (SOCI 101 is prerequisite; 3 s.h.)
- SPAN ___* Elementary, advanced elementary, intermediate, and advanced intermediate Spanish electives; also SPAN 113, Communication in Spanish

Students may be accepted into the dual degree program up to their junior year, as long as they meet eligibility requirements and their courses taken and credits earned are consistent with program requirements.
Program Standards
In order to be admitted to the dual degree program, students need to show evidence of being able to successfully complete a rigorous accelerated program. Once admitted, students will need to maintain a cumulative GPA consistent with entry requirements for the graduate program. More information on applicable standards is available from the Psychology Department.

VI. SAMPLE PROGRAM BY YEAR
The program listed below is a sample for the standard undergraduate degree (it does not reflect a dual degree program). Courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 16.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following All-College Requirements (ACRs) need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. 32–53 s.h. of electives may be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 113*</td>
<td>College Writing I (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACRs and electives</td>
<td></td>
</tr>
</tbody>
</table>

First Year - Spring Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 114*</td>
<td>College Writing II (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Required psychology selectives at the 100-level</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Required psychology selectives at or below the 200-level (excluding PSYC 141)</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____ 1</td>
<td>Community Service Experience (1–2 s.h.)</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Specialization requirements, if applicable</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>ACRs and electives</td>
<td>ACRs and electives</td>
</tr>
</tbody>
</table>

B. Second Year - Fall or Spring Semesters
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 211&lt;w&gt;</td>
<td>Introduction to Statistics (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Required psychology selectives at or below the 200-level (excluding PSYC 141)</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____ 1</td>
<td>Community Service Experience (1–2 s.h.)</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Specialization requirements, if applicable</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>ACRs and electives</td>
<td>ACRs and electives</td>
</tr>
</tbody>
</table>

C. Third Year - Fall or Spring Semesters
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 301&lt;w&gt;</td>
<td>Experimental Design (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC 386&lt;1&gt;</td>
<td>Supervised Experience in Psychology (2–10 s.h.)</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Required psychology selectives at or below the 300-level</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Specialization requirements, if applicable</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>ACRs and electives</td>
<td>ACRs and electives</td>
</tr>
</tbody>
</table>

D. Fourth Year - Fall or Spring Semesters
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC ____</td>
<td>Required psychology selectives at or below the 400-level</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Any uncompleted program or specialization requirements, if applicable</td>
<td>ACRs and electives</td>
</tr>
<tr>
<td>PSYC ____</td>
<td>Any uncompleted ACRs and electives to total 130 s.h.</td>
<td>ACRs and electives</td>
</tr>
</tbody>
</table>

<1> If chosen as a selective; may also be completed during subsequent years.
RECREATION MANAGEMENT
Recreation Management/Outdoor Recreation Management/Tourism

Springfield College has been preparing recreation and leisure professionals for almost fifty years, recognizing the contribution which recreation experiences make to the quality of life. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Parks Association. The College offers two majors in this department: recreation management and therapeutic recreation services. Recreation management majors must select a track in outdoor recreation, tourism, or general recreation management.

Recreation management is an accredited professional program that prepares students for leadership positions in recreation programming, program design, personnel management, and basic research. Graduates of this program are employed professionally throughout the world in outdoor recreation centers, the travel business, the National Park Service, resorts, the adventure trip industry, armed forces recreation programs, campus recreation, corporate recreation services, municipal recreation, and YMCAs. The program aims to impart an understanding of the following:
- Recreation management and leadership practices in the context of human-helping professions.
- Experiential learning concepts that enhance skills in management, programming, and group dynamics.
- Current management applications, such as total quality management, team and project approaches, strategic planning, entrepreneurial strategies, the development of learning organizations, and active listening.

The Recreation and Tourism Department also manages the College’s outdoor education center, located on the East Campus. Students learn in an urban wilderness setting, testing formulas for spiritual, physical, and intellectual growth. Students may also elect to attend training sessions promoted by the National Outdoor Leadership School (NOLS) and Outward Bound. Limited college credit for NOLS, study abroad, or outdoor expeditions may be arranged to supplement the student’s academic program and professional development. For more information about the recreation management major, contact Dr. Matthew J. Pantera, chairperson of the Recreation and Tourism Department, at (413) 748-3693 or the Admissions Office at (800) 343-1257.

Curricular Requirements
I. GENERAL COLLEGE REQUIREMENTS (30–34 s.h. in addition to courses taken for the major)
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. DEPARTMENTAL CORE REQUIREMENTS (52 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCTR 103</td>
<td>Introduction to Recreation and Leisure Services (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 106</td>
<td>Dynamics of Leadership (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 115</td>
<td>Recreational Activities (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 116</td>
<td>Program Planning (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 255</td>
<td>Introduction to Outdoor Recreation (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 281*</td>
<td>Leisure Services for Persons with Disabilities (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 348</td>
<td>Management of Leisure Services (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 350W</td>
<td>Public Relations (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 360</td>
<td>Facility Design and Planning (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 384</td>
<td>Practicum (3 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 386</td>
<td>Undergraduate Internship (10 s.h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 405W</td>
<td>History and Philosophy of Leisure and Recreation (3 h.)</td>
<td></td>
</tr>
</tbody>
</table>

The recreation faculty and National Recreation and Parks Association adjust the core and additional requirements from time to time in order to reflect trends and the most current accreditation standards.

III. RELATED CORE REQUIREMENTS (20 s.h.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 200*</td>
<td>Principles of Macroeconomics (3 h.)</td>
<td></td>
</tr>
<tr>
<td>HIST 102*</td>
<td>The Making of the Modern World (3 h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC 109</td>
<td>Human Development (3 h.)</td>
<td></td>
</tr>
<tr>
<td>EDUC 160</td>
<td>Growth and Development (3 h.)</td>
<td></td>
</tr>
<tr>
<td>PSYC 211</td>
<td>Introduction to Statistics (3 h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 360</td>
<td>Statistics for Business and Economics (3 h.)</td>
<td></td>
</tr>
</tbody>
</table>

or 5 s.h. of skills courses, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOSK 101*</td>
<td>Outdoor Pursuits (1 h.)</td>
<td></td>
</tr>
<tr>
<td>PEAC 100*</td>
<td>Fit for Life (1 h.)</td>
<td></td>
</tr>
<tr>
<td>PEAC 205*</td>
<td>Lifeguard Training—ARC (1.5 h.)</td>
<td></td>
</tr>
<tr>
<td>PEAC ___*</td>
<td>2 s.h. of skill electives (outdoor recreation track requires specific courses)</td>
<td></td>
</tr>
</tbody>
</table>

IV. TRACK REQUIREMENTS (24–29 s.h.)

Students must select one of the tracks described below.

A. GENERAL RECREATION MANAGEMENT TRACK (24 s.h.)

Additional requirements for the general recreation management track:

- RCTR 480 Resort and Commercial Recreation (3 s.h.)
- RCTR ___ Undergraduate Seminar (3 s.h.)

Select 18 s.h., in consultation with the advisor, from the following list of selectives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSM 115</td>
<td>Emergency Medical Technician—MAST (4 h.)</td>
<td></td>
</tr>
<tr>
<td>EMSM 374</td>
<td>Fundamentals of Search and Rescue (2 s.h.)</td>
<td></td>
</tr>
<tr>
<td>ENGL 302</td>
<td>Business and Technical Writing (3 h.)</td>
<td></td>
</tr>
<tr>
<td>ENGL 303</td>
<td>Business and Professional Speaking (3 h.)</td>
<td></td>
</tr>
<tr>
<td>HIST 265</td>
<td>Environmental History of America (3 h.)</td>
<td></td>
</tr>
<tr>
<td>HSAD 130</td>
<td>The YMCA: Past, Present, and Future (3 h.)</td>
<td></td>
</tr>
<tr>
<td>HSAD 410</td>
<td>Proposal Writing and Fundraising (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 121</td>
<td>Marketing Principles (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>MGTE 150</td>
<td>Introduction to Business (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 153</td>
<td>Equestrian Art I (2 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 154</td>
<td>Equestrian Art II (2 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 204</td>
<td>Outdoor Leadership (6 h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 254</td>
<td>Tourism (3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>RCTR 378</td>
<td>Customer Service (3 s.h.)</td>
<td></td>
</tr>
</tbody>
</table>
B. OUTDOOR RECREATION TRACK (29 s.h.)
The outdoor recreation track prepares students for professional employment as outdoor leaders in recreation agencies and areas including:

- Appalachian Mountain Club
- National Park Service
- commercial rafting industry
- ski resorts
- organized camping
- adventure therapy programs
- outdoor education centers

Additional requirements for the outdoor recreation track:

**Biology ACR**
- BIOL 101* Basic Concepts of Biology (3 s.h.)
- BIOL 102* Basic Concepts of Biology Laboratory (1 s.h.)
- BIOL 260 General Ecology (3 s.h.)
- BIOL 261 General Ecology Laboratory (1 s.h.)

**Emergency Management ACR**
- EMSM 115 Emergency Medical Technician—Basic (4 s.h.)
- EMSM 374 Fundamentals of Search and Rescue (2 s.h.)

**General Biology ACR**
- BIOL 260 General Ecology (3 s.h.)
- BIOL 101* Basic Concepts of Biology (3 s.h.)
- BIOL 102* Basic Concepts of Biology Laboratory (1 s.h.)

To fulfill the 2 s.h. of skill electives required for the core, outdoor recreation students must take:

**Outdoor Activities Course**
- PEAC 101* Boating and Canoeing (.5 s.h.)
- PEAC 188* Hiking and Backpacking (.5 s.h.)
- PEAC 189 Mountain Biking (.5 s.h.)
- PEAC 190 Kayaking (.5 s.h.)

C. TOURISM TRACK (24 s.h.)
Students in the tourism track explore the complex industries of travel, lodging and accommodation, consumer behavior, and recreation amenities that support the domestic and international travel experience. Graduates have pursued careers in:

- bed & breakfast innkeeping
- travel business ownership
- visitors and convention bureaus
- destination site management
- sports arenas and facilities
- convention centers

Additional requirements for the tourism track:

**Tourism ACR**
- RCTR 254 Tourism (3 s.h.)
- RCTR 378 Customer Service (3 s.h.)
- RCTR 430 Leisure Counseling (3 s.h.)
- RCTR 480 Resort and Commercial Recreation (3 s.h.)
- RCTR ___ Undergraduate Seminar (3 s.h.)

Select 9 s.h., in consultation with the advisor, from the following list of selectives:

**Emergency Medical Technician ACR**
- EMSM 115 Emergency Medical Technician—Basic (4 s.h.)
- EMSM 374 Fundamentals of Search and Rescue (2 s.h.)
- ENGL 302 Business and Technical Writing (3 s.h.)
- ENGL 303 Business and Professional Speaking (3 s.h.)
- HIST 265 Environmental History of America (3 s.h.)
- HSAD 130 The YMCA: Past, Present, and Future (3 s.h.)
- HSAD 410 Proposal Writing and Fundraising (3 s.h.)
- MGTE 121 Marketing Principles (3 s.h.)
- MGTE 150 Introduction to Business (3 s.h.)
- MGTE 318 Advertising (with instructor’s permission, 3 s.h.)
- MGTE 345 Consumer Behavior (with instructors’ permission, 3 s.h.)
- RCTR 153 Equestrian Art I (2 s.h.)
- RCTR 154 Equestrian Art II (2 s.h.)
- RCTR 204 Outdoor Leadership (3 s.h.)
- RCTR 407 Leisure Behavior (with permission, 3 s.h.)
- RCTR 410 Sport and Recreation Facility Management (3 s.h.)
- RCTR 419 Camp Programming (3 s.h.)
- RCTR 420 Golf Course Management (3 s.h.)
- RCTR 426 Management of Natural Resources (3 s.h.)
- RCTR 435 Program Planning (3 s.h.)
- RCTR 472 Maintenance Management (with permission, 2 s.h.)
- RCTR 481 Problem Solving (with permission, 3 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS
In order to register for the junior and senior year sequences for any program in the Recreation and Tourism Department, the student must qualify for advanced standing. At the completion of the sophomore year, he or she must meet with the faculty to document that the following standards are met:

1. Successful completion of all first- and second-year RCTR courses with a minimum 2.500 GPA in these courses. First- and second-year RCTR courses include RCTR 103, 106, 115, 116, 281, and 255 and may also include RCTR 275, 384, and 254.

2. All other classes must be completed with a passing grade and the student’s overall cumulative grade point index must meet or exceed a 2.250 GPA.

The meeting is conducted as a student presentation. It is the responsibility of all recreation and tourism students to meet with their advisor to review the matriculation process in detail and to discuss the agenda for their presentation. There is a detailed information sheet regarding the advanced standing policy and procedures that all students are required to read and sign. This document details the appeals process.

VI. SAMPLE PROGRAM BY YEAR
The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to assure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average a minimum of 17.25 s.h. a semester to complete this program in four years.

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Mathematics, Computer Science, Health, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, and Religion. Students in the general recreation or tourism track will also need to fulfill the Natural Science ACR.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.
A. SAMPLE PROGRAM FOR GENERAL RECREATION MANAGEMENT TRACK
First Year - Fall Semester (general track)
ENGL 113* College Writing I (3 s.h.)
RCTR 103 Introduction to Recreation and Leisure Services (3 s.h.)
RCTR 106 Dynamics of Leadership (3 s.h.)
RCTR 115 Recreational Activities (3 s.h.)

First Year - Fall or Spring Semesters (general track)
HIST 102* The Making of the Modern World (3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PEAC 205* Lifeguarding—ARC (1 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
_____ 7–9 s.h. of ACRs

First Year - Spring Semester (general track)
ENGL 114* College Writing II (3 s.h.)
MOSK 101* Outdoor Pursuits (1 s.h.)
RCTR 116 Program Planning (3 s.h.)

Second Year - Fall Semester (general track)
RCTR 255 Introduction to Outdoor Recreation (3 s.h.)

Second Year - Fall or Spring Semesters (general track)
PEAC ___* Skill electives (2 s.h.)
PSYC 109 Human Development (3 s.h.)
or
EDUC 160 Growth and Development (3 s.h.)
_____ 20–22 s.h. of ACRs

Second Year - Spring Semester (general track)
RCTR 281* Leisure Services for Persons with Disabilities (3 s.h.)
RCTR 384 Practicum (3 s.h.)

Third Year - Fall Semester (general track)
ECON 200* Principles of Macroeconomics (3 s.h.)
RCTR 348 Management of Leisure Services (3 s.h.)
RCTR 360 Facility Design and Planning (3 s.h.)

Third Year - Fall or Spring Semesters (general track)
PSYC 211 Introduction to Statistics (3 s.h.)
or
MGTE 360 Statistics for Business and Economics (3 s.h.)
_____ 18 s.h. of general track selectives

Third Year - Spring Semester (general track)
RCTR 350W Public Relations (3 s.h.)
RCTR 480 Resort and Commercial Recreation (3 s.h.)

Fourth Year - Fall Semester (general track)
RCTR 405W History and Philosophy of Leisure and Recreation (3 s.h.)
RCTR 475 Legal Aspects of Leisure Services (3 s.h.)
RCTR 478 Organization and Administration of Public Recreation (3 s.h.)
RCTR 479 Personnel Management/Human Resource Management (3 s.h.)
RCTR ___ Undergraduate Seminar (3 s.h.)

Fourth Year - Spring Semester (general track)
RCTR 386 Undergraduate Internship (10 s.h.)

B. SAMPLE PROGRAM FOR OUTDOOR RECREATION TRACK
First Year - Fall Semester (outdoor track)
ENGL 113* College Writing I (3 s.h.)
RCTR 103 Introduction to Recreation and Leisure Services (3 s.h.)
RCTR 106 Dynamics of Leadership (3 s.h.)
RCTR 115 Recreational Activities (3 s.h.)

First Year - Fall or Spring Semesters (outdoor track)
HIST 102* The Making of the Modern World (3 s.h.)
PEAC 100* Fit for Life (1 s.h.)
PEAC 205* Lifeguarding (1 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
_____ 3–5 s.h. of ACRs

First Year - Spring Semester (outdoor track)
BIOL 101* Basic Concepts of Biology (3 s.h.)
BIOL 102* Basic Concepts of Biology Laboratory (1 s.h.)
ENGL 114* College Writing II (3 s.h.)
MOSK 101* Outdoor Pursuits (1 s.h.)
RCTR 116 Program Planning (3 s.h.)

Second Year - Fall Semester (outdoor track)
RCTR 255 Introduction to Outdoor Recreation (3 s.h.)

Second Year - Fall or Spring Semesters (outdoor track)
PEAC 101* Boating and Canoeing (.5 s.h.)
PEAC 188* Hiking and Backpacking (.5 s.h.)
PEAC 189 Mountain Biking (.5 s.h.)
PEAC 190 Kayaking (.5 s.h.)
PSYC 109 Human Development (3 s.h.)
or
PSYC 211 Introduction to Statistics (3 s.h.)
or
MGTE 360 Statistics for Business and Economics (3 s.h.)
_____ 1–3 s.h. of ACRs

Second Year - Spring Semester (outdoor track)
HIST 265 Environmental History of America (3 s.h.)
RCTR 204 Outdoor Leadership (6 s.h.)
RCTR 281* Leisure Services for Persons with Disabilities (3 s.h.)

Third Year - Fall Semester (outdoor track)
ECON 200* Principles of Macroeconomics (3 s.h.)
RCTR 348 Management of Leisure Services (3 s.h.)
RCTR 360 Facility Design and Planning (3 s.h.)
RCTR 384 Practicum (3 s.h.)
_____ 5–6 s.h. of ACRs

Third Year - Spring Semester (outdoor track)
RCTR 350W Public Relations (3 s.h.)
RCTR 426 Management of Natural Resources (3 s.h.)
RCTR 475 Legal Aspects of Leisure Services (3 s.h.)
_____ 9 s.h. of ACRs

Third Year - Fall Semester (outdoor track)
ECON 200* Principles of Macroeconomics (3 s.h.)
RCTR 348 Management of Leisure Services (3 s.h.)
RCTR 360 Facility Design and Planning (3 s.h.)
RCTR 384 Practicum (3 s.h.)
_____ 5–6 s.h. of ACRs

Third Year - Spring Semester (outdoor track)
### Fourth Year - Fall Semester (outdoor track)
- EMSM 115 Emergency Medical Technician—Basic (4 s.h.)
- EMSM 374 Fundamentals of Search and Rescue (2 s.h.)
- RCTR 405W History and Philosophy of Leisure and Recreation (3 s.h.)
- RCTR 478 Organization and Administration of Public Recreation (3 s.h.)
- RCTR 479 Personnel Management/Human Resource Management (3 s.h.)
- 3 s.h. of ACRs

### Fourth Year - Spring Semester (outdoor track)
- RCTR 386 Undergraduate Internship (10 s.h.)

### C. SAMPLE PROGRAM FOR TOURISM TRACK

#### First Year - Fall Semester (tourism track)
- ENGL 113* College Writing I (3 s.h.)
- RCTR 103 Introduction to Recreation and Leisure Services (3 s.h.)
- RCTR 106 Dynamics of Leadership (3 s.h.)
- RCTR 115 Recreational Activities (3 s.h.)

#### First Year - Fall or Spring Semesters (tourism track)
- HIST 102* The Making of the Modern World (3 s.h.)
- PEAC 100* Fit for Life (1 s.h.)
- PEAC 205* Lifeguarding (1 s.h.)
- PSYC 101 Introduction to Psychology (3 s.h.)
- 7–9 s.h. of ACRs

#### First Year - Spring Semester (tourism track)
- ENGL 114* College Writing II (3 s.h.)
- MOSK 101* Outdoor Pursuits (1 s.h.)
- RCTR 116 Program Planning (3 s.h.)

#### Second Year - Fall Semester (tourism track)
- RCTR 254 Tourism (3 s.h.)
- RCTR 255 Introduction to Outdoor Recreation (3 s.h.)

#### Second Year - Fall or Spring Semesters (tourism track)
- PEAC 108* Sport and Recreation (2 s.h.)
- PSYC 109 Human Development (3 s.h.)
- EDUC 160 Growth and Development (3 s.h.)
- 17–19 s.h. of ACRs

#### Second Year - Spring Semester (tourism track)
- RCTR 281* Leisure Services for Persons with Disabilities (3 s.h.)
- RCTR 384 Practicum (3 s.h.)

#### Third Year - Fall Semester (tourism track)
- ECON 200* Principles of Macroeconomics (3 s.h.)
- RCTR 348 Management of Leisure Services (3 s.h.)
- RCTR 350W Public Relations (3 s.h.)
- RCTR 360 Facility Design and Planning (3 s.h.)
- RCTR 378 Customer Service (3 s.h.)
- 3 s.h. of track selectives

#### Third Year - Spring Semester (tourism track)
- RCTR 430 Leisure Counseling (3 s.h.)
- RCTR 475 Legal Aspects of Leisure Services (3 s.h.)
- RCTR 480 Resort and Commercial Recreation (3 s.h.)
- 3 s.h. of track selectives
- Up to 6 s.h. of ACRs

#### Fourth Year - Fall Semester (tourism track)
- PSYC 211 Introduction to Statistics (3 s.h.)
- or
- MGTE 360 Statistics for Business and Economics (3 s.h.)
- RCTR 405W History and Philosophy of Leisure and Recreation (3 s.h.)
- RCTR 478 Organization and Administration of Public Recreation (3 s.h.)
- RCTR 479 Personnel Management/Human Resource Management (3 s.h.)
- RCTR ___ Undergraduate Seminar (3 s.h.)
- 3 s.h. of track selectives

#### Fourth Year - Spring Semester (tourism track)
- RCTR 386 Undergraduate Internship (10 s.h.)
The mission of the Rehabilitation and Disability Studies Department at Springfield College is to educate students in spirit, mind, and body for leadership and service to persons with chronic illnesses and disabilities. The faculty and staff of the program embrace the philosophy that everyone, regardless of disability status, has the right to live the most complete, independent, and productive life that they choose. The rehabilitation and disability studies major is designed to provide a broad orientation to the major concepts underlying the philosophy of rehabilitation. The student’s academic experience is supplemented by vital supervised field experience, concurrent with classroom study.

Students in the program prepare to enter a variety of professions at either the bachelor’s degree level or at the level requiring advanced graduate work. Career opportunities abound in private and public hospitals, schools, and agencies dedicated to the cause of assisting people with physical, psychological, or mental disabilities achieve their fullest physical, psychological, social, vocational, and economic potential according to their capabilities.

The rehabilitation and disability studies major has several points of entry. Students may be accepted into the program upon admission or transfer into it from another major. Incoming first-year students who are motivated and highly qualified may opt for the dual degree program, an accelerated five-year program which offers students a bachelor’s degree in rehabilitation and disability studies and a master’s degree in rehabilitation counseling and services. The dual degree student is thus well-prepared for leadership positions in the field of rehabilitation counseling. Transfer students who meet the academic and prerequisite requirements may also apply to the dual degree program. Some students discover later that they have an interest in pursuing an advanced degree in rehabilitation. Those students may apply in their junior year for the advanced senior program and, if accepted, begin their master’s degree in rehabilitation counseling and services during their senior year.

For more information about this major, contact Professor Thomas J. Ruscio, chairperson of the Rehabilitation and Disability Studies Department at (413) 748-3318 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (41–44 s.h., in addition to courses required as part of major requirements)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CORE REQUIREMENTS (45 s.h.)

Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RHDS 126</td>
<td>Principles of Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 230*</td>
<td>Psychology of Disability</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 240</td>
<td>Independent Living Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 290</td>
<td>Career Exploration and Disability</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 320</td>
<td>Rehabilitation Assessment and Appraisal Techniques</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 360</td>
<td>Medical Information in Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 402</td>
<td>Parents and Family of the Disabled</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 430</td>
<td>Pediatric Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 470</td>
<td>Rehabilitation Needs of the Aging</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 384W</td>
<td>Practicum in Rehabilitation Services</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>RHDS 386W</td>
<td>Rehabilitation Internship</td>
<td>12 s.h.</td>
</tr>
</tbody>
</table>

III. REQUIRED CONCENTRATIONS (18–27 s.h.)

Students must also select one of the following six concentrations to help prepare them to work with people in helping relationships. All courses for the concentration must be chosen with the approval of an advisor or the department chair.

A. COMMUNICATION DISORDERS (24–27 s.h.)

Students in this concentration prepare for careers working at medical, educational, or allied health and human service agencies associated with helping persons in speech, language, and/or communication disorders. This program is also intended to meet the prerequisites for graduate study and/or certification programs in speech therapy, language patholgy, and audiology (advanced study is required to become licensed or certified). The concentration combines academic training with specific clinical practicum and internship in hospitals, clinics, and schools.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RHDS 290</td>
<td>Principles of Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 320</td>
<td>Rehabilitation Assessment and Appraisal Techniques</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 360</td>
<td>Medical Information in Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 430</td>
<td>Pediatric Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 470</td>
<td>Rehabilitation Needs of the Aging</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 384W</td>
<td>Practicum in Rehabilitation Services</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>RHDS 386W</td>
<td>Rehabilitation Internship</td>
<td>12 s.h.</td>
</tr>
</tbody>
</table>

Select 6 s.h. from the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>RHDS 378*</td>
<td>Introduction to Manual Communication/Issues of Deaf Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 379</td>
<td>Manual Communication and Culture (RHDS 378 is prerequisite)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 457</td>
<td>Clinical Procedures for Communication Disorders</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 453</td>
<td>Speech and Hearing Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 454</td>
<td>Introduction to Linguistics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Recommended as prerequisites for graduate study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHDS 453</td>
<td>Speech and Hearing Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RHDS 454</td>
<td>Introduction to Linguistics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

The following electives are strongly recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHDS 370</td>
<td>Interviewing and Case Study Models</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SOCI 101*</td>
<td>Introduction to Sociology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

B. DEVELOPMENTAL/PEDIATRIC REHABILITATION (18 s.h.)

This concentration prepares students for positions in a variety of medical, social service, or community agency settings. Emphasis
is placed on equipping the child, adolescent, or adult with functional daily life skills. Additional courses in education and advanced graduate work, depending upon individual state requirements, may be required for those specifically preparing for certification as special education teachers in school settings.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS 442 Behavioral Techniques for the Developmentally Disabled (3 s.h.)
RHDS 450 Action-Oriented Techniques for the Developmentally Disabled (3 s.h.)
or
RHDS 461 Rehabilitation in Speech and Language Disorders (3 s.h.)
RHDS 464 Rehabilitation of the Developmentally Disabled (3 s.h.)
RHDS 483 Learning Disabilities (3 s.h.)
RHDS 491 Neurological Rehabilitation (3 s.h.)
or
RHDS 494 Psychiatric Rehabilitation (3 s.h)

C. INTERDISCIPLINARY DISABILITY STUDIES (18 s.h.)
This specialty allows the student to explore and prepare for a wide range of positions related to working with people with disabilities. Emphasis is placed on interdisciplinary skills needed to work within community agencies or service-coordinating programs. Students in this concentration may also emphasize areas of specialization, for example, hearing disorders, mental retardation, or substance abuse.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS ___ 15 s.h. of 400-level RHDS courses

D. GERIATRIC REHABILITATION (18 s.h.)
This concentration prepares students for positions in hospitals, nursing homes, and social service and community-based agencies that provide rehabilitation services for the elderly. The primary focus is on the development of applied skills in such areas as the activities of daily living, rehabilitation therapies, and independent living.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS 450 Action-Oriented Therapies (3 s.h.)
RHDS 471 Therapeutic Approaches with the Aging (3 s.h.)
RHDS 489 Cardiac Rehabilitation (3 s.h.)
RHDS 491 Neurological Rehabilitation (3 s.h.)
RHDS 494 Psychiatric Rehabilitation (3 s.h)

E. MEDICAL REHABILITATION (18 s.h.)
Students selecting this concentration prepare for positions in medical, social service, or educational settings associated with helping people with disabilities develop functional capabilities for independent living. Qualified students may be selected to prepare for advanced study at the certificate or master’s degree level in such areas as physical therapy, occupational therapy, speech and language therapy, cardiac rehabilitation, and other medical-related allied health careers.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS 461 Rehabilitation in Speech and Language Disorders (3 s.h.)
or
RHDS 471 Therapeutic Approaches with the Aging (3 s.h.)
RHDS 489 Cardiac Rehabilitation (3 s.h.)
RHDS 491 Neurological Rehabilitation (3 s.h.)

Select two of the following:
RHDS 475 Integrated Medicine (3 s.h.)
RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RHDS 499 Behavioral Medicine Approaches to Disease and Chronic Disability (3 s.h.)

F. REHABILITATION COUNSELING AND CASEWORK (18 s.h.)
Students choosing this concentration prepare for positions as counselors who, as part of a team of physicians, psychiatrists, psychologists, and social workers, evaluate the problems of individuals with disabilities and assist them to achieve the maximum self-realization, independence, and vocational, educational, and personal adjustment.

RHDS 370 Interviewing and Case Study Methods (3 s.h.)
RHDS 442 Behavioral Techniques for the Developmentally Disabled (3 s.h.)
RHDS 492 Group Counseling Techniques in Rehabilitation (3 s.h.)
RHDS 494 Psychiatric Rehabilitation (3 s.h)

Select two of the following:
RHDS 450 Action-Oriented Therapies (3 s.h.)
RHDS 475 Integrated Medicine (3 s.h.)
RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RHDS 491 Neurological Rehabilitation (3 s.h.)

IV. ELECTIVES (14–26 s.h., to complete 130 s.h.)
The following electives are strongly recommended. Students should consult with their academic advisor to determine which would be the most appropriate.

BIOL 121* Bioscience I (3 s.h.)
BIOL 122 Bioscience II (3 s.h.)
BIOL 123* Bioscience Laboratory I (1 s.h.)
BIOL 124 Bioscience Laboratory II (1 s.h.)
BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 131* Anatomy and Physiology II (3 s.h.)
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 133* Anatomy and Physiology Laboratory II (1 s.h.)
CHEM 121* General Chemistry I (3 s.h.)
CHEM 122 General Chemistry II (3 s.h.)
CHEM 123* General Chemistry Laboratory I (1 s.h.)
CHEM 124 General Chemistry Laboratory II (1 s.h.)
CHEM 101* Chemistry Survey (3 s.h.)
CHEM 102* Chemistry Survey Laboratory (1 s.h.)
HLTH 106 First Aid: Responding to Emergencies and Community CPR (strongly recommended; 2 s.h.)
OCTH 101 Survey of Occupational Therapy (3 s.h.)
PHYS 205* Physics for Movement Science (MATH 115 is prerequisite; 4 s.h.)
PHYS 210* General Physics I (4 s.h.)
PHYS 211 General Physics II (4 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
PSYC 109 Human Development (PSYC 101 is prerequisite; 3 s.h.)
PSYC 135 Personality and Personal Adjustment (3 s.h.)
PSYC 211 Introduction to Statistics (PSYC 101 is prerequisite; 3 s.h.)
### V. SAMPLE PROGRAM BY YEAR

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Philosophy, and Religion. 14–26 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

#### A. First Year - Fall Semester
- **ENGL 113*** College Writing I (3 s.h.)
- **RHDS 126** Principles of Rehabilitation (3 s.h.)
- **RHDS 230*** Psychology of Disability (3 s.h.)

#### First Year - Fall or Spring Semesters
- 6–8 s.h. of suggested electives
- 12–15 s.h. of ACRs

#### First Year - Spring Semester
- **ENGL 114*** College Writing II (3 s.h.)
- **RHDS 240** Independent Living Rehabilitation (3 s.h.)

#### B. Second Year - Fall Semester
- **RHDS 290** Career Exploration and Disability (3 s.h.)
- **RHDS 320** Rehabilitation Assessment and Appraisal Techniques (3 s.h.)

#### Second Year - Fall or Spring Semesters
- 6–8 s.h. of suggested electives
- 18–21 s.h. of ACRs
- **RHDS 430** Pediatric Rehabilitation (3 s.h.)

#### C. Third Year - Fall Semester
- **RHDS 384*** Practicum in Rehabilitation Services I (3 s.h.)

#### Third Year - Fall or Spring Semesters
- **RHDS 360** Medical Information in Rehabilitation (3 s.h.)
- **RHDS 402** Parents and Family of the Disabled (3 s.h.)
- **RHDS 470** Rehabilitation Needs of the Aging (3 s.h.)
- **RHDS __** 9 s.h. or more of concentration requirements
- Any uncompleted ACRs

#### Third Year - Spring Semester
- **RHDS 384w** Practicum in Rehabilitation Services II (3 s.h.)

#### D. Fourth Year - Fall Semester
- **RHDS 386w** Rehabilitation Internship I (6 s.h.)

#### Fourth Year - Fall or Spring Semesters
- **RHDS __** 9 s.h. or more of concentration requirements
- Any uncompleted program requirements, ACRs or electives to complete 130 s.h.

#### Fourth Year - Spring Semester
- **RHDS 386** Rehabilitation Internship II (6 s.h.)

### VI. PROGRAMS LEADING TO GRADUATE DEGREES

#### Dual Degree Program

Incoming first-year and transfer students who are motivated and highly qualified may apply to the dual degree program, an accelerated five-year program which offers students a bachelor’s degree in rehabilitation and disability studies and a master’s degree in rehabilitation counseling and services. Dual degree students begin their undergraduate internship (RHDS 386) in the summer following their third year. Following the completion of that internship, dual degree students are reviewed to insure that they meet all standards required to begin the graduate program. Academic standards include:

- 3.000 GPA in All-College Requirements.
- 3.300 GPA in all undergraduate RHDS courses, exclusive of clinical experiences.
- 3.300 GPA in all RHDS clinical experiences.
- 3.300 GPA overall.

Qualified students then begin the graduate program in their fourth year, while also completing any undergraduate requirements. Graduate coursework and practicums continue through the summer, the fifth year, and the following summer. The program requires a minimum total of 48 semester hours of acceptable graduate credit. A minimum of 15 semester hours of graduate-level practicum and internship is required to be eligible for the National Certification Examination to become a Certified Rehabilitation Counselor.

#### Advanced Senior Program

While the dual degree program is an opportunity for incoming students to begin an accelerated program leading to a master’s degree, some students discover later that they have an interest in pursuing an advanced degree in rehabilitation. Those students may apply in their junior year for the advanced senior program. If accepted, they can begin their master’s degree in rehabilitation counseling and services during their senior year. Eligibility
requirements include the following:

1. Students must attain senior status or the completion of a minimum of 90 semester hours of acceptable undergraduate work with either a rehabilitation major or minor or at least 18 s.h. of course work in the following areas: principles of rehabilitation, career information, medical information, psychosocial aspects of disability, interviewing, and counseling.

2. Total undergraduate cumulative grade point average and the cumulative grade point average in the major, based on a minimum of 106 semester hours of acceptable course work, should be 3.000 or better.

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

Qualified students then begin the graduate program in their fourth year, while also completing any undergraduate requirements. Graduate coursework and practicums continue through the summer, the fifth year, and the following summer. The program requires a minimum total of 48 semester hours of acceptable graduate credit. A minimum of 15 semester hours of graduate-level practicum and internship is required to be eligible for the National Certification Examination to become a Certified Rehabilitation Counselor.

**Master’s Degree in Occupational Therapy**

An advanced senior program leading to a master’s degree in occupational therapy is also available. For more information, refer to the occupational therapy program in this catalog.
SECONDARY EDUCATION LICENSURE

The goal of the Education Department is to prepare students for teacher licensure in one of the following areas: early childhood education, elementary education, or secondary education in biology, English, history, or mathematics. Students may also obtain licensure as a teacher of visual arts, physical education, or health/family and consumer sciences. All of these programs emphasize both academic and professional competence. All programs combine theoretical education in the college classroom with substantial amounts of applied practice in fieldwork placements.

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

For more information about the secondary education licensure program, contact the Education Department at (413) 748-3295 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS
To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. MAJOR REQUIREMENTS
Students seeking secondary education licensure must complete one of the following majors:
- Art (studio) - for students seeking licensure as a teacher of visual arts at the Pre K–8 and/or 5–12 level
- Art therapy - for students seeking licensure as a teacher of visual arts at the Pre K–8 and/or 5–12 level
- Biology - for students seeking licensure as a teacher of biology at the 5–8 and/or 8–12 level
- English - for students seeking licensure as a teacher of English at the 5–8 and/or 8–12 level
- Health studies - for students seeking licensure as a teacher of health/family and consumer sciences (all grades)
- History - for students seeking licensure as a teacher of history at the 5–8 and/or 8–12 level
- Mathematics - for students seeking licensure as a teacher of mathematics at the 5–8 and/or the 8–12 level
- Movement and Sports Studies - for students seeking licensure as a teacher of physical education at the Pre K–8 and/or 5–12 level
For information regarding requirements for these majors, see the appropriate pages in this catalog.

III. PROFESSIONAL PREPARATION REQUIREMENTS
Students majoring in biology, English, history, or mathematics who wish to pursue secondary licensure must complete the following courses:

- EDUC 131 Introduction to High School Teaching (2 s.h.)
- EDUC 160 Growth and Development: Prenatal Through Adolescence (3 s.h.)
- or
- PSYC 4 Educational Psychology (3 s.h.)
- EDUC 234 Curriculum, Methods, and Organization for Secondary Teachers (3 s.h.)
- EDUC 237 Social Justice and Diversity Education (3 s.h.)
- EDUC 318 Tutorial Pre-Practicum (3 s.h.)
- EDUC 364 Pre-Practicum—Teaching and Special Issues in Secondary Education (3 s.h.)
- EDUC 471 Learning, Teaching, and Technology (3 s.h.)
- EDUC 468 Supervised Student Teaching (14 s.h.)
- or
- EDUC 465 Secondary Student Teaching: High School Level (7 s.h.)
- and
- EDUC 464 Secondary Student Teaching: Middle School Level (7 s.h.)
- EDUC 462 Culinating Seminar: Special Issues in Secondary Education (3 s.h.)

IV. ADVANCED STANDING REQUIREMENTS
Students seeking licensure must qualify for advanced standing in order to be considered officially enrolled in an educator preparation program.

To achieve advanced standing:
1. Students must have successfully completed all preliminary education courses (EDUC 131, EDUC 160 or PSYC 104, etc.)
2. Students must successfully complete a core of courses in the field in which they seek licensure and must achieve a cumulative index of 2.500 in all courses for licensure at that level.
3. Students must achieve an overall cumulative index of 2.500.
4. Students must pass the communication and literacy skills portion of the Massachusetts Tests for Educator Licensure.
5. Students must obtain the endorsement of the advisor in their major and the advisor in the education department.

Students who achieve advanced standing are considered to be officially enrolled in an educator preparation program. Once achieved, advanced standing standards must be maintained in order to continue in the program. Students who have not passed the communication and literacy skills test may petition to complete one pre-practicum (in programs where two are required), but they will NOT be allowed to do their final pre-practicum unless they have passed the communication and literacy skills test. No exceptions will be made. In addition, prior to doing their practicum, all students must pass the subject test portion of the Massachusetts Tests for Educator Licensure.

The completed application for advanced standing must be submitted to the Education Department chairperson prior to registration for junior year coursework. Applications will be reviewed by Education Department faculty; students will receive written notification of their status during the semester in which the application is filed. If a student fails to qualify for advanced standing, he or she may file a new application after the minimum standards have been met. Unfavorable decisions may be appealed. Students who do not achieve advanced standing may continue in their major, but they will not be allowed to complete the secondary education program. More information about advanced standing and a sample application are available from the Education Department.
Sociology is the study of human societies. It is concerned with understanding how people are influenced by the social world and how people act as creators of this world. Sociology emphasizes the study of social structure, culture, social change, and social problems that develop within societies.

Students majoring in sociology receive a broad, general education, including study in other social sciences. Opportunities for internships exist in off-campus government agencies, voluntary associations, nonprofit organizations, and businesses. Students who major in sociology find careers in many fields, some of which include education, government, civil rights, politics, human service agencies, and human resources work in business. Sociologists can make a major contribution to any organization which needs people who can identify and analyze problems and thus contribute to their resolution. Many graduates seek advanced degrees in sociology, journalism, law, criminology, law enforcement, social work, business, and religious leadership.

A student majoring in sociology may choose the generalist curriculum or complete a concentration in sociology of crime and corrections, sociology of health and aging, or sociology of inequality. Minors and double majors in related or complementary fields are encouraged (for example, political science, psychology, gerontology, etc.)

For more information about the sociology major, contact Dr. Nancy J. Ogle of the Social Sciences and Human Services Department at (413) 748-3316 or the Admissions Office at (800) 343-1257.

Curricular Requirements

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

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a “W.”

II. CORE REQUIREMENTS (33 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SOCI 101*</td>
<td>Introduction to Sociology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 150*</td>
<td>Social Problems (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 270</td>
<td>Introduction to Social Welfare (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 350</td>
<td>Social Organization (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 440</td>
<td>Social Change (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 460W</td>
<td>Sociological Theory (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 492W</td>
<td>Research Methods (3 s.h.)</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Introduction to Anthropology (3 s.h.)</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 250</td>
<td>Cultural Anthropology (3 s.h.)</td>
</tr>
<tr>
<td>HIST 106</td>
<td>The Civil War to Modern America (3 s.h.)</td>
</tr>
<tr>
<td>POSC 110</td>
<td>Introduction to American Government (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 211</td>
<td>Introduction to Statistics (3 s.h.)</td>
</tr>
</tbody>
</table>

In addition, students usually select one of the concentrations listed below. Concentrations, if completed, will be noted on the student’s transcript.

III. OPTIONAL CONCENTRATIONS (18–24 s.h.)

A. GENERAL SOCIOLOGY (18 s.h.)

18 s.h. of sociology electives

B. SOCIOLOGY OF INEQUALITY (24 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 230</td>
<td>Women in Society (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 240</td>
<td>Racial and Ethnic Relations (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 310</td>
<td>Sociology of Economic Stratification (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 325</td>
<td>Social Gerontology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 486</td>
<td>Internship (6 s.h.)</td>
</tr>
</tbody>
</table>

In addition, select two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 237</td>
<td>Social Justice and Diversity Education (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 252*</td>
<td>Survey of African American Literature II (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 272*</td>
<td>Native American Literature (3 s.h.)</td>
</tr>
<tr>
<td>ENGL 275*</td>
<td>Women and Literature (3 s.h.)</td>
</tr>
<tr>
<td>HIST 210</td>
<td>Afro-American History I (3 s.h.)</td>
</tr>
<tr>
<td>MUSC 132*</td>
<td>Music as a Form of Social Protest (3 s.h.)</td>
</tr>
<tr>
<td>POSC 320</td>
<td>Civil Liberties (3 s.h.)</td>
</tr>
<tr>
<td>POSC 350</td>
<td>Politics of Development (3 s.h.)</td>
</tr>
<tr>
<td>RELI 220*</td>
<td>Liberation Theology (3 s.h.)</td>
</tr>
<tr>
<td>RHDS 240</td>
<td>Independent Living Rehabilitation (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 245</td>
<td>The Sociology of Genocide and the Holocaust (3 s.h.)</td>
</tr>
</tbody>
</table>

C. SOCIOLOGY OF CRIME AND CORRECTIONS (24 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 275</td>
<td>The Community in America (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 280</td>
<td>Juvenile Delinquency (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 340</td>
<td>Criminology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 486</td>
<td>Internship (6 s.h.)</td>
</tr>
</tbody>
</table>

In addition, select two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 245</td>
<td>Human Behavior in Small Groups (3 s.h.)</td>
</tr>
<tr>
<td>POSC 210</td>
<td>Public Administration (3 s.h.)</td>
</tr>
<tr>
<td>POSC 320</td>
<td>Civil Liberties (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 221</td>
<td>Abnormal Psychology (3 s.h.)</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>Applied Psychology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 370</td>
<td>Violence and Victimization (3 s.h.)</td>
</tr>
</tbody>
</table>

D. SOCIOLOGY OF HEALTH AND AGING (24 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 170</td>
<td>Families in Society (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 255</td>
<td>Sociology of Death and Dying (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 325</td>
<td>Social Gerontology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 360</td>
<td>Medical Sociology (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 486</td>
<td>Internship (6 s.h.)</td>
</tr>
</tbody>
</table>

In addition, select two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 109</td>
<td>Human Development (3 s.h.)</td>
</tr>
<tr>
<td>RHDS 126</td>
<td>Introduction to Rehabilitation (3 s.h.)</td>
</tr>
<tr>
<td>RHDS 470</td>
<td>Rehabilitation Needs of the Aging (3 s.h.)</td>
</tr>
<tr>
<td>RHDS 475</td>
<td>Integrated Medicine (3 s.h.)</td>
</tr>
<tr>
<td>SOCI 355</td>
<td>Case Management (3 s.h.)</td>
</tr>
</tbody>
</table>

IV. ELECTIVES (32–56 s.h., to complete 130 s.h.)

Requirements are subject to change.
V. SAMPLE PROGRAM BY YEAR

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

In addition to the courses identified below, the following ACRS need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Religion, and Philosophy. 32–56 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester

ENGL 113* College Writing I (3 s.h.)
SOCI 101* Introduction to Sociology (3 s.h.)

First Year - Fall or Spring Semesters

PEAC 100* Fit for Life (1 s.h.)

17–20 s.h. of ACRs or electives

First Year - Spring Semester

ENGL 114* College Writing II (3 s.h.)
HIST 106 The Civil War to Modern America (3 s.h.)
POSC 110 Introduction to American Government (3 s.h.)

B. Second Year - Fall Semester

SOCI 150* Social Problems (3 s.h.)

Second Year - Fall or Spring Semesters

ANTH 101 Introduction to Anthropology (3 s.h.; spring)
or
ANTH 250 Cultural Anthropology (3 s.h.; fall)
PSYC 211 Introduction to Statistics (3 s.h.)

6 s.h. of concentration selectives, if applicable
ACRs or electives to total 33–36 s.h. for the year

C. Third Year - Fall Semester

SOCI 270 Introduction to Social Welfare (3 s.h.)
SOCI 460W Sociological Theory (3 s.h.)
SOCI 492W Research Methods (3 s.h.; can be delayed to 4th year)

Third Year - Fall or Spring Semesters

6–9 s.h. of concentration selectives, if applicable
ACRs or electives to total 33–36 s.h. for the year

Third Year - Spring Semester

SOCI 350 Social Organization (3 s.h.)

D. Fourth Year - Fall or Spring Semesters

SOCI 440 Social Change (3 s.h.)
SOCI 486 Internship (if needed for concentration, 6 s.h.)

Any uncompleted concentration selectives, if applicable
Any uncompleted program requirements, ACRs or electives to complete 130 s.h.
SPORT MANAGEMENT

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

The program of study consists of three basic components: All-College Requirements, the business management core, and the sports concepts core. These program components provide a foundation for the development of knowledge and skills required for sport management. Practical experience is provided in the sports concepts core that enables students to apply what has been learned in a business setting. During the senior year, students are required to complete a fifteen-week field experience under the supervision of a qualified professional in sport management. This experience affords students the opportunity to nurture acquired skills while functioning in the business of sport. It also facilitates student entry into the employment market upon graduation.

For more information about the sport management major, contact Professor Charles Redmond, chairperson of the Exercise Science and Sports Studies Department, at (413) 748-3178 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a #.

II. BUSINESS MANAGEMENT CORE

ECON 200 Principles of Macroeconomics (3 s.h.)
ECON 205 Principles of Microeconomics (3 s.h.)
ECON 301 Managerial Economics I (3 s.h.)
ECON 302 Managerial Economics II (3 s.h.)
ECON 350 Economics of Sport (3 s.h.)
ENGL 302 Business and Technical Writing (3 s.h.)
MATH 115 College Algebra (3 s.h.)
or
MATH 120 Business Mathematics (3 s.h.)
MGTE 211 Principles of Accounting II (3 s.h.)
MGTE 215 Principles of Management (3 s.h.)
MGTE 311 Managerial Accounting (3 s.h.)
MGTE 315 Financial Management (3 s.h.)
SMGT 121 Principles of Marketing (3 s.h., cross-listed as MGTE 121)
SMGT 150 Introduction to Business (3 s.h., cross-listed as MGTE 150)

SMGT 210 Principles of Accounting I (3 s.h., cross-listed as MGTE 210)
SMGT 304 Sport Marketing (3 s.h.)
SMGT 305 Managerial Supervision (3 s.h., cross-listed as MGTE 305)
SMGT 360 Statistics for Business and Economics (3 s.h., cross-listed as MGTE 360)

III. SPORTS CONCEPTS CORE

COMM 211 Sports Information (3 s.h.)
MOST 428 Sociology of Sport (2 s.h.)
SMGT 101 Introduction to Sport Management (1 s.h.)
SMGT 328 Psychology of Sport (3 s.h., cross-listed as MOST 328)
SMGT 340 Pre-Practicum in Sport Management (3 s.h.)
SMGT 344 Athletic Administration (2 s.h., cross-listed as PHED 344)
SMGT 350 Public Relations (3 s.h., cross-listed as RCTR 350)
SMGT 360 Introduction to Sport Law (3 s.h.)
SMGT 410 Sports Recreation and Facility Management (3 s.h., cross-listed as RCTR 410)
SMGT 429 Heritage and Values of Movement and Sport (3 s.h., cross-listed as MOST 429)
SMGT 486 Fieldwork in Sport Management (10–15 s.h.)

IV. ADDITIONAL REQUIRED COURSES

MOSK 101* Outdoor Pursuits (1 s.h.)
SOCI 101 Introduction to Sociology (3 s.h.)

V. SPORT MANAGEMENT PRE-PRACTICUM AND FIELDWORK

All sport management majors must submit an application for both SMGT 340 and SMGT 486 at least one semester prior to enrollment in those courses. This application may be secured from and must be submitted to the sport management fieldwork coordinator by a specified and published deadline to assure appropriate site identification and arrangement. All arrangements for both the pre-practicum and fieldwork must be approved by the fieldwork coordinator. Although SMGT 486 is worth 10–15 s.h., all majors enrolled in this course are required to complete the equivalent of one full semester (15 weeks) in this experience.

VI. PROGRAM AND ADVANCED STANDING STANDARDS

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

1. Completion of the following courses: SMGT 101, SMGT/MGTE 150, ECON 200, ECON 205, SMGT/MGTE 210, MGTE 211, and MGTE 215.
2. An overall GPA (all courses) of 2.500 or higher.
3. A grade of C- or better in all SMGT, MGTE, MOST, and RCTR courses. (Grades of D+ or less are unacceptable and courses will need to be retaken).
4. Proper professional and responsible behavior is expected of each sport management student. This includes behavior while a student (on- and off-campus) and as a member of the college community.
After achieving the minimum GPA and grade standards listed above, the student must maintain those standards through the remainder of the program. If the student fails to meet or maintain those standards, the sport management faculty will review the student's record and recommend departmental probation (with appropriate prescription to overcome the deficiency) or dismissal from the program.

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

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

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

**A. First Year - Fall Semester**
- ENGL 113* College Writing I (3 s.h.)
- SMGT 101 Introduction to Sport Management (1 s.h.)
- SMGT 150* Introduction to Business (3 s.h., cross-listed as MGTE 150)

**First Year - Fall or Spring Semesters**
- MATH 115* College Algebra (3 s.h.)
- or MATH 120* Business Mathematics (3 s.h.)
- PEAC 100* Fitness for Life (1 s.h.)
- SOCI 101 Introduction to Sociology (3 s.h.)

18–21 s.h. of ACRs

**First Year - Spring Semester**
- MOSK 101* Outdoor Pursuits (1 s.h.)

**B. Second Year - Fall Semester**
- ECON 200* Principles of Macroeconomics (3 s.h.)
- MGTE 215 Management Principles (3 s.h.)
- SMGT 210 Principles of Accounting I (3 s.h., cross-listed as MGTE 210)

9 s.h. of ACRs

**Second Year - Spring Semester**
- ECON 205 Principles of Microeconomics (3 s.h.)
- MGTE 211 Principles of Accounting II (3 s.h.)

**C. Third Year - Fall Semester**
- ECON 301* Managerial Economics I (3 s.h.)
- MGTE 311 Managerial Accounting (3 s.h.)
- SMGT 121 Marketing Principles (3 s.h., cross-listed as MGTE 121)

**Third Year - Fall or Spring Semesters**
- ECON 350 Economics of Sport (3 s.h.)
- MOST 428 Sociology of Sport (3 s.h.)
- SMGT 344 Athletic Administration (2 s.h., cross-listed as PHED 344)
- SMGT 360 Statistics for Business and Economics (3 s.h., cross-listed as MGTE 360)

Any uncompleted ACRs

**Third Year - Spring Semester**
- ECON 302 Managerial Economics II (3 s.h.)
- SMGT 304 Sport Marketing (3 s.h.)
- SMGT 340 Pre-Practicum in Sport Management (3 s.h.)

**D. Fourth Year - Fall Semester**
- MGTE 315 Financial Management (3 s.h.)
- SMGT 305 Managerial Supervision (3 s.h., cross-listed as MGTE 305)
- SMGT 360 Introduction to Sport Law (3 s.h.)
- SMGT 410 Sports Recreation and Facility Management (3 s.h., cross-listed as RCTR 410)
- SMGT 429 Heritage and Values of Movement and Sport (3 s.h., cross-listed as MOST 429)

1–2 s.h. of electives, if needed to complete 132 s.h.

**Fourth Year - Spring Semester**
- SMGT 486 Fieldwork in Sport Management (this may also be completed during the previous summer or fall; 10–15 s.h.)
This preprofessional program educates students in sports biology and prepares them for acceptance to health professions and graduate schools, as well as leadership roles in new careers in sports science and sports medicine. The program represents an expansion of the science program, which has a history of successfully placing students in health professions and graduate schools. In view of the reputation of the College in sports and the success the preprofessional science program has enjoyed, the program—which combines sports and sciences—is uniquely suited to Springfield College. It is tailored particularly to those students who have an interest in science and sports, but are as yet unsure of their professional career interests.

The early curriculum is designed to provide insight into careers in sports medicine through courses, fieldwork, and a professional seminar that includes working professionals presenting their experiences in preparation, careers, occupational opportunities, etc., to help students determine a career goal. In addition to the academic work, students participate in a research or shadowing program to provide some hands-on experience in one or more of the fields of sports science.

For more information about the sports biology major, contact Dr. Julie Smist of the Chemistry/Biology Department at (413) 748-3382 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (37–40 s.h. in addition to courses taken for the major)

To integrate the humanities philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. CHEMISTRY/BIOLOGY REQUIREMENTS (40 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 121*</td>
<td>Bioscience I (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 123*</td>
<td>Bioscience Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 122</td>
<td>Bioscience II (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Bioscience Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>Human Structure and Function I (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Structure and Function Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 251</td>
<td>Human Structure and Function II (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 253</td>
<td>Human Structure and Function Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>BIOL 280W</td>
<td>Genetics (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 281</td>
<td>Genetics Laboratory (1 s.h.)</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 123</td>
<td>General Chemistry Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 124</td>
<td>General Chemistry Laboratory II (1 s.h.)</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Organic Chemistry I (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 223</td>
<td>Organic Chemistry Laboratory I (1 s.h.)</td>
</tr>
<tr>
<td>CHEM 222</td>
<td>Organic Chemistry II (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Organic Chemistry Laboratory II (1 s.h.)</td>
</tr>
</tbody>
</table>

Choose one of the following sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 408</td>
<td>Cell and Molecular Biology (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 409</td>
<td>Cell and Molecular Biology Laboratory (1 s.h.)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOL 420</td>
<td>Cellular Physiology (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 421</td>
<td>Cellular Physiology Laboratory (1 s.h.)</td>
</tr>
</tbody>
</table>

III. CHEMISTRY/BIOLOGY SELECTIVES (6–8 s.h.)

Choose two of the following selective sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 241</td>
<td>Developmental Biology (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 242</td>
<td>Developmental Biology Laboratory (1 s.h.)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Human Microscopic Anatomy (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Human Microscopic Anatomy Laboratory (1 s.h.)</td>
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<tr>
<td>or</td>
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<tr>
<td>BIOL 315</td>
<td>General Microbiology (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 317</td>
<td>General Microbiology Laboratory (1 s.h.)</td>
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<tr>
<td>or</td>
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<tr>
<td>BIOL 316</td>
<td>Applied Microbiology and Immunology (3 s.h.)</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 370</td>
<td>Instrumentation and Methodology (2 s.h.)</td>
</tr>
<tr>
<td>BIOL 371</td>
<td>Instrumentation and Methodology Laboratory (1 s.h.)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOL 408*</td>
<td>Cell and Molecular Biology (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 409*</td>
<td>Cell and Molecular Biology Laboratory (1 s.h.)</td>
</tr>
<tr>
<td>or</td>
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</tr>
<tr>
<td>BIOL 420*</td>
<td>Cellular Physiology (3 s.h.)</td>
</tr>
<tr>
<td>BIOL 421*</td>
<td>Cellular Physiology Laboratory (1 s.h.)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Biological Chemistry (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 341</td>
<td>Analytical Chemistry (2 s.h.)</td>
</tr>
<tr>
<td>CHEM 342</td>
<td>Analytical Chemistry Laboratory (2 s.h.)</td>
</tr>
<tr>
<td>or</td>
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</tr>
<tr>
<td>CHEM 350</td>
<td>Physical Chemistry with Biological Applications (3 s.h.)</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Physical Chemistry Laboratory (1 s.h.)</td>
</tr>
</tbody>
</table>

IV. MOVEMENT STUDIES AND RELATED REQUIREMENTS (29 s.h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 105*</td>
<td>Introduction to Computer Concepts</td>
</tr>
<tr>
<td>(section 19 in fall or section 29 in spring, specially designated for science majors; 3 s.h.)</td>
<td></td>
</tr>
<tr>
<td>HLTH 261</td>
<td>Introduction to Nutrition (3 s.h.)</td>
</tr>
<tr>
<td>MOST 105</td>
<td>Lifespan Motor Development (3 s.h.)</td>
</tr>
<tr>
<td>MSCI 313</td>
<td>Physiology of Exercise (3 s.h.)</td>
</tr>
<tr>
<td>MSCI 319</td>
<td>Kinesiology/Biomechanics (3 s.h.)</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>General Physics I (4 s.h.)</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>General Physics II (4 s.h.)</td>
</tr>
</tbody>
</table>

Select two of the following math courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 115*</td>
<td>College Algebra (3 s.h.)</td>
</tr>
<tr>
<td>MATH 125*</td>
<td>Precalculus Mathematics (3 s.h.)</td>
</tr>
<tr>
<td>MATH 140*</td>
<td>Calculus I (3 s.h.)</td>
</tr>
<tr>
<td>MATH 142*</td>
<td>Calculus II (3 s.h.)</td>
</tr>
<tr>
<td>MATH 215*</td>
<td>Probability and Statistics (3 s.h.)</td>
</tr>
</tbody>
</table>

Requirements are subject to change.
V. CAREER COLLOQUIA
Students must attend a minimum of 6 career colloquia.

VI. ELECTIVES (13–18 s.h., to complete 130 s.h.)
Recommended electives (check prerequisites):
- HLTH 425 Human Disease (3 s.h.)
- PHED 342 Sports First Aid and Injury Prevention (3 s.h.)
- PHTH 308 Human Anatomy I (3 s.h.)
- PHTH 309 Human Anatomy II (3 s.h.)
- PSYC 109 Human Development (3 s.h.)
- PSYC 211 Introduction to Statistics (3 s.h.)
- RHDS 475 Integrated Medicine (3 s.h.)
- SOCI 360 Medical Sociology (SOCI 101 is prerequisite 3 s.h.)

VII. PROGRAM STANDARDS
Sports biology majors must earn a grade of C- or better in all courses required for the major, including electives.

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

In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Health, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, History, Social Science, Social Justice, Philosophy, and Religion. The second Writing-Across-the-Curriculum course must also be fulfilled. 13–18 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
- BIOL 121* Bioscience I (3 s.h.)
- BIOL 123* Bioscience Laboratory I (1 s.h.)
- CHEM 121 General Chemistry I (3 s.h.)
- CHEM 123 General Chemistry Laboratory I (1 s.h.)
- ENGL 113* College Writing I (3 s.h.)

First Year - Fall or Spring Semesters
- MOST 105 Lifespan Motor Development (3 s.h.)
- PEAC 100* Fitness for Life (1 s.h.)

Two math courses from the following sequence (first during fall and second during spring):
- MATH 115* College Algebra (3 s.h.)
- MATH 125* Precalculus Mathematics (3 s.h.)
- MATH 140* Calculus I (3 s.h.)
- MATH 142* Calculus II (3 s.h.)
- MATH 215* Probability and Statistics (3 s.h.)

First Year - Spring Semester
- BIOL 122 Bioscience II (3 s.h.)
- BIOL 124 Bioscience Laboratory II (1 s.h.)
- CHEM 122 General Chemistry II (3 s.h.)
- CHEM 124 General Chemistry Laboratory II (1 s.h.)
- ENGL 114* College Writing II (3 s.h.)

B. Second Year - Fall Semester
- BIOL 250 Human Structure and Function I (3 s.h.)
- BIOL 252 Human Structure and Function Laboratory I (1 s.h.)
- CHEM 221 Organic Chemistry I (3 s.h.)
- CHEM 223 Organic Chemistry Laboratory I (1 s.h.)

Second Year - Fall or Spring Semesters
- CISC 105* Introduction to Computer Concepts (section 19 in fall or section 29 in spring, 3 s.h.)
- HLTH 261 Introduction to Nutrition (3 s.h.)
- 11–14 s.h. of ACRs

Second Year - Spring Semester
- BIOL 251 Human Structure and Function II (3 s.h.)
- BIOL 253 Human Structure and Function Laboratory II (1 s.h.)
- CHEM 222 Organic Chemistry II (3 s.h.)
- CHEM 224 Organic Chemistry Laboratory II (1 s.h.)

C. Third Year - Fall Semester
- BIOL 280w Genetics (3 s.h.)
- BIOL 281 Genetics Laboratory (1 s.h.)
- MSCI 313 Physiology of Exercise (3 s.h.)
- PHYS 210 General Physics I (4 s.h.)

Third Year - Fall or Spring Semesters
- 4–12 s.h. of CHEM/BIOL selectives
- Up to 14 s.h. of ACRs
- Up to 16 s.h. of electives

Third Year - Spring Semester
- MSCI 319 Kinesiology/Biomechanics (3 s.h.)
- PHYS 211 General Physics II (4 s.h.)

D. Fourth Year - Fall or Spring Semesters
Choose one of the following sequences:
- BIOL 408 Cell and Molecular Biology (3 s.h.) and
- BIOL 409 Cell and Molecular Biology Laboratory (1 s.h.)
- BIOL 420 Cellular Physiology (3 s.h.) and
- BIOL 421 Cellular Physiology Laboratory I (1 s.h.)

Any uncompleted CHEM/BIOL selectives
Any uncompleted program requirements, ACRs or electives to total 130 s.h.
THERAPEUTIC RECREATION SERVICES

Springfield College has been preparing recreation and leisure professionals for almost fifty years, recognizing the contribution which recreation experiences make to the quality of life. Leadership, management, and program skills are the focus of the curriculum, which is accredited by the National Recreation and Parks Association. The College offers two majors in this department: recreation management and therapeutic recreation services. Therapeutic recreation services majors can complete the optional child life specialization (requires 16 additional semester hours).

The therapeutic recreation services major is an accredited professional program which prepares students to be certified as therapeutic recreation specialists. Graduates plan, develop, implement, and evaluate therapeutic recreation services in clinical and non-clinical settings. The program explores the use of recreation services to improve or maintain physical, mental, emotional, and/or social functioning and to assist individuals to achieve and sustain self-reliant, high-quality leisure lifestyles. Employment opportunities within the therapeutic recreation profession include:

- hospitals, nursing homes, and long-term care facilities
- rehabilitation centers
- mental health and substance abuse agencies
- correctional facilities
- senior citizen centers
- camps and outdoor recreation settings
- sheltered workshops and vocational training centers
- schools

For more information about the therapeutic recreation services major, contact Dr. Matthew J. Pantera, chairperson of the Recreation and Tourism Department, at (413) 748-3693 or the Admissions Office at (800) 343-1257.

Curricular Requirements

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

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24-27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a “W”.

II. DEPARTMENTAL CORE REQUIREMENTS (67 s.h.)

RCTR 103 Introduction to Recreation and Leisure Services (3 s.h.)
RCTR 106 Dynamics of Leadership (3 s.h.)
RCTR 115 Recreational Activities (3 s.h.)
RCTR 116 Program Planning (3 s.h.)
RCTR 253 Processes and Techniques in Therapeutic Recreation (3 s.h.)
RCTR 255 Introduction to Outdoor Recreation (3 s.h.)
RCTR 272* Introduction to Therapeutic Recreation (3 s.h.)
RCTR 284 Practicum (3 s.h.)
RCTR 348 Management of Leisure Services (3 s.h.)
RCTR 350W Public Relations (3 s.h.)

RCTR 360 Facility Design and Planning (3 s.h.)
RCTR 366 Undergraduate Internship (10 s.h.)
RCTR 405W History and Philosophy of Leisure and Recreation (3 s.h.)
RCTR 430 Leisure Counseling (3 s.h.)
RCTR 470 Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.)
RCTR 473 Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.)
RCTR 475 Legal Aspects of Leisure Services (3 s.h.)
RCTR 478 Organization and Administration of Public Recreation (3 s.h.)
RCTR 479 Personnel Management/Human Resource Management (3 s.h.)
RCTR ___ Undergraduate Seminar (3 s.h.)

The recreation faculty and National Recreation and Parks Association adjust the core and additional requirements from time to time in order to reflect trends and the most current accreditation standards.

III. RELATED CORE REQUIREMENTS (30 s.h.)

Biol 130* Anatomy and Physiology I (3 s.h.)
Biol 132* Anatomy and Physiology Laboratory I (1 s.h.)
Biol 131 Anatomy and Physiology II (3 s.h.)
Biol 133 Anatomy and Physiology Laboratory II (1 s.h.)
HIST 102* The Making of the Modern World (3 s.h.)
MOSK 101* Outdoor Pursuits (1 s.h.)
PEAC 100* Fit for Life (1 s.h.)
PEAC 108* Sports for the Disabled I (5 s.h.)
PEAC 109* Sports for the Disabled II (5 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
PSYC 109 Human Development (3 s.h.)
or
EDUC 160 Growth and Development (3 s.h.)
PSYC 211 Introduction to Statistics (3 s.h.)
or
MGTE 360 Statistics for Business and Economics (3 s.h.)
PSYC 221 Abnormal Psychology (3 s.h.)
RHDS 360 Medical Information in Rehabilitation (3 s.h.)

IV. OPTIONAL SPECIALIZATION IN CHILD LIFE (16 s.h.)

RCTR 474 Child Life: Concepts and Theories in Working with the Hospitalized Child (3 s.h.)
RCTR 476 Child Life: Clinical Issues and Techniques (3 s.h.)
RCTR 486 Clinical Practicum in Child Life (10 s.h.)

V. PROGRAM AND ADVANCED STANDING REQUIREMENTS

In order to register for the junior and senior year sequences for any program in the Recreation and Tourism Department, the student must qualify for advanced standing. At the completion of the sophomore year, he or she must meet with the faculty to document that the following standards are met:

1. Successful completion of all first- and second-year RCTR courses with a minimum 2.500 GPA in these courses. First- and second-year RCTR courses include RCTR 103, 106, 115, 116, 272, and 255.

2. All other classes must be completed with a passing grade and the student’s overall cumulative grade point index must meet or exceed a 2.250 GPA.
The meeting is conducted as a student presentation. It is the responsibility of all recreation and tourism students to meet with their advisor to review the matriculation process in detail and to discuss the agenda for their presentation. There is a detailed information sheet regarding the advanced standing policy and procedures that all students are required to read and sign. This document details the appeals process.

VI. SAMPLE PROGRAM BY YEAR
The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. In general, students should take a minimum of 17 s.h. each semester to complete this major in four years. The child life specialization requires an additional semester.

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

Courses marked:
- are required for the optional child life specialization.
- * fulfill or partially fulfill an ACR.
- w fulfill a WAC requirement.

A. First Year - Fall Semester
ENGL 113* College Writing I (3 s.h.)
RCTR 103 Introduction to Recreation and Leisure Services (3 s.h.)
RCTR 106 Dynamics of Leadership (3 s.h.)
RCTR 115 Recreational Activities (3 s.h.)

First Year - Fall or Spring Semesters
HIST 102* The Making of the Modern World (3 s.h.)
PEAC 100* Fitness for Life (1 s.h.)
PEAC ___* Skill electives (1 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
_____ 6–9 s.h. of ACRs

First Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)
MOSK 101* Outdoor Pursuits (1 s.h.)
RCTR 116 Program Planning (3 s.h.)

B. Second Year - Fall Semester
BIOL 130* Anatomy and Physiology I (3 s.h.)
BIOL 132* Anatomy and Physiology Laboratory I (1 s.h.)
PEAC 108 Sports for the Disabled I (3 s.h.)
PEAC 109 Sports for the Disabled II (3 s.h.)
RCTR 255 Introduction to Outdoor Recreation (3 s.h.)
RCTR 272* Introduction to Therapeutic Recreation (3 s.h.)

Second Year - Fall or Spring Semesters
PSYC 109 Human Development (3 s.h.)
or
EDUC 160 Growth and Development (3 s.h.)
PSYC 211 Introduction to Statistics (3 s.h.)
or
MGTE 360 Statistics for Business and Economics (3 s.h.)
_____ 12 s.h. of ACRs

Second Year - Spring Semester
BIOL 131 Anatomy and Physiology II (3 s.h.)
BIOL 133 Anatomy and Physiology Laboratory II (3 s.h.)
RCTR 284 Practicum (3 s.h.)

C. Third Year - Fall Semester
RCTR 253 Processes and Techniques in Therapeutic Recreation (3 s.h.)
RCTR 348 Management of Leisure Services (3 s.h.)
RCTR 360 Facility Design and Planning (3 s.h.)
RCTR 470 Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.)
RCTR 473 Therapeutic Recreation Programming for Persons with Disabilities (3 s.h.)
_____ 3 s.h. of ACRs
or
RCTR 474* Child Life: Concepts and Theories in Working with the Hospitalized Child (3 s.h.)

Third Year - Spring Semester
PSYC 221 Abnormal Psychology (3 s.h.)
RCTR 350* Public Relations (3 s.h.)
RCTR 430 Leisure Counseling (3 s.h.)
_____ 3 s.h. of ACRs
or
RCTR 476* Child Life: Clinical Issues and Techniques (3 s.h.)
RHDS 360 Medical Information in Rehabilitation (3 s.h.)

D. Fourth Year - Fall Semester
RCTR 405* History and Philosophy of Leisure and Recreation (3 s.h.)
RCTR 475 Legal Aspects of Leisure Services (3 s.h.)
RCTR 478 Organization and Administration of Public Recreation (3 s.h.)
RCTR 479 Personnel Management/Human Resource Management (3 s.h.)
RCTR ___ Undergraduate Seminar (3 s.h.)
_____ Any uncompleted ACRs, core, or specialization requirements

Fourth Year - Spring Semester
RCTR 386 Undergraduate Internship (10 s.h.)

Fourth Year - Summer
RCTR 486* Clinical Practicum in Child Life (10 s.h.)
Although some students clearly define their academic and career direction early in their college experience, others may be less certain about their career goals and, therefore, not ready to declare a major. In keeping with its commitment to the philosophy of humanics, Springfield College offers an innovative solution for new students who are undecided.

The undeclared major gives a student time to adjust to the College's academic environment and to explore its many majors with the close assistance of a special academic advisor. When ready, students elect a more specific major; most decide on a major by the end of the first year of study.

Students in the undeclared major focus primarily on All-College Requirements that apply across the board to all majors. Undeclared majors are also required to take the following courses designed to help them prepare for their eventual majors:

- First-Year Success is a two-credit course designed to help students make a successful transition to the College environment. Study skills, time management, getting to know the campus, and developing the academic advisor/advisee relationship are emphasized.

- Career and Life Planning is a highly interactive, one-credit psychology course that assists students in exploring career options and how those options relate to student's interests, values, and skills.

Students in the undeclared major also have the opportunity to take courses in a variety of disciplines, for example, Introduction to Business or Introduction to Rehabilitation. Taking an exploratory course in another major can help a student discover new options or narrow down his or her choices.

For more information about the undeclared major, contact Professor Judy Hartling at (413) 748-3379 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (53 s.h.)
To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk.

II. UNDECLARED MAJOR REQUIREMENTS (3 s.h.)
SPCO 101 First-Year Success (2 s.h.)
PSYC 107 Career and Life Planning (1 s.h.)

III. NEW MAJOR (to be selected)

IV. TYPICAL COURSE SCHEDULE, FIRST SEMESTER
SPCO 101 First-Year Success (2 s.h.)
PSYC 107 Career and Life Planning (1 s.h.)
ENGL 113* College Writing I (3 s.h.)
HLTH 103* Personal Health (3 s.h.)
PEAC 100* Fit for Life (1 s.h.)
An ACR, such as:
HIST 102 * The Making of the Modern World (3 s.h.)
or
CISC 105* Introduction to Computer Concepts (3 s.h.)
An introductory course, such as:
MGTE 150 Introduction to Business (3 s.h.)
or
RHDS 126 Principles of Rehabilitation (3 s.h.)
Total: 15–18 s.h.

* fulfills or partially fulfills an ACR.

A note about applying to the undeclared major:
Before selecting the undeclared major, students should first determine if they are interested in majors at the College that have limited enrollment and special admissions deadlines. Academic programs at the College that can be difficult to enter after the initial admissions period include athletic training, physical therapy, physician assistant, and sport management. These programs have limited space and special academic standards. If such a major is a definite goal, it is to the student's advantage to apply to it during the initial application period. If the student is not accepted to that major, he or she can begin in the undeclared major and reapply to that major after completion of the first or second semester.

UNDECLARED Requirements are subject to change.
YOUTH DEVELOPMENT

Throughout its history, Springfield College has demonstrated a commitment to human services by offering many related academic majors. The most recent addition to that list of majors is the youth development major offered by the Department of Social Science and Human Services Administration. Developed over a period of years, the youth development major is a result of consultation with agencies and programs across the country who focus on youth services, including the YMCA, Girls and Boys Clubs of America, Boys Scouts, and Girl Scouts. The major evolved in response to the demand from such agencies for college graduates specifically trained to work with youth.

The youth development major is anchored in the College’s unique humanics philosophy, which focuses on developing the whole student in spirit, mind, and body. Students majoring in youth development will follow an interdisciplinary program, preparing them to serve the youth of our communities. The curriculum is centered in five different disciplines: human services, sociology, health, psychology, and recreation. The specific courses taken in this major are selected to highlight the importance of generalist skills, while the senior internship placement will allow students to hone and focus those skills in a real world setting. Students will also participate in a community service experience during their first two years.

For more information about the youth development major, contact Professor Susan Joel of the Social Science and Human Services Administration Department at (413) 748-3349 or the Admissions Office at (800) 343-1257.

Curricular Requirements

I. GENERAL COLLEGE REQUIREMENTS (35–38 s.h. in addition to courses taken for the major)

To integrate the humanics philosophy into their lives, Springfield College students engage in the search for knowledge, understanding, and appreciation of values through the study of the sciences and humanities, framed in the All-College Requirements. In addition, students must complete 6 s.h. of Writing-Across-the-Curriculum (WAC) courses. For more information about the ACRs and WAC courses, see page 24–27. Courses taken to fulfill a major requirement may also serve to fulfill an ACR or a WAC requirement. In the program requirements listed below, selected courses which fulfill ACRs are marked with an asterisk; selected WAC courses are marked with a W.

II. MAJOR REQUIREMENTS (71 s.h.)

HITH 103 Human (3 s.h.)
HITH 104 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HITH 255 Human Sexuality (3 s.h.)
or HITH 260 Drugs and Society (3 s.h.)
HSAD 101 Introduction to Human Services (3 s.h.)
HSAD 245 Groupwork (3 s.h.)
HSAD 386 Field Experience (6 s.h. is the minimum required, but the student may complete up to 12 s.h.)
HSAD 410 Proposal Writing and Fundraising (3 s.h.)
HSAD 460 Management of Volunteer Programs (3 s.h.)
HSAD 470 The Community Development Process (3 s.h.)

SOCI ___ Introduction to Youth Development (3 s.h.)

Recommended electives:

HSAD 130W The YMCA: Past, Present, and Future (3 s.h.)
HSAD 230W YMCA Management (3 s.h.)
POSC 320 Civil Liberties (3 s.h.)
PSYC 209 Social Psychology (3 s.h.)
PSYC 415 Child Development and Therapy (3 s.h.)
RCTR 106 Dynamics of Leadership (3 s.h.)
RCTR 204 Outdoor Leadership (3 s.h.)
RCTR 253 Processes and Techniques in Therapeutic Recreation (RCTR 72 is prerequisite; 3 s.h.)
RCTR 255 Introduction to Outdoor Recreation (3 s.h.)
RHDS 126 Introduction to Rehabilitation (3 s.h.)
RHDS 230 Psychology of Disability (3 s.h.)
RHDS 402 Parents and Families of the Disabled (3 s.h.)
SOCI 340 Criminology (3 s.h.)
SOCI 355 Case Management (3 s.h.)
SOCI ___ Community Service Experience (2 s.h.)

III. ELECTIVES (up to 24 s.h., to complete 130 s.h.)

Recommended electives:

HSAD 245 Human Behavior in Small Groups (3 s.h.)
SOCI 240 Racial and Ethnic Relations (3 s.h.)
SOCI 280 Juvenile Delinquency (3 s.h.)
SOCI 320 Cities in Societies (3 s.h.)
SOCI 270 Introduction to Social Welfare (3 s.h.)

or

HSAD 245 Human Behavior in Small Groups (3 s.h.)
SOCI 240 Racial and Ethnic Relations (3 s.h.)
SOCI 280 Juvenile Delinquency (3 s.h.)
SOCI 320 Cities in Societies (3 s.h.)
SOCI 270 Introduction to Social Welfare (3 s.h.)

IV. SAMPLE PROGRAM BY YEAR

The program listed below is a sample—courses are not guaranteed to be offered during the semester or year listed. It is the student’s responsibility to insure that all requirements are met on a timely basis and that needed prerequisite courses are completed before taking upper-level requirements; therefore, they should consult carefully with an advisor when planning their program. Students must average 16.25 s.h. a semester to complete this program in four years.
In addition to the courses identified below, the following ACRs need to be fulfilled for this major: Natural Science, Mathematics, Computer Science, History, Physical Education, Literature, Second Language/Culture, Visual and Performing Arts, Philosophy, and Religion. The second WAC course must also be fulfilled. Up to 21 s.h. of electives will be required to complete 130 s.h.

Courses marked with an * fulfill or partially fulfill an ACR; those marked with a w fulfill a WAC requirement.

A. First Year - Fall Semester
ENGL 113* College Writing I (3 s.h.)
RCTR 103 Introduction to Recreation and Leisure Services (3 s.h.)
SOCI 101* Introduction to Sociology (3 s.h.)
____ Up to 9 s.h. of ACRs

First Year - Spring Semester
ENGL 114* College Writing II (3 s.h.)
HSAD 101 Introduction to Human Services (3 s.h.)
PSYC 101 Introduction to Psychology (3 s.h.)
____ Up to 9 s.h. of ACRs

B. Second Year - Fall Semester
SOCI 270 Introduction to Social Welfare (3 s.h.)
or
HSAD 245 Human Behavior in Small Groups (3 s.h.)
PSYC 109 Human Development (3 s.h.)
SOCI ____ Introduction to Youth Development (3 s.h.)

Second Year - Fall or Spring Semesters
HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
PSYC 135 Personality and Personality Adjustment (3 s.h.)
RCTR 115 Recreational Activities (3 s.h.)
RCTR 272 Introduction to Therapeutic Recreation (fall; 3 s.h.)
or
RCTR 281 Leisure Services for Persons with Disabilities (3 s.h.)
____ Up to 11 s.h. of ACRs

C. Third Year - Fall Semester
HSAD 345 Groupwork (3 s.h.)
HSAD 460 Management of Volunteer Programs (3 s.h.)
SOCI 280 Juvenile Delinquency (3 s.h.)

Third Year - Fall or Spring Semesters
HLTH 255 Human Sexuality (3 s.h.)
or
HLTH 260 Drugs and Society (3 s.h.)
SOCI 170w Families in Society (3 s.h.)
or
SOCI 320 Cities in Societies (3 s.h.)
____ Up to 26 s.h. of ACRs or electives as applicable

D. Fourth Year - Fall Semester
HSAD 386 Field Experience (3–6 s.h.)
HSAD 470 The Community Development Process (3 s.h.)
POSC 210 Public Administration (3 s.h.)
or
RCTR 478 Organization and Administration of Public Recreation (3 s.h.)

Fourth Year - Fall or Spring Semester
____ Any uncompleted program requirements, ACRs or electives to total 130 s.h.

Fourth Year - Spring Semester
HSAD 386 Field Experience (3–6 s.h.)
HSAD 410w Proposal Writing and Fundraising (3 s.h.)
PSYC 422 Interviewing and Counseling (3 s.h.)
or
RCTR 480 Leisure Counseling (3 s.h.)

YOUTH DEVELOPMENT CONTINUED
Many of the courses required for minors may also fulfill or partially fulfill an ACR. For more information on which courses satisfy ACRs, see page 24–27. Some courses required for minors may also satisfy courses required for interdisciplinary majors. Students pursuing a minor should notify and consult with the appropriate department chair and complete the appropriate paperwork with the Registrar’s Office so that it can be noted on the transcript. Requirements are listed under each minor, along with selectives (if applicable).

### ART
(25–26 semester hours)

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<th>Course Title</th>
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<tr>
<td>ARTS 104</td>
<td>Sensitivity and the Creative Process (2 s.h.)</td>
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<tr>
<td>ARTS 108</td>
<td>Studio in Drawing (3 s.h.)</td>
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<td>ARTS 111</td>
<td>Studio in Design (3 s.h.)</td>
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<td>ARTS 120</td>
<td>Contemporary Art (3 s.h.)</td>
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<td>ARTS 228</td>
<td>Three-Dimensional Design (3 s.h.)</td>
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<td>ARTS 105</td>
<td>Studio in Printmaking (3 s.h.)</td>
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<td>ARTS 116</td>
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<td>ARTS 211</td>
<td>Studio in Sculpture (3 s.h.)</td>
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<td>ARTS 210</td>
<td>Figure Drawing (3 s.h.)</td>
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<td>Arts and Ideas (3 s.h.)</td>
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<td>ARTS 103</td>
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<td>ARTS 217</td>
<td>Arts of Prehistory to the Renaissance (3 s.h.)</td>
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<td>Renaissance to Modern Art (3 s.h.)</td>
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<td>ARTS 219</td>
<td>American Art 1700 to 1900 (3 s.h.)</td>
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<td>ARTS 222</td>
<td>Asian Arts and Culture (3 s.h.)</td>
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<td>ARTS 223</td>
<td>Studio in Ceramics (3 s.h.)</td>
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<td>ARTS 225</td>
<td>Studio in Photography (3 s.h.)</td>
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<td>ARTS ___</td>
<td>Advanced Studio in Art (2–3 s.h.; may be repeated for a total of 6 s.h.)</td>
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### ART THERAPY
(32–33 semester hours)

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<td>ARTS 228</td>
<td>Three-Dimensional Design (3 s.h.)</td>
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<td>ARTS 108</td>
<td>Studio in Drawing (3 s.h.)</td>
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<td>ARTS 111</td>
<td>Studio in Design (3 s.h.)</td>
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<td>ARTS 116</td>
<td>Studio in Painting (3 s.h.)</td>
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<td>ARTS 223</td>
<td>Studio in Ceramics (3 s.h.)</td>
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<td>ATPY 101</td>
<td>Introduction to Art Therapy (3 s.h.)</td>
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<td>ATPY 105</td>
<td>Methods and Materials of Art Therapy and Art Education for Adolescents and Adults (3 s.h.)</td>
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<td>ATPY 203</td>
<td>Art Therapy With Special Needs Populations (3 s.h.)</td>
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<td>ATPY 309</td>
<td>Pre-Practicum in Art Therapy and Art Education (3 s.h.)</td>
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<td>ATPY 482</td>
<td>Seminar in Art Therapy (3 s.h.)</td>
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### BIOLOGY
(40–44 semester hours)

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<td>Bioscience Laboratory I (1 s.h.)</td>
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<td>BIOL 122</td>
<td>Bioscience II (3 s.h.)</td>
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<td>BIOL 124</td>
<td>Bioscience Laboratory II (1 s.h.)</td>
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<td>CHEM 121</td>
<td>General Chemistry I (3 s.h.)</td>
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<td>CHEM 123</td>
<td>General Chemistry Laboratory I (1 s.h.)</td>
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<td>CHEM 122</td>
<td>General Chemistry II (3 s.h.)</td>
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<td>CHEM 124</td>
<td>General Chemistry Laboratory II (1 s.h.)</td>
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<td>PHYS 210</td>
<td>General Physics I (4 s.h.)</td>
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<td>PHYS 211</td>
<td>General Physics II (4 s.h.)</td>
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Choose one sequence from each of the following categories:

**Biology of Plants**

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<td>Introductory Horticulture Laboratory (1 s.h.)</td>
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<td>BIOL 270</td>
<td>Plant Biology (3 s.h.) and</td>
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<td>BIOL 271</td>
<td>Plant Biology Laboratory (1 s.h.)</td>
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**Anatomy and Physiology**

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<td>Anatomy and Physiology I (3 s.h.) and</td>
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<td>Anatomy and Physiology Laboratory I (1 s.h.)</td>
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<td>BIOL 131</td>
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<td>BIOL 133</td>
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<td>BIOL 250</td>
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<td>Human Structure and Function Laboratory II (1 s.h.)</td>
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**Continued**
Ecology
BIOL 260 General Ecology (3 s.h.) and
BIOL 261 General Ecology Laboratory (1 s.h.)
or
BIOL 264 Flora of New England (3 s.h.) and
BIOL 266 Flora of New England Laboratory (1 s.h.)
or
BIOL 277 Field Ornithology (3 s.h.)
or
BIOL 278 Aquatic Biology (3 s.h.)
BIOL 279 Aquatic Biology Laboratory (1 s.h.)
or
BIOL 380 Field Ecology (2 s.h.)

Electives
BIOL __ Any biology course above BIOL 133

BUSINESS MANAGEMENT
(24 semester hours)

MGTE 121 Principles of Marketing (3 s.h.)
MGTE 150 Introduction to Business (3 s.h.)
MGTE 210 Principles of Accounting I (3 s.h.)
MGTE 211 Principles of Accounting II (3 s.h.)
MGTE 215 Principles of Management (3 s.h.)
ECON 200 Principles of Macroeconomics (3 s.h.)
ECON 205 Principles of Microeconomics (3 s.h.)

Choose one of the following courses:
ECON 315 Business and Government (3 s.h.)
ECON 350 Economics of Sports (3 s.h.)
MGTE 480 Corporate Social Responsibility
( PHIL 225 is prerequisite; 3 s.h.)

1 This is the required choice for sports management majors who wish to complete this minor.

CHEMISTRY
(23–24 semester hours)

CHEM 121 General Chemistry I (3 s.h.)
CHEM 123 General Chemistry Laboratory I (1 s.h.)
CHEM 122 General Chemistry II (3 s.h.)
CHEM 124 General Chemistry Laboratory II (1 s.h.)
CHEM 221 Organic Chemistry I (3 s.h.)
CHEM 223 Organic Chemistry Laboratory I (1 s.h.)
CHEM 222 Organic Chemistry II (3 s.h.)
CHEM 224 Organic Chemistry Laboratory II (1 s.h.)
CHEM 341 Analytical Chemistry (2 s.h.)
CHEM 342 Analytical Chemistry Laboratory (2 s.h.)

Select one of the following sequences:
CHEM 331 Biological Chemistry (3 s.h.)
or
CHEM 351 Physical Chemistry with Biological Applications (3 s.h.) and
CHEM 352 Physical Chemistry Laboratory (1 s.h.)

COMPUTER PROGRAMMING
(18 semester hours)

CISC 105 Introduction to Computer Concepts (3 s.h.)
CISC 115 Microcomputer Applications (3 s.h.)
CISC 165 Programming in Basic (3 s.h.)
CISC 175 Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 215 COBOL and File Processing (3 s.h.)
CISC 275 Data Structures Using C++ (3 s.h.)

One of the following mathematics courses is prerequisite for this minor:
MATH 115 College Algebra (3 s.h.)
MATH 125 Precalculus Mathematics (3 s.h.)
MATH 135 Contemporary Mathematics (3 s.h.)
MATH 140 Calculus I (3 s.h.)
MATH 310 Linear Algebra (3 s.h.)

COMPUTER SCIENCE
(21 semester hours)

CISC 175 Introduction to Computer Science with C++ and Java (3 s.h.)
CISC 235 Computer Logic Design (3 s.h.)

Select four of the following courses:
CISC 280 Object-Oriented Programming with Java (3 s.h.)
CISC 225 Data Structures Using C++ (3 s.h.)
CISC 315 Database Development and Management (3 s.h.)
CISC 375 Computer Architecture (3 s.h.)
CISC 410 Fundamentals of Operating Systems (3 s.h.)

One of the following mathematics courses is prerequisite for this minor:
MATH 115 College Algebra (3 s.h.)
MATH 125 Precalculus Mathematics (3 s.h.)
MATH 140 Calculus I (3 s.h.)
MATH 135 Contemporary Mathematics (3 s.h.)
MATH 310 Linear Algebra (3 s.h.)

DANCE
(19–21 semester hours)

DANC 101 Dance Appreciation (3 s.h.)
DANC 110 Laban Movement Analysis (3 s.h.)
DANC 130 Ballet Theory and Technique I (3 s.h.)
DANC 135 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
DANC 150 Jazz Dance Theory and Technique I (3 s.h.)
DANC 215 Choreography I (3 s.h.)

Select one of the following:
ARTS 248 Interarts Workshop (3 s.h.)
DANC 160 Introduction to Dance and Somatic Movement Therapy (3 s.h.)
DANC 184 Dance Performance Practicum (2 s.h.)
DANC 201 Teaching Dance (3 s.h.)

DANC 101 Dance Appreciation (3 s.h.)
DANC 110 Laban Movement Analysis (3 s.h.)
DANC 130 Ballet Theory and Technique I (3 s.h.)
DANC 135 Modern and Post-Modern Dance Theory and Technique I (3 s.h.)
DANC 150 Jazz Dance Theory and Technique I (3 s.h.)
DANC 215 Choreography I (3 s.h.)

Select one of the following:
ARTS 248 Interarts Workshop (3 s.h.)
DANC 160 Introduction to Dance and Somatic Movement Therapy (3 s.h.)
DANC 184 Dance Performance Practicum (2 s.h.)
DANC 201 Teaching Dance (3 s.h.)
ECONOMICS
(18 semester hours)

ECON 200 Principles of Macroeconomics (3 s.h.)
ECON 205 Principles of Microeconomics (3 s.h.)
ECON 301 Managerial Economics I (3 s.h.)
ECON 302 Managerial Economics II (3 s.h.)

Select two of the following courses:
ECON 310 Money and Banking (3 s.h.)
ECON 315 Business and Government (3 s.h.)
ECON 350 Economics of Sport (3 s.h.)
ECON 360 Economics of Healthcare and Healthcare Reform (3 s.h.)
ECON ___ 3 s.h. of ECON elective
MGTE 341* Field Experience (3 s.h.)

* Use of MGTE 341, Field Experience as one of the above selectives requires prior approval of the department chair in consultation with the internship director and/or the student’s advisor. The internship must be in an area directly related to economics.

ENGLISH
(18 semester hours)

This minor requires completion of a minimum of 18 s.h. of 3 s.h. courses beyond ENGL 113 and 114. With the guidance of a faculty advisor from the Humanities Department, students may choose to take English or communication courses to fulfill the minor.

GERONTOLOGY
(21 semester hours)

SOCI 101 Introduction to Sociology (3 s.h.)
SOCI 225 Sociology of Death and Dying (3 s.h.)
SOCI 325 Social Gerontology (3 s.h.)
SOCI 360 Medical Sociology (3 s.h.)
RHDS 470 Rehabilitation Needs of the Aging (3 s.h.)

Select two of the following courses:
ATPY 101 Introduction to Art Therapy (3 s.h.)
HSAD 101 Introduction to Human Services (3 s.h.)
HSAD 345 Groupwork (HSAD 101 and 245 are prerequisite; 3 s.h.)
HLTH 460 Health-Related Aspects of Aging (3 s.h.)
RCTR 272 Introduction to Therapeutic Recreation (3 s.h.)
RCTR 470 Therapeutic Recreation for the Older Adult and Persons with Chronic Illnesses (3 s.h.)
RHDS 671 Therapeutic Approaches with the Aging (3 s.h.)
SOCI 270 Introduction to Social Welfare (3 s.h.)
SOCI 335 Case Management (3 s.h.)

HEALTH STUDIES
(25 semester hours)

BIOL 130 Anatomy and Physiology I (3 s.h.)
BIOL 132 Anatomy and Physiology Laboratory I (1 s.h.)
BIOL 131 Anatomy and Physiology II (3 s.h.)
BIOL 133 Anatomy and Physiology Laboratory II (1 s.h.)

HLTH 103 Personal Health (3 s.h.)
HLTH 106 First Aid: Responding to Emergencies and Community CPR (2 s.h.)
HLTH 255 Human Sexuality (3 s.h.)
HLTH 260 Drugs and Society (3 s.h.)
HLTH 261 Introduction to Nutrition (3 s.h.)
HLTH 343 Community Health (3 s.h.)

Select two of the following courses:
HLTH 210 Consumer Health (3 s.h.)
HLTH 303 Methods and Materials in Health Education I (3 s.h.)
HLTH 304 Methods and Materials in Health Education II (3 s.h.)
HLTH 361 Applied Nutrition (3 s.h.)
HLTH 405 Curriculum Construction and Instruction (3 s.h.)
HLTH 417 Organization and Administration of School Health Programs and Curriculum Construction (3 s.h.)
HLTH 425 Human Disease (3 s.h.)
HLTH 460 Health-Related Aspects of Aging (3 s.h.)
HLTH 488 Special Topics for the Classroom Professional—Grades Pre-K–12 (3 s.h.)

HISTORY
(18 semester hours)

HIST 105 Colonial America to the Civil War (3 s.h.)
HIST 106 The Civil War to Modern America (3 s.h.)

Select two of the following courses:
HIST 215 Modernization and European Society (3 s.h.)
HIST 223 History of Russia (3 s.h.)
HIST 325 The Ancient and Classical World (3 s.h.)
HIST 326 Medieval History (3 s.h.)
HIST 327 Early Modern Europe (3 s.h.)
HIST 345 Europe Since 1900 (3 s.h.)
HIST 388 Studies in History (3 s.h.)

Select two of the following courses:
HIST 210 Afro-American History (3 s.h.)
HIST 265 Environmental History of America (3 s.h.)
HIST 355 Modern China: 1840 to Present (3 s.h.)
HIST 360 Early American Thought and Culture (3 s.h.)
HIST 361 Modern American Thought and Culture (3 s.h.)
HIST 388 Studies in History (3 s.h.)
HIST 405 The History of the Soviet Union (3 s.h.)
HIST 481 Recent American History (3 s.h.)
HIST 482 History Seminar (3 s.h.)

HUMAN SERVICES AND ADMINISTRATION
(18 semester hours)

HSAD 245 Human Behavior in Small Groups (3 s.h.)
HSAD 345 Groupwork (3 s.h.)
HSAD ___ 12 s.h. of HSAD electives

MINORS
Continued
MATH 140 Calculus I (3 s.h.)
MATH 142 Calculus II (3 s.h.)
MATH 220 Calculus III (3 s.h.)
MATH 222 Calculus IV (3 s.h.)
or
MATH 305 Elementary Differential Equations (3 s.h.)

Select three of the following courses:
MATH 135 Contemporary Mathematics (3 s.h.)
MATH 205 Geometry (3 s.h.)
MATH 215 Probability and Statistics (3 s.h.)
MATH 310 Linear Algebra (3 s.h.)
MATH 405 Mathematical Analysis (3 s.h.)
MATH 410 Introductory Discrete Mathematics (3 s.h.)

1 Students who have a deficiency in their mathematics preparation may be required to take MATH 115, College Algebra, and/or MATH 125, Precalculus Mathematics, before taking MATH 140, Calculus I.

MUSIC (18 semester hours)
MUSC 101 Basic Musicianship (3 s.h.)
MUSC 120 Basic Piano (1 s.h.)
MUSC 130 Applied Music I (1 s.h.; repeated 4 times for a total of 4 s.h.)

Complete a total of 4 s.h. of the following ensemble electives (ensembles may be combined or repeated for a total of 4 s.h.):
MUSC 112 Springfield College Singers (1 s.h.)
MUSC 113 Springfield College Band (1 s.h.)
MUSC 114 Springfield College Pep Band (1 s.h.)
MUSC 115 Chamber Music Workshop (1 s.h.)

Select two of the following:
MUSC 108 Music Appreciation (3 s.h.)
MUSC 132 Music as a Form of Social Protest (3 s.h.)
MUSC 133 Music Technology (3 s.h.)

NUTRITION (31 semester hours)
CHEM 121 General Chemistry I (3 s.h.)
CHEM 123 General Chemistry Laboratory I (1 s.h.)
CHEM 122 General Chemistry II (3 s.h.)
CHEM 124 General Chemistry Laboratory II (1 s.h.)
CHEM 211 Organic Survey (2 s.h.)
CHEM 212 Organic Survey Laboratory (1 s.h.)
CHEM 331 Biological Chemistry (3 s.h.)
HLTH 261 Introduction to Nutrition (3 s.h.)
HLTH 461 Advanced Nutrition (3 s.h.)
HLTH 361 Applied Nutrition (3 s.h.)
or
MSCI 440 Nutrition and Athletic Performance (3 s.h.)

Select one of the following sequences:
Biol 130 Anatomy and Physiology I (3 s.h.) and
Biol 132 Anatomy and Physiology Laboratory I (1 s.h.) and
Biol 131 Anatomy and Physiology II (3 s.h.) and
Biol 133 Anatomy and Physiology Laboratory II (1 s.h.) or
Biol 250 Human Structure and Function I (Biol 121 and 122 and Chem 121 and 122 are prerequisites; 3 s.h.) and
Biol 252 Human Structure and Function Laboratory I (1 s.h.) and
Biol 251 Human Structure and Function II (3 s.h.) and
Biol 253 Human Structure and Function Laboratory II (1 s.h.)

PHILOSOPHY (18 semester hours)
PHIL 105 Introduction to Philosophy (3 s.h.)

Select five of the following courses:
PHIL 103 Conflict of Ideals (3 s.h.)
PHIL 106 Ethics (3 s.h.)
PHIL 108 Logic (3 s.h.)
PHIL 225 Business Ethics (3 s.h.)
PHIL 288 Special Topics in Philosophy (3 s.h.; can be repeated with different topics)
PHIL 370 Classical Political Thought—from Plato to Machiavelli (3 s.h.)
PHIL 372 Modern Political Thought—from Machiavelli to the Present (3 s.h.)
PHIL 380 Existentialism (3 s.h.)

In consultation with the philosophy advisor, one 3 s.h. course from another discipline may be substituted for one of the above selectives.

POLITICAL SCIENCE (18 semester hours)
POSC 110 Introduction to American Government (3 s.h.)
POSC 130 Introduction to International Relations (3 s.h.)
POSC 370 Political Thought—from Plato to Machiavelli (3 s.h.)
or
POSC 372 Political Thought—from Machiavelli to the Present (3 s.h.)
POSC ___ 9 s.h. of political science electives
PSYCHOLOGY
(18 semester hours)

PSYC 101 Introduction to Psychology (3 s.h.)

Select one course from each of the following categories:

Scientific Basis of Behavior
PSYC 211 Introduction to Statistics (3 s.h.)
PSYC 301 Experimental Design (3 s.h.)
PSYC 305 Sensation and Perception (3 s.h.)
PSYC 401 Motivation and Learning (3 s.h.)
PSYC 405 Physiological Psychology (3 s.h.)
PSYC 408 Cognitive Psychology (3 s.h.)

Social and Developmental Basis of Behavior
PSYC 109 Human Development (3 s.h.)
PSYC 135 Personality and Personal Adjustment (3 s.h.)
PSYC 209 Social Psychology (3 s.h.)
PSYC 221 Abnormal Psychology (3 s.h.)
PSYC 406 Psychology of Cultural Diversity (3 s.h.)
PSYC 570 Psychology of the College-Age Adult (3 s.h.)

Applied Psychology
PSYC 330 Applied Psychology (3 s.h.)
PSYC 413 Psychological Testing (3 s.h.)
PSYC 422 Interviewing and Counseling (3 s.h.)

Choose two courses from the list below or two additional courses from the list above:
PSYC 104 Educational Psychology (3 s.h.)
PSYC 407 History of Modern Psychology (3 s.h.)
PSYC 415 Child Development and Therapy (3 s.h.)
PSYC 440 Psychology of Sexual Behavior (3 s.h.)
PSYC 445 Imagery, Hypnosis, and Self-Hypnosis (3 s.h.)

REHABILITATION AND DISABILITY STUDIES
(18 semester hours)

RHDS 125 Principles of Rehabilitation (3 s.h.)
RHDS 230 Psychology of Disability (3 s.h.)
RHDS 240 Independent Living Rehabilitation (3 s.h.)

Select two of the following special population courses:
RHDS 430 Pediatric Rehabilitation (3 s.h.)
RHDS 461 Rehabilitation in Speech and Language Disorders (3 s.h.)
RHDS 462 Rehabilitation of the Hearing Impaired (3 s.h.)
RHDS 464 Rehabilitation of the Developmentally Disabled (3 s.h.)
RHDS 470 Rehabilitation Needs of the Aging (3 s.h.)
RHDS 485 Treatment Methods in Substance Abuse Rehabilitation (3 s.h.)
RHDS 491 Neurological Rehabilitation (3 s.h.)
RHDS 494 Psychiatric Rehabilitation (3 s.h.)

RELIGION
(18 semester hours)

RELI 104 Religion in America (3 s.h.)
RELI 103 Introduction to the Old Testament (3 s.h.)
RELI 106 Introduction to the New Testament (3 s.h.)
RELI 109 The Religious Experience of Humanity (3 s.h.)
RELI ___ 6 s.h. of 300- or 400-level religion courses

Select one of the following courses:
PHIL 106 Ethics (3 s.h.)
PHIL 225 Business Ethics (3 s.h.)
RELI 422 Christianity and Modern Society (3 s.h.)

SOCIOLGY
(21 semester hours)

SOCI 101 Introduction to Sociology (3 s.h.)
SOCI 150 Social Problems (3 s.h.)
SOCI 350 Social Organization (3 s.h.)
SOCI ___ 9 s.h. of sociology electives
ANTH 101 Introduction to Anthropology (3 s.h.)
ANTH 250 Cultural Anthropology (3 s.h.)
SPANISH
(18 semester hours)

To receive a minor in Spanish, students must participate in Springfield College’s Study Abroad Program at Alcalingua, Universidad de Alcalá de Henares (Madrid), Spain. All 18 semester hours are taken at Alcalingua. This program is offered during the spring semester only. Upon successful completion of this program, participants satisfy the following five All-College Requirements: Literature, Visual and Performing Arts, Philosophy, Social Science, and Social Justice.

Prerequisites for this minor are:
1. Successful completion of the fourth semester of college-level Spanish, or permission of the program director.
2. Placement at Level 3 or higher in the placement exam given at Alcalingua.
3. A cumulative GPA of 2.500 or higher; a GPA of 3.000 or higher in all Spanish courses.

Required courses (taken at Alcalingua):
- Advanced Spanish Grammar and Composition (3 s.h.)
- Advanced Spanish Conversation and Phonetics (3 s.h.)
- 20th Century Spanish Literature (3 s.h.)
- History of Spanish Art (3 s.h.)
- History of 19th and early 20th Century Spain (3 s.h.)

Select one of the following courses (also taken at Alcalingua):
- Introduction to Economy of Spain (3 s.h.)
- History of Spanish Cinema (3 s.h.)

THEATRE ARTS
(18 semester hours)

DRAM 101 Introduction to Theatre (3 s.h.)
DRAM 110 Fundamentals of Acting (3 s.h.)

Select one of the following sequences:
- DRAM 130 Stage Production (3 s.h.)
- or
- DRAM 140 Dramatic Workshop (2 s.h.)
- and
- DRAM 141 Dramatic Workshop (2 s.h.)

Select 8–9 of the following courses to total 18 s.h.:
- ARTS 248 Interarts Workshop (3 s.h.)
- DRAM 115 Directing Workshop (3 s.h.)
- DRAM 150 Creative Dramatics and Improvisation (3 s.h.)
- DRAM 220 Scene Study (3 s.h.)
- DRAM 284 Theatre Performance Practicum (1–10 s.h.)
- ENGL 467 Shakespeare (3 s.h.)
UNDERGRADUATE COURSE DESCRIPTIONS

Undergraduate courses at Springfield College are numbered as follows:

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

The listing of courses described herein is not intended to imply that offerings have been finally determined for the 2001-2002 academic year. All courses are subject to faculty availability.

ANTHROPOLOGY

ANTH 101: Introduction to Anthropology 3 S.H.
This is an introductory survey course of the field of anthropology, with emphasis upon prehistoric development of the culture and behavior of man illustrated by the simpler societies. (formerly ANTH 1)

ANTH 250: Cultural Anthropology 3 S.H.
This course is an in-depth examination of the concept, methods, and theoretical positions of cultural anthropology. Students concentrate on reading primary materials — i.e., case studies of ethnographies, key articles, or selections in theory and method. Prerequisite: ANTH 101 or permission of instructor. Fulfills social science ACR. (formerly ANTH 50)

APPLIED EXERCISE SCIENCE

AEXS 101: Introduction to Applied Exercise Science 1 S.H.
This introductory course in Applied Exercise Science is designed for Applied Exercise Science majors. This course provides an overview to the field of applied exercise science. The student will gain exposure to various career options and the settings for professional practice. Introduction to the curriculum, policy and procedures for the major will be provided. (formerly AEXS 188)

AEXS 230: Instruction and Presentation Techniques 2 S.H.
This course is designed to acquaint students with the concepts of various types of instructional and presentation techniques common to the health/fitness field. (formerly AEXS 130)

AEXS 260: Exercise Testing and Prescription 3 S.H.
The purpose of this course is to present current fitness testing protocols used in various health fitness work settings. Emphasis is placed on preparation, administration, and evaluation of the YMCA test battery — sub-maximal and maximal graded tests for normal and high-risk adults. Test procedures for adults as well as for children ages 5-18 years are included. Prerequisite: MSCI 303. (formerly AEXS 160)

AEXS 284: On-Campus Practicum 2 S.H.
This course represents the first in a sequence of practica experiences. Students are afforded the opportunity to observe and, to a limited extent, develop techniques, methodologies, and philosophies of teaching applied exercise science under the direct supervision of Springfield College faculty members. (formerly AEXS 182)

AEXS 335: Measurement and Evaluation 3 S.H.
This course is an introduction to the methods of measurement and evaluation in the health/fitness field. Emphasis is placed on choosing appropriate tests, calculation and interpretation of basic statistics, and practical application of measurement principles. Topics include basic research methodology, statistical tools in evaluation, reliability and validity, calibration of equipment, test administration, and evaluation of fitness tests. Prerequisite: A college-level math course or permission of instructor. (formerly AEXS 140)

AEXS 350: Pre-Practicum in Health/Fitness 2 S.H.
This pre-practicum provides prospective health/fitness leaders with an opportunity to learn through assisting an experienced leader in health/fitness programs in clinical, agency, corporate, or institutional environments. Prerequisites: MSCI 303, AEXS 260, matriculation, and PEPC 100 or PEAC 100. (formerly AEXS 150)

AEXS 365: Exercise Testing and Prescription for Special Populations 3 S.H.
This course is designed to acquaint students with the principles of exercise testing and prescription for special populations. Selection and organization of activities for a range of ages and fitness levels are covered. Prerequisite: AEXS 260 or permission of instructor. (formerly AEXS 170)

AEXS 377: Stress Management 3 S.H.
This course provides an overview of principles and practices in stress management. The concept of stress, the psychophysiology of stress, the measurement of stress, the relation of stress to mental/physical health and performance, prevention and intervention in stress management, and special topics related to stress are discussed. Prerequisites: BIOL 130 and 131. (formerly AEXS 175)
AEXS 401: Management of Health/Fitness Programs 3 S.H.
This course gives students the basic skills necessary to develop and implement an employee health/fitness program. Emphasis is placed on management, facility development, programming, and leadership procedures. Prerequisite: senior status in health/fitness (99 S.H.) and/or permission of instructor. Can fulfill WAC.
(formerly AEXS 200)

AEXS 461: Electrocardiogram Interpretation and Graded Exercise Testing 3 S.H.
This course is designed to instruct students in the acquisition and interpretation of both resting and exercise electrocardiograms. Students are taught to identify various cardiac dysrhythmias and to administer a graded exercise test according to the American College of Sports Medicine guidelines. Prerequisite: AEXS 260 or permission of instructor.
(formerly AEXS 261)

AEXS 470: Strength and Conditioning 3 S.H.
This course is designed to provide students with information for the design and implementation of a successful strength and conditioning program. Emphasis will be placed on assessment, description and analysis of sport movement, and designing weight training programs to enhance performance variables. This course will assist those students who desire to take the National Strength and Conditioning Association’s Certified Strength and Conditioning (CSCS) Exam. However, this course is not a preparation course for the exam.
(formerly AEXS 270)

AEXS 471: Strength and Conditioning Applications 1 S.H.
This course provides students with the appropriate setting in which to apply the principles of strength and conditioning that are taught in the AEXS 270 course. Emphasis is placed on assessment of athletic performance as well as the development of musculoskeletal flexibility, speed, agility, quickness, strength, and power. Prerequisite/Corequisite: AEXS 470.
(formerly AEXS 271)

AEXS 486: Health/Fitness Fieldwork 10-15 S.H.
This is a supervised, field-based experience that familiarizes students with the conditions, practices, and environmental settings where the aspired vocational roles are conducted. Placement for field experience is made and must be approved by the coordinator for health/fitness fieldwork. Information contained in the fieldwork application filed during the junior year is utilized in making specific assignments. Prerequisites: senior status (99 S.H.), matriculation, AEXS 350 and 260.
(formerly AEXS 254)

ARTS 101: Materials and Techniques 3 S.H.
This course gives students experience in a variety of materials—metal, ceramics, woods, and cloth. Each medium is developed as a unique form of creative expression. Fulfills VAPA ACR.
(formerly ARTS 1)

ARTS 102: Arts and Ideas 3 S.H.
This course is designed to combine the elements of art with art history. Through the study of the plastic elements of art and composition, students view the role of the artist from ancient times to the present day to form a better understanding of the aesthetics of our own human nature. Fulfills VAPA ACR.
(formerly ARTS 109)

ARTS 103: Studio in Computer Graphics 3 S.H.
This is an introductory course that focuses on the technology of computer graphics. Each student has the opportunity to explore a number of graphic software programs, utilizing several computer systems. With the software programs employed, students are able to draw, paint, design, and create web pages of almost unlimited possibilities. No previous computer experience is necessary. A strong sense of design and drawing ability are keys for success in this course. Fulfills VAPA ACR.
(formerly ARTS 30)

ARTS 104: Sensitivity and the Creative Process 2 S.H.
This course explores the creative processes of artists in the visual arts. Examples of work by the leaders of contemporary art, as well as artists of historical significance are analyzed. Slides, tapes, films, museum visits, and guest artists provide an integral part of the course. Through this examination of art, students have the opportunity to develop an aesthetic sensitivity that can be applied to creating more meaningful and significant artistic statements of their own. Fulfills VAPA ACR.
(formerly ARTS 5)

ARTS 105: Studio in Printmaking 3 S.H.
This course explores the varied aspects of the printmaking media. Areas covered are intaglio, calligraphy, and lithography. Work is done using both traditional and experimental techniques in black and white and in color. Fulfills VAPA ACR.
(formerly ARTS 14)

ARTS 108: Studio in Drawing 3 S.H.
This course sets out to increase the student’s ability to draw realistically. Drawings are treated as an independent medium rather than a sketch exercise or studies for other materials. Fulfills VAPA ACR.
(formerly ARTS 15)
ARTS 111: Studio in Design 3 S.H.
This is an exploration of design as a visual language as it exists on a flat surface. Students are guided toward the understanding of the basic design elements as a means to maximize the freedom of expression in the area of communication and originality. Fulfills VAPA ACR.
(formerly ARTS 16)

ARTS 116: Studio in Painting 3 S.H.
This is a course in which the many aspects of making a painting are explored. Various painting problems are assigned in order to focus on the capacity of painting for control and scope of expression. Students are encouraged to develop and realize their personal ideas as exciting visual images. Fulfills VAPA ACR.
(formerly ARTS 3)

ARTS 120: Contemporary Art 3 S.H.
This course provides a survey of contemporary art from early in the Twentieth Century until the present. Illustrated by slides and other visual materials, the lectures and discussions, focus on the Modern and Post Modern Art of the Western World and also includes Art from non-Western societies. The course focuses on painting, sculpture and photography as well as art using new materials and multi-media techniques. Fulfills VAPA ACR.

ARTS 202: Computer Animation 3 S.H.
This course provides the student with an in-depth study of the creation of computer animation. Each student has the opportunity to develop animated pieces from initial conception to final animation, and then developing it for the web. Students use a variety of two-dimensional software and develop skills in story boarding and interactivity. Prerequisite: ARTS 103 or permission of instructor.
(formerly ARTS 31)

ARTS 203: Advanced Desktop Design 3 S.H.
This course provides students with the skills to compete in today’s graphic job market. Layout, design, and photo manipulation are taught using industry standard programs with an overview of other currently used vector programs. Prerequisite: ARTS 103 or COMM 207.
(formerly ARTS 36)

ARTS 210: Figure Drawing 3 S.H.
This course is an in-depth study of the traditional problems of drawing the figure, working with light, weight, dimension, and color. Emphasis is placed on developing the student’s sensitivity and awareness to the many possibilities and potentials that the human form possesses. Students draw directly from both male and female models. Work is done in such media as charcoal, ink, pencil, and conti-crayon, as well as in techniques of contour, line, and work drawings. Fulfills VAPA ACR.
(formerly ARTS 106)

ARTS 211: Studio in Sculpture 3 S.H.
This course develops the individual imaginative efforts of students working in the third dimension. Emphasis is placed on the relationship of materials, scale, means, and concept as related to the artist’s statement. Students may work in a variety of materials and techniques such as wood, stone, plaster, metal, wax, and clay. Fulfills VAPA ACR.
(formerly ARTS 20)

ARTS 217: Arts of the Prehistory to the Renaissance 3 S.H.
This survey course examines the development of the visual arts from cave painting to the beginning of the modern era. It concentrates on the relationship between artistic expression and social and cultural forces. Fulfills VAPA ACR. Can fulfill WAC.
(formerly ARTS 117)

ARTS 218: Renaissance to Modern Art 3 S.H.
This course provides a descriptive survey of painting, sculpture, decorative arts and architecture from the Renaissance to Modern Era. This course includes the development of Western styles as well as those of Africa, Asia, and South America. Slides and visual materials illustrate lectures and discussions. This course focuses on the relationship between artistic expression and societal and cultural forces during this time period. Fulfills VAPA ACR. Can fulfill WAC.
(formerly ARTS 118)

ARTS 219: American Art 1700-1900 3 S.H.
This course is a survey of painting, architecture, and sculpture from the early Colonial Period to the turn of the Twentieth Century. It emphasizes the meaning and function of art in the historic and cultural context of the developing nation. Fulfills VAPA ACR.
(formerly ARTS 119)

ARTS 221: Women Artists in History 3 S.H.
This course examines the achievements and contributions of European and American women artists from the middle ages to the present in terms of the culture in which they lived and worked. Fulfills VAPA ACR.
(formerly ARTS 130)

ARTS 222: Asian Arts and Culture 3 S.H.
This course provides a survey of the arts of Asia, specifically India, China, and Japan from prehistory to modern times. Lectures and discussions focus on the traditional arts of painting, sculpture, and architecture, as well as the art of Feng Shui, Ikebana, Calligraphy, Haiku, Bonsai, Raku, and martial arts. Students have an opportunity to work directly with some of the art forms. Students are exposed to the aesthetics as well as the philosophical basis of these Eastern Arts.
(formerly ARTS 201)
ARTS 223: Studio in Ceramics 3 S.H.
This course is an introduction to the various methods of pottery making. Students explore such forming methods as slab, pinch, coil, and throwing. The uses of glazing and kiln firing as a means for enhancing the design of both the pottery form and its function are developed. Tests are conducted in differing clay bodies and glaze information. Fulfills V APA ACR.  
(formerly ARTS 26)

ARTS 225: Studio in Photography 3 S.H.
This course explores the photographic process, the use of equipment, film development, and printing. Emphasis is placed upon the use of the camera as a creative means of expression. Fulfills V APA ACR.  
(formerly ARTS 25)

ARTS 228: Three-Dimensional Design 3 S.H.
This course explores our urban environment as three-dimensional design. Students are encouraged to use the urban community as a classroom for studying the aesthetic interrelationships of man and his environment. Such basic design elements as color, form, shape, texture, and scale as related to the human elements are emphasized. Fulfills V APA ACR.  
(formerly ARTS 28)

ARTS 231: 3-D Animation 3 S.H.
This course is designed for individuals who are interested in developing expertise in 3-D computer animation. 3-D animation theory and practice are integrated using the latest computer programs. Animation composition and the creation of storyboards are taught in addition, as a variety of graphic and digital video tools are explored. Skills in lighting, vector layout, and animation rendering are emphasized. Prerequisite: ARTS 103.  
(formerly ARTS 213)

ARTS 245: Contemporary Jewish Art 3 S.H.
This course is an overview of the lives and works of Jewish visual artists from the mid-nineteenth century to today. The effects of anti-Semitism on the themes and acceptance of Jewish artists is addressed. In addition to a didactic approach, a component of this course explores the styles and media of these artists. Artistic skill is not required, only a willingness for students to explore their creativity. Fulfills social justice ACR.  
(formerly ARTS 141)

ARTS 248: Interarts Workshop 3 S.H.
This course trains musicians, singers, dancers, painters, sculptors, actors, designers, and graphic artists to function as a collective in the preparation and mounting of a major stage production in an apprentice-like manner by contract with faculty coaches/directors. Prerequisites: Auditions, interviews, and permission of the company directors.  
(formerly ARTS 122)

ARTS 260: Advanced Studio in Art 2-6 S.H.
This advanced studio provides the opportunity for students to gain an in-depth study of a specific media or art form. Students work out the studio experience in consultation with the instructor of the course, based on their individual interests and potential. Prerequisite: Permission of instructor.  
(formerly ARTS 150)

ARTS 270: Advanced Studio in Ceramics 3 S.H.
This is a Clay course designed to incorporate sculptural ceramics and functional ceramics. The course includes the use of the potter’s wheel as a method of producing functional as well as sculptural objects. Students experiment with various materials and building techniques integrating a multicultural view in conjunction with assigned projects. The class structure incorporates lecture, video, and slide presentation demonstrations.  
(formerly ARTS 250)

ARTS 324: Care and Protection of Art Objects 2 S.H.
This course emphasizes the materials and techniques of an artist. Students make in-depth studies of the materials and methods that will afford them the opportunity to gain the greatest possible control over their creative process. Areas of investigation include paint pigments, chemistry of materials, and conservation of pictures.  
(formerly ARTS 24)

ARTS 386: Supervised Field Experience 2-10 S.H.
This course provides the opportunity for the student to become involved in the urban community as an artist in residence. The student works directly with the people of the inner city in less formal situations such as a studio, gallery, museum, or a store-front workshop. An exhibit of students' artwork in their own areas of interest is presented at the completion of the experience. This field experience requires a minimum of 450 clock hours of placement time. A minimum of 10 semester hours is required for graduation.  
(formerly ARTS 24)

ART EDUCATION

ARTS 255: CMO Art Education/Pre-K–8 3 S.H.
This course explores the stages of a child’s development through art and how to teach developmentally-appropriate creative art activities in elementary, middle, and high schools. Students participate in art exercises and are required to design and critique lesson plans. Art teaching that emphasizes current research in art education is a major focus.  
(formerly ARTS 155)

ARTS 382: Seminar in Teaching Art 3 S.H.
This seminar focuses on the analysis of students' ongoing demonstration of the knowledge, skills, and methodology acquired in field experiences and the exploration of selected issues in art education directed toward the student's specific needs and interests. Students engage in learning experiences that demonstrate the design implementation and critique of art evaluation methods. State and National guidelines for art competencies will be reviewed. Can fulfill WAC.  
(formerly ARTS 230)
ATPY 105: Methods and Materials of Art Therapy and CMO Art Education for Adolescents and Adults  3 S.H.
This course covers the range of materials, methods, and techniques employed by the art therapist and art educator. The course focuses on art therapy/art education with special needs adolescents and adults.  
(formerly ARTS 100)

ATPY 202: Ethics and Aesthetics in Art Education and Art Therapy  1 S.H.
This course provides students with the knowledge and understanding of ethics and aesthetics and their role in art education and art therapy. Contrasting views of art therapy and art education theorists and practitioners are discussed and debated. The implications of politics on aesthetics and other relevant issues in art education are addressed. Prerequisites: ATPY 101, or permission of the instructor.  
(formerly ARTS 51)

ATPY 309: Pre-Practicum in Art Therapy and Art Education  1-3 S.H.
This required course is designed for students in the art therapy concentration who need firsthand experience in the field. It includes on-site observation of an art therapist working with clients, peer supervision, and supervision by the clinical instructor of the class, as well as role-play, discussion, and lectures. Prerequisites: ATPY 101. Fulfills WAC requirement. This course can be waived for EDUC 318.  
(formerly ARTS 140)

ART THERAPY

ATPY 101: Introduction to Art Therapy  3 S.H.
This course introduces students to the profession of art therapy, including its history and development. Therapeutic and diagnostic methods used in working with physically, emotionally, and socially disabled individuals are studied. Prerequisite: PSYC 101.  
(formerly ATPY 40)

ATPY 203: Art Therapy with Special Needs Populations  3 S.H.
This course is designed for individuals who are interested in working with multi-diagnosed individuals through art therapy. Various therapeutic approaches in art therapy as well as psychological and educational aspects of providing services to special needs populations are discussed. Students discover how art therapy can be used as an educational tool as well as a therapeutic modality. Can fulfill WAC.  
(formerly ATPY 200)

ATPY 308: Art Therapy and the Elderly Client  2 S.H.
This course presents art therapy as a tool to work with the physical, psychological, and social needs of the elderly. It focuses on materials and methodologies that the art therapist uses to assist the elderly to express these needs nonverbally through the art process.  
(formerly ATPY 205)

ATPY 410: 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.  
(formerly ATPY 210)

ATPY 482: Art Therapy Seminar  3 S.H.
This seminar integrates topics in art therapy applicable to entry level work in the field. Topics include multicultural aspects of art therapy, assessment and evaluation, aesthetics, new techniques, introduction to research and tools for obtaining a job.  
(formerly ATPY 225)

ATPY 484: Practicum in Art Therapy  1-8 S.H.
This course provides students with an in-depth practicum experience in the art therapy field. Students practice observation skills, co-lead groups, and work with individual clients in agencies, schools, clinics, and other human service organizations. Students receive supervision from the College supervisor in group and individual sessions. Depending on the site, students may utilize various approaches such as art as healing, art as adjunctive therapy, or a traditional art therapy approach.  
(formerly ATPY 141)

ATHLETIC TRAINING

ATRN 110: Introduction to Athletic Training  1 S.H.
This introductory course in athletic training is designed for athletic training majors and those considering athletic training as a career. It exposes students to the professional preparation of athletic trainers and their role as a health care professional at all levels. It also provides an introduction to the Springfield College Athletic Training Program.  
(formerly ATRN 95)

ATRN 112: Introduction to Clinical Techniques in Athletic Training  1 S.H.
This course introduces the first-year athletic training major to basic clinical techniques in dealing with prevention and management of athletic injuries. Emphasis is on preventative wrapping/strapping/padding/bracing techniques; protective equipment; and basic acute injury management (wound control, splinting, and transportation). Prerequisites: athletic training major, ATRN 110, and PHED 342.  
(formerly ATRN 96)
ATRN 225: Basic Prevention and Care of Athletic Injuries 3 S.H.
This is an introductory course for athletic training majors in the prevention and management of athletic injuries. It emphasizes basic injury prevention, evaluation, and emergency care. Prerequisites: ATRN 112, BIOL 130, 131, 132, 133, PHED 342, and enrollment in the athletic training major. (Non-majors need permission of the instructor.)
(Formerly ATRN 125)

ATRN 226: Advanced Prevention and Care of Athletic Injuries 3 S.H.
This is an advanced course for athletic training majors in the prevention and management of athletic injuries. It emphasizes advanced injury prevention, evaluation, management, and emergency care. In addition, athletic health care administrative and counseling issues are discussed. Prerequisites: ATRN 225 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)
(Formerly ATRN 126)

ATRN 250: Human Anatomy and Athletic Injury 3 S.H.
This course, for athletic training majors, provides a study of normal and pathological functions of human movement with emphasis on skeletal, articular, and muscular systems. The laboratory experience includes dissections of human cadavers. Prerequisites: BIOL 130, 131, 132-133 and ATRN 225.
(Formerly ATRN 150)

ATRN 284: Sophomore Practicum in Athletic Training I 1 S.H.
This fall, sophomore-year athletic training clinical experience emphasizes the development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 112, and current CPR/FA certification.
(Formerly ATRN 195)

ATRN 285: Sophomore Practicum in Athletic Training II 2 S.H.
This spring, sophomore-year athletic training clinical experience emphasizes continued development of entry-level competence in athletic injury prevention, evaluation, and management. The students develop these competencies working with college and secondary school athletes under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 225, 284, and current CPR/FA certification.
(Formerly ATRN 196)

ATRN 305: 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.) Can fulfill WAC.
(Formerly ATRN 205)

ATRN 307: Athletic Injury Rehabilitation and Therapeutic Modalities 3 S.H.
This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 305) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise, and modalities in the treatment of athletic injuries. Prerequisites: ATRN 305 and enrollment in the athletic training major. (Non-majors need permission of the instructor.)
(Formerly ATRN 207)

ATRN 384: Junior Practicum in Athletic Training I 2 S.H.
This fall, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills in athletic injury prevention and management. Students are assigned to either on- or off-campus settings and work as student athletic trainers providing direct team coverage under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 226, 285, and current CPR/FA certification.
(Formerly ATRN 197)

ATRN 385: Junior Practicum in Athletic Training II 1 S.H.
This spring, junior-year athletic training clinical experience provides athletic training students the opportunity to further develop their practical skills in athletic injury prevention and management. Students are assigned to either on- or off-campus settings and work as student athletic trainers providing direct team coverage under the supervision of certified athletic trainers. Prerequisites: Athletic training major, ATRN 226, 384, and current CPR/FA certification.
(Formerly ATRN 198)

ATRN 410: Administration and Education in Athletic Training 3 S.H.
This course examines the responsibilities of the athletic trainer as an educator and administrator. Concepts of learning theory, learning styles, and instructional strategies are presented. Topics include principles of administration, budgeting, staffing, and supervision. The evolving role of athletic training in United States health care is discussed. Prerequisites: athletic training major, ATRN 384, and 307.
(Formerly ATRN 210)

ATRN 482: Seminar in Athletic Training 1 S.H.
This is a seminar for seniors in the athletic training program. Topics include low-back injuries, massage, dermatological care, musculoskeletal examination, pharmacology, ankle injuries, and sports epidemiology. Prerequisite: ATRN 385, and 307. (Non-majors need permission of the instructor.)
(Formerly ATRN 298)
ATRN 486: Senior Fieldwork in Athletic Training 3 S.H.
This senior-year athletic training fieldwork experience continues to integrate athletic training skills in prevention and management of athletic injuries. On- or off-campus team assignments are completed in addition to a clinical experience in the athletic injury rehabilitation setting at Springfield College. Prerequisites: Senior athletic training major, ATRN 385, 307, and current CPR/FA certification. Can fulfill WAC. (formerly ATRN 297)

ATRN 487: Internship in Sports Injury Management 5-15 S.H.
This internship, for eligible senior athletic training majors, is designed to expand the student's sport injury clinical experiences outside of the traditional high school and college/university training room setting. Students can complete internships at sports medicine rehabilitation facilities, physical fitness facilities, professional teams, etc. Prerequisites: ATRN 307 and 486. (formerly ATRN 200)

BIOLOGY

BIOL 101: Basic Concepts of Modern Biology 3 S.H.
This course emphasizes the interrelationships of life as demonstrated in the following major areas of biological study: environmental science, evolution and the origin of life, basic physiological procedures, behavior, genetics, and development. Human biology and the social implications of modern biology are considered throughout. Students must also register for the corresponding lab, BIOL 102. ACR natural science. (formerly BIOL 1)

BIOL 102: Basic Concepts Laboratory 1 S.H.
This laboratory/field course illustrates the principles and applications of modern biology. Students must register for BIOL 101. (formerly BIOL 2)

BIOL 121: Bioscience I 3 S.H.
The scope of this course encompasses all of the major themes unifying the diverse avenues of biological science. These core themes include the molecular structure of matter and the cellular basis of life, the interaction of organisms with their environment, the correlation between structure and function at all levels of organization, and evolution as the driving force that unifies the countless forms of life, past and present. Students must also register for the corresponding lab, BIOL 123, unless previously taken. Prerequisite: high school biology. ACR natural science. (formerly BIOL 4)

BIOL 122: Bioscience II 3 S.H.
Part II of BIOL 4. The scope of this course encompasses all of the major themes unifying the diverse avenues of biological science. These core themes include the molecular structure of matter and the cellular basis of life, the interaction of organisms with their environment, the correlation between structure and function at all levels of organization, and evolution as the driving force that unifies the countless forms of life, past and present. Students must also register for the corresponding lab, BIOL 123, unless previously taken. Prerequisite: BIOL 124. (formerly BIOL 5)

BIOL 123: Bioscience I Laboratory 1 S.H.
In this course, students perform hands-on laboratory exercises that illustrate important biological concepts. Exercises include biochemical assays, gel electrophoresis, chromatography, dissection, and microscopic examination of specimens. Students must register for BIOL 121, unless previously taken. (formerly BIOL 6)

BIOL 124: Bioscience II Laboratory 1 S.H.
In this course, students perform hands-on laboratory exercises that illustrate important biological concepts. Exercises include biochemical assays, gel electrophoresis, chromatography, dissection, and microscopic examination of specimens. Students must register for BIOL 122, unless previously taken. (formerly BIOL 7)

BIOL 130: Anatomy and Physiology I 3 S.H.
This course analyzes the structure and function of cells, tissue, and organ systems. Focus is placed on the muscular, skeletal, and circulatory systems as they relate to human movement and homeostasis. Students must also register for the corresponding lab, BIOL 132. ACR natural science. (formerly BIOL 10)

BIOL 131: Anatomy and Physiology II 3 S.H.
This course covers the structure, function, physiology, and biochemistry of the lymphatic, respiratory, digestive, excretory, endocrine, and nervous systems. Topics covered include nutrition, disease, reproduction, sexually transmitted disease, exercise, and the use of drugs, including prescribed medicines. Students must also register for the corresponding lab, BIOL 133. ACR natural science. (formerly BIOL 11)

BIOL 132: Anatomy and Physiology I Lab 1 S.H.
This laboratory course includes anatomical and histological studies, regional dissection of preserved pigs, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 130. (formerly BIOL 12)

BIOL 133: Anatomy and Physiology II Lab 1 S.H.
This laboratory course includes anatomical and histological studies, regional dissection of preserved pigs, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 131. (formerly BIOL 13)
BIOL 214: Introduction to Medical Microbiology 3 S.H.
The objectives of this course are to examine the structure and function of microbial human pathogens and to study their relationship to infection and disease in a lecture and laboratory format. The dynamic mechanisms of host-parasite interactions are emphasized. Special consideration is given to the problems of host-microbe association in immunosuppressed or immunocompromised patients. The actions and the selectivity of antibiotics in terms of prokaryotic and eukaryotic cellular characteristics and the potential dangers associated with their widespread use and abuse are discussed. Prerequisites: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124. (formerly BIOL 114)

BIOL 230: Animal Biology 3 S.H.
Lectures, laboratory, and field studies give students an understanding and appreciation of the biology of vertebrates and invertebrates. Seasonal activities that coincide with animal migrations, reproduction, behavior, development, and distributions are studied. Students learn first-hand about animal life through collections and field observations. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102. (formerly BIOL 60)

BIOL 250: Human Structure and Function I 3 S.H.
This course covers human physiology and functional anatomy for students in biological sciences and allied health majors. Emphasis is placed on physiological, cellular, and molecular processes. Students develop an appreciation of the process of scientific discovery and critical thinking, particularly as it relates to medicine and therapeutic disciplines. Students must also register for the corresponding lab, BIOL 252 unless previously taken. Prerequisites: BIOL 121-122 and 123-124, or BIOL 101-102. (formerly BIOL 90)

BIOL 251: Human Structure and Function II 3 S.H.
Part II of BIOL 250. This course covers human physiology and functional anatomy for students in biological sciences and allied health majors. Emphasis is placed on physiological, cellular, and molecular processes. Students develop an appreciation of the process of scientific discovery and critical thinking, particularly as it relates to medicine and therapeutic disciplines. Students must also register for BIOL 253 unless previously taken. Prerequisites: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124. (formerly BIOL 91)

BIOL 252: Human Structure and Function I Laboratory 1 S.H.
This laboratory course includes anatomical and histological studies, regional dissection of preserved cats, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 250 unless previously taken. Prerequisites: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124. (formerly BIOL 92)

BIOL 253: Human Structure and Function II Laboratory 1 S.H.
Part II of BIOL 252. This laboratory course includes anatomical and histological studies, regional dissection of preserved cats, experiments and demonstrations of principles underlying physiological processes, and extensive use of multimedia computer applications. Students must also register for BIOL 251 unless previously taken. (formerly BIOL 93)

BIOL 260: General Ecology 3 S.H.
This course studies the structural and functional aspects of ecosystems covering food chains, material cycling, limiting factors, populations, interactions, adaptations, succession, diversity, and world biomes. Fieldwork and competency in techniques for ecosystems analysis are stressed. WAC requirement includes keeping a log and field reports examined by the instructor and the writing center. As a social justice course, environmental issues relating to economic class, gender, religion, race, and ability are examined. Time is allocated for connecting social justice to ecological concepts. Students must also register for the corresponding lab, BIOL 351. Prerequisites: BIOL 101-102, or 121-122, or 123-124. Fulfills social justice ACR. Can fulfill WAC. (formerly BIOL 150)

BIOL 264: Flora of New England 3 S.H.
This course involves field recognition, ecology, and use of major non-flowering and flowering plants. Identification is accomplished by a study of flowers, fruits, seeds, leaves, and winter twigs. Activities include field trip studies of major plant associations (bogs, marshes, swamps, fields, forests). Applications for teaching and environmental studies, collecting, preserving, and herbarium techniques are addressed. Students must also register for the corresponding lab, BIOL 266. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102. (formerly BIOL 64)
BIOL 265: Introductory Horticulture 3 S.H.
This course studies plant function, growth, and maintenance that includes seed starting, transplanting, propagation by cuttings and layering, grafting, pruning, plant breeding, bulb handling, and recognition of basic plant disorders. Greenhouse and outdoor gardening principles as well as education and therapeutic applicants are studied. Students must also register for the corresponding lab, BIOL 267. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102. (formerly BIOL 65)

BIOL 266: Flora of New England Laboratory 1 S.H.
This lab/field course is designed to apply the principles of plant recognition, their habitats, collection, and uses. Field trips to all major New England habitats are conducted; trips to arboretums and student-directed investigations are carried out. Must register for BIOL 264. (formerly BIOL 66)

BIOL 267: Introductory Horticulture Laboratory 1 S.H.
This is a lab/field course designed for the hands-on application of the principles of plant propagation and care. Field trips to various horticultural facilities and computer applications of landscape design are included. Must register for BIOL 265. (formerly BIOL 67)

BIOL 270: Plant Biology 3 S.H.
This course studies the structure, function, classification, growth, development, human/social use, habitats, and environmental responses of plants. Additionally, plant-animal interactions, wildlife biology, and agricultural applications of hormones and crop improvement, with critical thinking dialogue on applications of principles are covered. The course allows for and encourages independent investigation in the laboratory and/or field. Students must also register for the corresponding lab, BIOL 271. Prerequisite: BIOL 121-122, or BIOL 101-102. (formerly BIOL 70)

BIOL 271: Plant Biology Laboratory 1 S.H.
This course is designed to orient students to work with plants in the lab and field. Many field trips are conducted to observe plants in ways which illustrate the principles of plant biology. Student-directed lab/field experiences are employed to allow for ownership in one or more principles. Visits to Smith College and other arboretums are included. (formerly BIOL 71)

BIOL 277: Field Ornithology 3 S.H.
In this course, birds are studied as an aid in teaching biology and conservation, and “bird watching” is presented as a form of recreation. Identification, classification, and ecology are covered on field trips and in the laboratory. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102. (formerly BIOL 77)

BIOL 278: Aquatic Biology 3 S.H.
This course emphasizes adaptations that have evolved in aquatic organisms to allow survival in marine and freshwater environments. Students gain an appreciation of the diversity of aquatic organisms and the challenges they face. Students must also register for the corresponding lab, BIOL 279. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102. (formerly BIOL 178)

BIOL 279: Aquatic Biology Laboratory 1 S.H.
In this course, students collect and identify aquatic organisms from local freshwater habitats and perform chemical analysis on samples taken from those bodies of water. Field trips and related activities enhance understanding of marine and freshwater environments. Students must also register for BIOL 278. (formerly BIOL 179)

BIOL 280: Genetics 3 S.H.
This course encompasses a study of the principles of human genetics. Emphasis is placed on molecular and physiological genetics, as well as population genetics. A nine-unit, computer-based drill-and-practice reinforces problem-solving and data interpretation skills. Students must also register for the corresponding lab, BIOL 81. Prerequisite: BIOL 121-122 and 123-124, CHEM 121-122 and 123-124. Can fulfill WAC. (formerly BIOL 80)

BIOL 281: Genetics Laboratory 1 S.H.
This laboratory course, designed for science majors, studies the science of Mendelian genetics using a computerized tutorial. Students use drosphila, yeast, and plants to define Mendel's laws. Students also isolate specific genes and amplify and examine their distribution through electrophoresis. Students must also register for BIOL 280. (formerly BIOL 81)

BIOL 311: 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 312. Prerequisites: BIOL 121-122 and 123-124. (formerly BIOL 211)

BIOL 312: Human Microscopic Anatomy Laboratory 1 S.H.
This laboratory course is designed to be taken concurrently with BIOL 311. Students learn to identify various human tissues and organs using the light microscope and related electron micrographs. Prerequisites: BIOL 121-122 and 123-124. (formerly BIOL 212)
BIOL 315: General Microbiology 3 S.H.
This course studies the fundamental principles of microbiology. Students are to view and understand representatives of bacteria, viruses, fungi, algae, and protozoa, and to establish the basis of their classification, identification and activities. Emphasis is placed upon morphology, cytology, physiology and metabolism of bacteria and viruses. Students must also register for the corresponding lab, BIOL 317. Prerequisite: BIOL 121-122 and CHEM 121-122. (formerly BIOL 115)

BIOL 316: Applied Microbiology and Immunology 3 S.H.
This course is designed to acquaint students with principles governing microbial actions, microbe utilization and control of microorganisms. Fundamentals of medical microbiology, resistance and immunity, microbial biotechnology related to the industrial and agricultural areas as well as topics of public health and environmental concerns are covered. Students must also register for the corresponding lab, BIOL 317. Prerequisite: BIOL 121-122 and CHEM 121-122. BIOL 315, although not a prerequisite, is strongly recommended. (formerly BIOL 116)

BIOL 317-318: Microbiology I & II Laboratory 1-1 S.H.
In this course, students are provided with training in basic microbiology laboratory skills such as laboratory safety, aseptic techniques, and methods for bacterial isolation and quantitation. Laboratory exercises focus on the investigative nature of microbiology. Students are given the opportunity to design and conduct experiments on their own and are required to submit reports in the format of a scientific journal. In addition, advanced microbiology techniques are explored in workshop-style exercises. Students registered for BIOL 315 must register for BIOL 317. Students registered for BIOL 316 must register for BIOL 318. (formerly BIOL 117 & BIOL 118)

BIOL 370: Instrumentation and Methodology 2 S.H.
The theory and practice of modern laboratory techniques utilizing optical, electrical, chromatographic, and radioisotopic methods of measurement and analysis are covered. Principles underlying instrument design and safety in the laboratory are emphasized. Students must also register for the corresponding lab, BIOL 371. Prerequisites: CHEM 121-122 and 123-124 or BIOL 121-122 and 123-124. Analytical chemistry and physics are recommended. (formerly BIOL 170)

BIOL 371: Instrumentation and Methodology Laboratory 1 S.H.
This course introduces students to a wide range of modern biological laboratory techniques used in research and medicine. The laboratory provides practical experience in using instruments and equipment including electrophoresis, column chromatography, spectrophotometry, atomic absorption, gas chromatography, radioisotope measurement, and data analysis. Students must also register for BIOL 370. (formerly BIOL 171)

BIOL 380: Field Ecology 2 S.H.
This is an on-site study of the biological, physical, and chemical processes operating in the marine, littoral, and terrestrial environment, with special attention to the role of humanity in utilizing and affecting resources. Prerequisite: BIOL 121-122 and 123-124, or BIOL 101-102. (formerly BIOL 190)

BIOL 408: Cell and Molecular Biology 3 S.H.
This course studies the structure and function of cells and the molecular basis of cellular activity. Topics include cellular organelles, gene expression and protein synthesis, molecular biology and recombinant DNA technology. Students must also register for the corresponding lab, BIOL 409. Prerequisites: BIOL 121-122 and 123-124, CHEM 221-222 and 223-224. (formerly BIOL 208)

BIOL 409: Cell and Molecular Biology Laboratory 1 S.H.
This laboratory course emphasizes the methods of cell and molecular biology research. Topics include cell culture, DNA isolation and cloning, separation and identification of biology macromolecules, and data analysis and presentation. Students must also register for BIOL 408. (formerly BIOL 209)

BIOL 420: Cellular Physiology 3 S.H.
This course emphasizes the amazing array of cellular activities that allow the human body to function. Students gain an appreciation of the elegance and precision of cellular interaction necessary to maintain human health. Students must also register for the corresponding lab, BIOL 421. Prerequisites: BIOL 121-122 and 123-124, BIOL 250-251 and 252-253, CHEM 221-222 and 223-224. (formerly BIOL 220)

BIOL 421: 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 420. (formerly BIOL 221)

BIOL 482: Seminar in Biology 2 S.H.
Discussion and reports on current topics in biology are presented at weekly meetings with departmental faculty. Prerequisites: BIOL 121-122 and 123-124. (formerly BIOL 125)
CHEMISTRY

CHEM 101: Chemistry Survey  3 S.H.
This is an overview of the essential principles of general, organic, and biological chemistry, including the structure and behavior of atoms and molecules, an introduction to organic compounds, and the biomedical basis of physiology, bioenergetics, and nutrition. Students must also register for the corresponding lab, CHEM 102. ACR natural science.
(formally CHEM 15)

CHEM 102: Chemistry Survey Laboratory 1 S.H.
This laboratory course is designed to compliment and illustrate the principles and applications of the Chemistry Survey course. Students must also register for CHEM 101. ACR natural science.
(formally CHEM 16)

CHEM 121: General Chemistry I  3 S.H.
This course, designed for science majors, studies the science of molecules and their transformations. Topics include: chemical reactions, states of matter, electronic structure, bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, thermodynamics, acids and bases, electrochemistry, introductory organic chemistry, and nuclear chemistry. Students must also register for the corresponding lab, CHEM 123, unless previously taken. Prerequisite: High school chemistry. ACR natural science.
(formally CHEM 1)

CHEM 122: General Chemistry II  3 S.H.
Part II of CHEM 121. This course, designed for science majors, studies the science of molecules and their transformations. Topics include: chemical reactions, states of matter, electronic structure, bonding, molecular geometry, intermolecular forces, kinetics, equilibrium, thermodynamics, acids and bases, electrochemistry, introductory organic chemistry, and nuclear chemistry. Students must also register for CHEM 124, unless previously taken. Prerequisite: CHEM 121.
(formally CHEM 2)

CHEM 123-124: General Chemistry I & II Laboratory  1-1 S.H.
This is a laboratory course designed to illustrate the principles and applications of General Chemistry. Students registered for CHEM 121 must register for CHEM 123. Students registered for CHEM 122 must register for CHEM 124. ACR natural science.
(formally CHEM 3 & CHEM 4)

CHEM 211: Organic Survey  2 S.H.
This is a brief course outlining the structure, function, and reactions of the biologically important families of organic compounds. Prerequisite: CHEM 121-122 and 123-124.
(formally CHEM 30)

CHEM 212: Organic Survey Laboratory  1 S.H.
The laboratory is designed to provide experience with the basic techniques of organic chemistry and exposure to the use of modern instrumentation such as UV, IR, and GC. Prerequisite: CHEM 211 or concurrently.
(formally CHEM 31)

CHEM 221: Organic Chemistry I  3 S.H.
This is an introduction to the chemistry of carbon compounds, emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. Students must also register for the corresponding lab, CHEM 223. Prerequisite: CHEM 121-122 and 123-124.
(formally CHEM 21)

CHEM 222: Organic Chemistry II  3 S.H.
Part II of CHEM 221. This is an introduction to the chemistry of carbon compounds, emphasizing the theoretical concepts of structure and mechanisms and the reactions of fundamental functional groups. Students must also register for CHEM 224. Prerequisite: CHEM 221.
(formally CHEM 22)

CHEM 223-224: Organic Chemistry I & II Laboratory  1-1 S.H.
The laboratory assignments in this course integrate the attainment of skill in standard laboratory techniques with extensive use of modern instrumentation such as IR, UV, NMR, and VPC. Students registered for CHEM 221 must register for CHEM 223. Students registered for CHEM 222 must register for CHEM 224.
(formally CHEM 23-24)

CHEM 331: Biological Chemistry  3 S.H.
Biological chemistry is a study of the chemistry of life. It is a multi-disciplinary science that employs physical, biological, and chemical principles to understand the biochemical unity displayed by living systems at the molecular level. The structure-function relationship of biomolecules such as proteins, lipids, nucleic acids, and carbohydrates is examined, as is the operation of enzymes, hormones, vitamins, poisons, and drugs. Emphasis is placed on the abnormal (diseased) state, bioenergetics, genetics, and the interrelationship of biomolecules in nutrition. Prerequisite: CHEM 221-222 and 223-224 or CHEM 211-212.
(formally CHEM 32)

CHEM 341: Analytical Chemistry  2 S.H.
This course studies the theory and techniques of analytical chemistry, including analysis of compounds using gravimetric, volumetric, and instrumental procedures. Prerequisite: CHEM 121-122 and 123-124.
(formally CHEM 41)
CHEM 342: Analytical Chemistry Laboratory 2 S.H.
This lab course provides experience in the methods and techniques of quantitative analysis covered in CHEM 341.
Prerequisite: CHEM 341 or concurrently.
(formerly CHEM 42)

CHEM 351: Physical Chemistry with Biological Applications 3 S.H.
This is a physical interpretation of the phenomena of chemical change and stability as related to biological problems. Topics include: thermodynamics, gases, liquids, solids, bioenergetics, equilibria, chemical dynamics, enzyme kinetics, electrochemistry, molecular spectroscopy, and transport phenomena.
Prerequisites: CHEM 121-122 and 123-124, PHYS 210-211.
(formerly CHEM 110)

CHEM 352: Physical Chemistry Laboratory 1 S.H.
Laboratory exercises illustrate the principles of physical chemistry. Prerequisite: CHEM 351 or concurrently.
(formerly CHEM 111)

COMMUNICATIONS/SPORTS JOURNALISM

COMM 120: Introduction to Journalism 3 S.H.
This course introduces students to the fundamentals of writing the news story, covering events, interviewing, and gathering information from a variety of sources. The emphasis is on writing for newspapers. Can fulfill WAC.
(formerly COMM 24)

COMM 124: Advanced Journalism 3 S.H.
This course requires the student to function as a professional print-medium reporter. The student generates weekly story ideas and/or is assigned a story by the editorial staff of the Springfield Student and the instructor. The student researches, interviews sources, and writes the story to meet the newspaper's deadline. Students write a minimum of ten full-length stories per semester. Prerequisite: COMM 120.

COMM 134: Introduction to Communication 3 S.H.
In this course, students examine key human communication concepts and examine how they function in personal, group, organizational, social/public, cultural, and mass communication contexts. Some of the concepts students study via reading, writing, discussion, and experiential assignments include: communication theory, perception, speech, listening, language, verbal and nonverbal messages, channels, and relationships.
(formerly COMM 34)

COMM 207: Desktop Writing and Publishing 3 S.H.
This course teaches students to write and design documents in a desktop publishing environment. Students learn how to create and design a variety of communications using a common desktop publishing program. Particular type, graphics used in creating desktop publishing materials, and the emerging convention of electronic writing are covered. Particular attention is paid to principles of document design and the effective use of fonts, type, and graphics. Prerequisite: CISC 105 or equivalent.
(formerly COMM 107)

COMM 211: Sports Information 3 S.H.
This course examines the basic fundamentals needed to implement a program in sports information, publicity, and promotions on the college level. Preparation of news releases; local features; hometown features; publication of programs and brochures; statistical breakdowns; dealing with local, regional, and national press; and the promotion of specific events, teams, and individuals are included. Can fulfill WAC.
(formerly COMM 111)

COMM 212: Sports Writing 3 S.H.
This course introduces the student to the practice, ethics, history, and business of writing sports for newspapers. Students write the kinds of stories that appear in daily American sports sections, read and analyze samples of the best sports journalism, and study the historical development of the sports section in American newspapers. Can fulfill WAC.
(formerly COMM 112)

COMM 219: Electronic Journalism in Sports 2 S.H.
This course examines the methods and techniques of radio and television broadcasting of sports activities.
(formerly COMM 119)

COMM 288: Special Topics in Journalistic Ethics 3 S.H.
The material covered in this course varies from year to year. It includes topics geared to provide a broader education in the journalism/professional media field and to offer students a better understanding of mass communication in society. Topics offered include, but are not limited to, media ethics and law, media history, mass communication theory, and women, minorities, and mass media. May fulfill ACR literature if a student completes a waiver application.
(formerly COMM 16)

COMM 384: Practicum in Sports Journalism 2 S.H.
This practicum provides students with professional experience in sports broadcasting, sports writing, and sports information.
Prerequisite: Eight hours of sports journalism.
(formerly COMM 270)
COMM 386: Journalism Internship  3-10 S.H.
This course provides an opportunity for students to work on an individual basis with a professor in the field of journalism. Students may be assigned to a newspaper or magazine office or to a radio station or television studio on a full-time basis for the equivalent of one term. Only six semester hours of graduate credit can be accumulated. Prerequisite: Permission of the department chair.
(formerly COMM 280)

COMPUTER AND INFORMATION SCIENCES

CISC 105: Introduction to Computer Concepts  3 S.H.
This course emphasizes computer literacy and competency and provides a foundation for more specialized areas of computer science. The development of computer hardware is studied to gain an understanding of what a computer is and how it functions. Computer skills are developed through practical experiences with widely used operating systems, word processing, spreadsheet, and database software. Fulfills ACR computer science.
(formerly CISC 10)

CISC 115: Microcomputer Applications  3 S.H.
This course covers microcomputer applications software within an integrated development environment designed for office productivity. Emphasis is placed upon the design of spreadsheets, graphs, databases, and professional reports and presentations. Prerequisite: CISC 105 or equivalent. Fulfills ACR computer science.
(formerly CISC 40)

CISC 165: Programming in BASIC  3 S.H.
In this course, students learn how to construct, edit, and execute programs written in BASIC. Emphasis is placed on language syntax, logic, and structure. Students are given a generous time allotment at the terminal. Prerequisite: CISC 105, physical therapy major, or permission of the instructor. Fulfills ACR computer science.
(formerly CISC 65)

CISC 175: Introduction to Computer Science with C++ and Java  3 S.H.
This course is designed to provide a basis for the technical aspects of computer science. The course begins with a study of the functional units and components of a computer system and proceeds to use basic mathematical skills to reduce problems to a form appropriate for solution on the computer. Emphasis is placed on a study of the various aspects of structured programming and the problem-solving process, including problem specification, organization, and maintenance with the use of the programming languages C++ and Java. Prerequisite: CISC 105, physical therapy major, or permission of the instructor. Fulfills ACR computer science.
(formerly CISC 70)

CISC 215: COBOL and File Processing  3 S.H.
Programming in COBOL, syntax, semantics, and applications of COBOL and file processing including creation, updating, retrieving, and debugging are covered. Prerequisite: CISC 175 or permission of the instructor.
(formerly CISC 80)

CISC 225: Office Automation  3 S.H.
Office information and decision support systems are studied as emerging and critical elements in business data and information systems. Emphasis is given to information processing considerations at the systems level, including analysis and management of support activities such as data and records management, electronic filing and retrieval, word processing, micro and reprographics, and telecommunications. This course discusses person/machine interfaces and appraises both current and future technological trends in office automation and their potential impact on the office environment. Prerequisite: CISC 115.
(formerly CISC 140)

CISC 235: Computer Logic Design  3 S.H.
This course gives an essential knowledge of modern computers at the level of logic circuitry design. Topics include arithmetic of various number systems, mathematical logic, Boolean algebra, gate networks, flip-flops, and logic designs in various components of the digital computer together with their functions. Prerequisite: CISC 175 or equivalent.
(formerly CISC 150)

CISC 255: Data Communications and Distributed Processing  3 S.H.
This course involves the study of basic features of centralized, decentralized, and distributed computer systems. Selected case studies emphasize the impact of distributed systems on the business enterprise. Technological implications of computer hardware, software, and communications as they relate to the design, development, and implementation of distributed data processing systems are also examined. Prerequisite: CISC 235.
(formerly CISC 155)

CISC 275: Data Structures Using C++  3 S.H.
This course deals with the study of the representations, manipulations, implementations, and applications of data structures such as arrays, records, sets, files, stacks, queues, linear and linked lists, trees, and graphs through techniques such as sorting, pointers, and hashing. Use of the computer is required. Prerequisites: CISC 175 or equivalent.
(formerly CISC 100)
CISC 280: 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: Introduction to Computer Science with C++ and Java or permission of the instructor.

CISC 295: Special Topics in Computer and Information Sciences 3 S.H.
This course deals with contemporary topics and issues within the scope of computer and information sciences. Topics may include a broad range of hardware and software issues treated from both a theoretical and an applied perspective. Prerequisite: Permission of the instructor.

CISC 315: Database Development and Management 3 S.H.
This course introduces the student to the basic principles of applications program development in a database environment. Special emphasis is placed on loading, modifying, and querying the database using a host language. Also discussed are various storage devices, data administration, and database management. Prerequisite: CISC 275 or permission of the instructor.

CISC 320: Systems Analysis and Software Design 3 S.H.
This course introduces students to the financial, technical, and strategic aspects of computer information systems analysis and design. Emphasis is on the relationship between computer information systems planning processes and overall business goals, policies, plans, management style, and the industry condition. Particular emphasis is placed on the discussion of the means of selecting large systems projects; assessing the installation’s current state; determining processing, staffing, software, hardware, and financing needs. Prerequisites: CISC 115 and 215.

CISC 335: Literacy, Hypermedia, and Modern Communication 3 S.H.
Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia’s power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy’s historical evolution from oral to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy particularly as embodied in hypertext and hypermedia. Cross-listed as ENGL 335.

CISC 375: Computer Architecture 3 S.H.
This course deals with a detailed study of those concepts that are essential in the design of a computer architecture. Topics covered include hardware algorithms for computer arithmetic, computer systems organization, memory organization, addressing techniques, memory allocation and protection, cache and virtual memories, input/output structures, channels, and interfaces. Prerequisite: CISC 235.

CISC 410: Fundamentals of Operating Systems 3 S.H.
This course studies the organization of computer software systems, principles of operating systems, batch, multiprogramming, multiprocessing and time-sharing systems, addressing techniques, storage management, file systems design, and user-related services. Prerequisites: CISC 275 and 375.

CISC 482: Computer Systems Seminar 3 S.H.
This course is designed to address various current technical and managerial problems encountered in computer information systems, including those dealing with hardware architecture, systems software, and applications software. Prerequisites: CISC 115, 235, and 275.

DANCE

DANC 101: Dance Appreciation 3 S.H.
This course explores dance from ancient to contemporary times through film and lecture. The objectives include broadening one’s understanding and appreciation of the dance arts and developing the ability to view dance critically. Fulfills VAPA ACR.

DANC 110: Laban Movement Analysis 3 S.H.
This course combines movement experiences, lecture, readings, and discussion focused around concepts developed by Rudolf Laban, which include Effort, Space Harmony, Labanotation, and Bartenieff Fundamentals. The material has broad application in areas such as dance, movement, sport, fitness, education, therapy, research, and anthropology and is tailored to the needs of the individuals in the course. Fulfills VAPA ACR.
DANC 130: Ballet Theory and Technique I 3 S.H.
Designed for the beginning dancer, this course provides an intensive experience in classical ballet. The primary emphasis is on learning classical ballet technique. The secondary emphasis is on appreciation of the history and aesthetics of ballet. Learning experience includes technique class three times per week, dance viewing and criticism, related readings, and discussions. Prerequisite: PEAC 127 or consent of the instructor. Fulfills VAPA ACR.
(formerly DANC 30)

DANC 135: Modern and Post-Modern Dance Theory and Technique I 3 S.H.
Designed for the beginning dancer, this course provides an intensive experience in American modern and post-modern dance. Drawing from the numerous styles and philosophies associated with the development of American modern and post-modern dance, this course emphasizes the individual at the center of the dance experience. Classes include dance technique, choreographic problem solving, performance, discussion, lecture, and video. Prerequisite: PEAC 133 or consent of the instructor. Fulfills VAPA ACR.
(formerly DANC 40)

DANC 150: Jazz Dance Theory and Technique I 3 S.H.
Designed for the beginning dancer, this course provides an intensive experience in various styles of American jazz dance. It traces the origins of jazz dance from African, European, and American dance forms. Learning experiences include technique class three times a week plus some dance viewing, reading, lecture, and discussion. Prerequisite: some dance experience or permission of the instructor. Fulfills VAPA ACR.
(formerly DANC 50)

DANC 160: Introduction to Dance and Somatic Movement Therapy 3 S.H.
This course introduces students to the professions of dance/movement therapy and somatic movement therapy. It covers the history and development of the fields, provides experiences in various approaches, and explores applications in various settings. Prerequisites: DANC 110 and some dance experience.
(formerly DANC 120)

DANC 184: Dance Performance Practicum .5-2 S.H.
This course bridges the gap between class activity and artistic performance. Students are involved either with one of the on-campus performing dance groups or with an approved off-campus experience. Fulfills VAPA ACR.
(formerly DANC 140)

DANC 201: Teaching Dance 3 S.H.
This course explores materials and methods for teaching dance in various contexts with diverse populations. Emphasis is placed on development of individual teaching skill and creativity, exploration of the foundations of dance, and design and implementation of an effective dance curriculum. Learning experiences include learning and teaching dance; movement exploration and problem-solving; analysis of motor development, creativity, and teaching methods; acquaintance with materials for teaching dance; and curriculum design. Prerequisites: DANC 110, DANC 130, DANC 135, or consent of the instructor.
(formerly DANC 100)

DANC 215: Choreography I 3 S.H.
This course explores various purposes and strategies for dance-making. Emphasis is placed on developing individual creativity, exploring the elements of choreography, and making and critiquing dances. Learning experiences include improvisation, creation of solo and group dance studies, analyzing the choreographic process, critiquing dances, and consideration of production aspects. Prerequisite: Dance experience, DANC 110 or consent of the instructor. Fulfills VAPA ACR.
(formerly DANC 20)

DRAMA

DRAM 101: Introduction to the Theatre 3 S.H.
This is an introduction to the appreciation and study of theatre: playwriting, directing, acting, designing, and criticism. The course stresses the elements of drama, their interaction and integration, and their realization in theatrical production. Learning experiences include lecture/demonstrations, video viewing, small group presentations, and attendance at a professional theatre event. Fulfills VAPA ACR.
(formerly DRAM 1)

DRAM 110: Acting 3 S.H.
This course is an approach to the techniques of stage acting by classroom exercises in voice, stage movement, characterization, style, and scene study. Fulfills VAPA ACR.
(formerly DRAM 10)

DRAM 115: Directing Workshop 3 S.H.
Historical research, theory, and practice in directing for the stage, with special emphasis on scene building, is studied. Examination includes an actual performed theatrical piece. Fulfills VAPA ACR.
(formerly DRAM 20)

DRAM 130: Stage Production 3 S.H.
This course involves the study and practice of stage and lighting design. Fulfills VAPA ACR.
(formerly DRAM 30)

DRAM 140: Dramatic Workshop I 2 S.H.
In this course, scenery construction and production projects are worked on as required by the Springfield College Theatre, Cultural Affairs, and Best of Broadway productions. Fulfills VAPA ACR.
(formerly DRAM 40)
DRAM 141: Dramatic Workshop II 2 S.H.
In this course, scenery construction and production projects are worked on as required by the Springfield College Theatre, Cultural Affairs, and Best of Broadway productions. Fulfills VAPA ACR.
(formerly DRAM 41)

DRAM 150: Creative Dramatics and Improvisation 3 S.H.
Creative drama is a non-competitive group experience based on theatre games, exercises, and improvisational techniques that enable the teacher and students to explore together their five senses, imaginative powers, self-concept, interpersonal relationships, and view of the world. Students learn theatrical techniques and methods of guiding and nurturing groups in classroom or rehearsal settings as teachers or directors. Classes include group work in storytelling and readings in theory and practice of creative dramatics. Fulfills VAPA ACR.
(formerly DRAM 50)

DRAM 220: Scene Study 3 S.H.
This course offers in-depth experience in the analysis and performance styles of scenes from the Shakespearean theater, the realistic theater, and the avant-garde theater. Progress is monitored via the instructor and peer evaluations, short papers, a log, and a final live production. Prerequisite: DRAM 110 or equivalent. Fulfills VAPA ACR.
(formerly DRAM 120)

ECONOMICS

ECON 190: Special Topics in Economics 3 S.H.
This course presents a variety of traditional and contemporary economic issues. The course provides a detailed and comprehensive examination of topics, including the historical perspectives, the contemporary concern with, and the future implications of issues presented.

ECON 200: Principles of Macroeconomics 3 S.H.
This course deals with the concepts of national income, monetary and fiscal policy, inflation, unemployment, and economic growth. Fulfills social science ACR.
(formerly ECON 1)

ECON 205: Principles of Microeconomics 3 S.H.
This course deals with the market system, the pricing mechanism, industry market structure, and the distribution of income via the factors of production and the fundamentals of international trade. Fulfills social science ACR.
(formerly ECON 2)

ECON 301: Managerial Economics I 3 S.H.
This course analyzes economic principles at the intermediate level. Economic principles are applied to the process of managerial decision-making. Topics covered include demand theory, consumer analysis, theory of cost and production, profit maximization, and decision-making within the various market structures of American capitalism. Prerequisites: ECON 200 and 205. Can fulfill WAC.
(formerly ECON 107)

ECON 302: Managerial Economics II 3 S.H.
This course continues to apply economic principles to additional areas of managerial decision-making. Special attention is paid to the market for economic resources, practical pricing decisions, regulatory influences on business activity, and business forecasting. Emphasis is on current issues, including the special considerations posed in not-for-profit organizations and policy alternatives in responding to contemporary economic problems. Prerequisite: ECON 301. Can fulfill WAC.
(formerly ECON 108)

ECON 310: Money and Banking 3 S.H.
This course discusses the nature and function of money, credit, and monetary standards, and the role of the banking system in the economy. Topics include commercial banking, financial intermediaries, monetary theory and policy, the role of the Federal Reserve in stabilization policy, and international monetary economics. Prerequisites: ECON 200 and 205.
(formerly ECON 117)

ECON 315: Business and Government 3 S.H.
This course deals with the structure and performance of industries in the United States, standards of economic efficiency, and government policies to improve economic efficiency. Particular attention is given to antitrust activity, public utility regulation, consumer economics, patents, and technological change. Prerequisites: ECON 200 and 205.
(formerly ECON 135)

ECON 350: Economics of Sports 3 S.H.
The central focus of this course is on models of sport leagues and what can be learned from these models to answer public policy questions concerning sports. Selected topics from the extensive literature on the economics of sports are used: e.g., franchise values, pay for performance, urban financing of stadiums, antitrust laws, and the profit motive in sport leagues. Prerequisite: ECON 200.
(formerly ECON 195)

ECON 360: Economics of Healthcare and Healthcare Reform 3 S.H.
The economics of the healthcare industry are reviewed with reference to the production, distribution, supply, demand, and consumption of healthcare services. This course focuses on the relevance of economic analytic techniques and their application to processes of health resource allocation. Prerequisites: ECON 200 and 205.
(formerly ECON 160)
EDUCATION

EDUC 131: Introduction to High School Teaching 2 S.H.
This course deals with the responsibilities, roles, and limitations of working as a high school teacher. It explores the philosophical, administrative, teaching, and personal issues and problems facing the teacher and alternative approaches for dealing with special situations. Students visit schools, interview teachers, observe classes, and explore discipline problems.
(formerly EDUC 30)

EDUC 144: Introduction to Teaching and Learning Through Ecology 3 S.H.
This course integrates theoretical knowledge about instruction and learning with practical teaching experience. Students learn about the principles of ecology through inquiry, collaboration, and reflection. Students apply their new understandings about ecology and the learning process as they implement a model lesson to a group of elementary school children. Course content reflects research about "best practice" in the field.
(formerly EDUC 44)

EDUC 160: Growth and Development 3 S.H.
This course develops a fundamental understanding of the cognitive, affective, and physical growth of children and the implications of these developmental areas for curriculum planning. It includes a field experience in which students work closely with children in neighborhood schools. Students will mentor these children in specific areas of need, apply theories learned in class, and reflect upon application of theory in practice. Can fulfill WAC.
(formerly EDUC 60)

EDUC 162: Introduction to Special Education 3 S.H.
This introductory course is offered for teachers of students with special needs. The characteristics and problems of all types of exceptional children (those with disabilities and the gifted), and the differences in their learning styles within the classroom, are examined. This course provides an overview of federal and state requirements in regard to IDEA, ADA, and Chapter 766.

EDUC 218: Media Methods Workshop 1-3 S.H.
This course examines the origins of instructional media traced from the eighteenth century. Modern instructional media is demonstrated with delivery systems. The opportunity to use instructional media and equipment is provided in class projects and assignments.

EDUC 225: Workshop in the Development of Mathematical Concepts in Young Children 2 S.H.
This course furthers the teacher's understanding of mathematical concepts, with emphasis on the development of these concepts as they apply to young children. Current cognitive learning theory and instructional strategies for curriculum planning, implementation, and assessment in mathematics are examined, analyzed, and practiced. Developmentally appropriate curricula and teaching methods are emphasized.
(formerly EDUC 135)

EDUC 232: CMO—Mathematics 3 S.H.
This course teaches the development of objectives, methods, and material for teaching arithmetic from kindergarten through the sixth grade and the measurement of achievement.
(formerly EDUC 177)

EDUC 233: CMO—Science, Social Studies, Language Arts 3 S.H.
This course presents students with an integrated approach to the teaching of science, social studies, and language arts for the elementary school classroom. The course emphasizes a constructivist, developmentally-based perspective for curriculum planning, instruction, and assessment. Students apply and practice the idea and teaching strategies in the course at their pre-practica sites.
(formerly EDUC 178)

EDUC 234: Curriculum, Methods, and Organization for Secondary Teachers 3 S.H.
In this course, students learn lesson plan development, methods of instruction, and curriculum organization for middle school and high school teaching. Questioning techniques, alternative teaching-learning strategies, classroom innovation, the use of technology and audiovisual media, and the organization of time and teaching material are included. Individualization of teaching is stressed.
(formerly EDUC 185)

EDUC 237: Social Justice and Diversity Education 3 S.H.
This course provides students with an understanding of social justice and diversity education, its purpose and goals, and the impact of social class, gender, race, ethnicity, religion, age, ability, sexual orientation, and current social issues on education. Issues of diversity and the education of children in a pluralistic society are discussed. Emphasis is placed on the importance of being able to create inclusive multicultural learning experiences. Fulfills social justice ACR. Can fulfill WAC.
(formerly EDUC 137)

EDUC 242: Introduction to Teaching Through Science and Technology 3 S.H.
This course combines theoretical knowledge about instruction and learning as applied to the teaching of Science and Technology in the elementary school. Students learn about Ecology through inquiry, collaboration, and reflection. The course also integrates technology with meaningful learning and teaching experiences. Students design and implement projects combining Science & Technology. These projects allow students to construct new knowledge about teaching methodology while also integrating subjects across content areas. Prerequisite: CISC 10 or equivalent, or permission of instructor.
EDUC 244: Introduction to Teaching through Science and Technology 3 S.H.
This course combines theoretical knowledge about instruction and learning as applied to the teaching of Science and Technology in the elementary school. Students learn about Ecology through inquiry, collaboration, and reflection. The course also integrates technology and meaningful learning and teaching experiences. Students design and implement projects combining Science and Technology. These projects allow students to construct new knowledge about teaching methodology while also integrating subjects across content areas. Prerequisite: CISC105 or equivalent, or permission of instructor.

EDUC 262: Special Education in the Regular Classroom 2 S.H.
This course provides the regular class teacher with the understanding, concepts, and techniques necessary for successful integration of children with special needs into regular classes. The focus is on helping the successful teacher meet the special needs of atypical children in elementary schools.

EDUC 309: Children’s Literature 3 S.H.
This course familiarizes students with a variety of classical and contemporary prose and poetry and its ability to enrich children’s lives by meeting their needs for beauty, fantasy, knowledge, and emotional support. Students draw on the power of story for making connections between learning and discovery. Writing activities for extending literature across the curriculum are included in each class session. Can fulfill WAC. (formerly EDUC 99)

EDUC 318: Tutorial Pre-Practicum 3 S.H.
This course gives secondary students their first field work experience. They visit schools, contact teachers, and arrange for tutorial work in their content area with pupils who require special help. Students develop and utilize teaching objectives, procedures, and tests to evaluate the achievement of objectives. Students meet regularly with College faculty to discuss their progress toward accomplishing their objectives. (formerly EDUC 118)

EDUC 325: Curriculum Experiences for Young Children 3 S.H.
In this course, students examine constructive principles of teaching and learning in the early childhood classroom. A thematic, developmentally-based approach to curriculum planning and instruction is emphasized. Students apply and practice the ideas and instructional strategies explored in the course at their pre-practica sites. (formerly EDUC 126)

EDUC 327: Methods of Teaching Reading and Language Arts 3 S.H.
This course includes an analysis of the reading process and of different approaches to reading instruction. Reading, writing, listening, and speaking are integrated through a whole-language approach. Topics include emergent literacy, creating literature environments, and literature-based teaching. The students are prepared to teach reading to early childhood and elementary school children. Can fulfill WAC. (formerly EDUC 128)

EDUC 361: Field Experience in a Non-School Setting 3 S.H.
This is a voluntary educational experience in a non-school setting. Typically, students work in such sites as hospitals, museums, nature preserves, child care centers, and summer camps. (formerly EDUC 171)

EDUC 362: Pre-Practica 3 S.H.
This is a voluntary educational experience in a school setting, similar to EDUC 368. (formerly EDUC 170)

EDUC 364: Pre-Practicum—Teaching and Special Issues in Secondary Education 3 S.H.
This pre-practicum provides experience in high school teaching while concurrently dealing with a range of common problems occurring in secondary schools. Issues such as students’ and teachers’ rights, racism, sexism, equality, and special needs of individuals are considered. The course emphasizes integration of theory with practice. (formerly EDUC 174)

EDUC 368: Pre-Practica I 3 S.H.
Students are placed in three, seven-week settings designed to give them experience with a variety of grade levels, types of school structures, curricula, teaching styles-strategies, and educational philosophies. Each placement has a specific subject matter focus and professional preparation emphasis. (formerly EDUC 168)

EDUC 436: The Microcomputer in the Elementary Classroom 3 S.H.
Students study and practice using the software and computer hardware typically utilized in the elementary school classroom. The course explores the impact of computers on information processing, on their use as a teaching tool, and on their application for curriculum development. (formerly EDUC 236)
EDUC 442: Assessment and Program Development 3 S.H.
This course acquaints students with formal and informal techniques for assessing and recording the performance of students. Alternative forms of assessment and traditional measurement instruments are used.
(formerly EDUC 242)

EDUC 450: Principles and Practices of Classroom Management 3 S.H.
In this course, the student examines effective approaches to student and classroom management. Positive approaches in behavior management for the individual student and/or group are explored.
(formerly EDUC 250)

EDUC 455: Curriculum Development for Infants and Toddlers 3 S.H.
Students examine the socio-emotional, cognitive, physical, and language development of children from birth to three years of age. Students learn about attachment, family/child practices, inclusionary programs for young children with special needs, and the role of play in developmental settings. This course fulfills part of the requirements for lead teacher qualification for the Office for Children. Prerequisite: At least one class in education, psychology, or rehabilitation.
(formerly EDUC 265)

EDUC 456: Accommodating Student Needs in the Classroom 3 S.H.
This course focuses on disabling conditions and their implications for education and service delivery. Students develop effective strategies for inclusion of individuals with special needs in the classroom. IEP development, learning styles, and instructional strategies to promote success for all students are addressed. Prerequisites: EDUC 162 and 242.
(formerly EDUC 266)

EDUC 457: Organization and Administration of Preschool Programs 2 S.H.
This course examines administration of day care and early childhood education programs, including program design, inclusionary programs for children with and without special needs, licensing requirements, funding and budgeting, personnel roles, management, and the day-to-day administration of a center. This course fulfills part of the requirements for Office for Children certification as a Director I day care administrator.
(formerly EDUC 267)

EDUC 462: Culminating Seminar: Special Issues in Secondary Education 3 S.H.
This course, taken concurrently with the practicum, utilizes classroom techniques for educating high school students with diverse backgrounds, needs, and interests. Students have the opportunity to share experiences and draw conclusions from discussion of these experiences. Students are encouraged to engage in self-evaluation while simultaneously participating in supportive peer group interactions.
(formerly EDUC 255)

EDUC 463: Practicum Seminar 3 S.H.
This course, taken concurrently with a practicum, is designed to help students become reflective teachers by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, and professional goals and development.
(formerly EDUC 253)

EDUC 464: Secondary Student Teaching at the Middle School Level 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage a middle school classroom for eight weeks. Students complete a minimum of 150 hours at the middle school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 318, 364, and advanced standing in the Education Department.
(formerly EDUC 257)

EDUC 465: Secondary Student Teaching at the High School Level 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage a high school classroom for eight weeks. Students complete a minimum of 150 hours at the high school level. This course is for students seeking dual certification as high school and middle school teachers. Prerequisites: EDUC 318, 364, and advanced standing in the Education Department.
(formerly EDUC 256)

EDUC 466: Early Childhood Practicum at the Pre-K Level 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the preschool level (Pre-K). (EDUC 466 must be in a setting that includes children with special needs for part of the school day.) Prerequisite: Advanced standing in the Education Department.
(formerly EDUC 258)

EDUC 467: Early Childhood Practicum K-2 7 S.H.
This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for eight weeks. Students complete a minimum of 150 hours at the kindergarten through third grade level. (EDUC 466 must be in a setting that includes children with special needs for part of the school day.) Prerequisite: Advanced standing in the Education Department.
(formerly EDUC 259)
EDUC 468: Supervised Student Teaching 14 S.H.  
Arrangements must be made individually with the department.  
(formerly EDUC 251)

EDUC 471: Learning, Teaching, and Technology 3 S.H.  
This course integrates technology with meaningful learning and teaching. The goal of this course is to demonstrate how technology helps to fulfill the new vision for learning and teaching described by state and national frameworks. The emphasis is on designing and implementing projects through technology that offer students the opportunity to construct new knowledge, develop collaboration skills, apply knowledge to new situations, and integrate subjects across the curriculum. Prerequisite: CISC 105 or equivalent.  
(formerly EDUC 271)

EDUC 481: Assessment and Evaluation for the Classroom Teacher 3 S.H.  
This course presents students with the theory and practice of assessment and evaluation in the classroom setting. The purpose, design, implementation, and interpretation of evaluative procedures to assess student learning are examined and practiced. Students practice designing alternative forms of assessment for students with special needs and diverse learning styles. Alternative forms of assessment and traditional measurement instruments are compared and contrasted.  
Prerequisite: None  
(formerly EDUC 281)

EMERGENCY MEDICAL SERVICES MANAGEMENT

EMSM 114: CPR, Health Care Provider .5 S.H.  
The CPR course prepares the student to mitigate those situations resulting in foreign-body airway obstruction and sudden cardiac arrest in adults, infants, and children. The training includes manual, mechanical, and electronic techniques. Successful completion results in certification from the American Heart Association.  
(formerly EMSM 10)

EMSM 115: Emergency Medical Technician—Basic 4 S.H.  
Basic training consists of 130 hours of lecture, laboratory, and scenario settings that exceed the national standard curriculum, and prepares the student to be certified through the Commonwealth of Massachusetts Department of Public Health. The subjects covered include patient assessment, semi-automatic external defibrillation, wound care, splinting and immobilization, oxygen therapy, assisted medications, report writing, communication and general knowledge of the ambulance. Prerequisite: EMSM 114 or successful challenge CPR exam.  
(formerly EMSM 20)

EMSM 135: EMS Career Planning 3 S.H.  
Lectures and discussions provide an overview of EMS systems, areas of specialization, legislative processes, and regulatory processes and problem solving. Students are required to study the issues in EMS and respond to them employing critical thinking.  
(formerly EMSM 30)

EMSM 150: EMT—Intermediate 4 S.H.  
This course includes detailed patient assessment, advanced treatment of shock, pre-hospital intravenous therapy, endotracheal intubation and other advanced airway control measures. Prerequisite: EMSM 115 or permission of the medical director.  
(formerly EMSM 50)

EMSM 160: EMT—Intermediate Clinical Affiliation 1.5 S.H.  
This is a clinical practicum consisting of one half-semester of performing invasive procedures in local hospitals under the direct supervision of physicians, nurses, and technicians. Areas of affiliation include the emergency department, intravenous therapy team, respiratory therapy department, and the operating room. Students are required to document the successful completion of the following skills: endotracheal intubations, intravenous insertions, and patient assessments. Documentation of clinical case studies is also required. Prerequisites: CORI, 3.0 average in EMSM 150 or permission of the medical director.  
(formerly EMSM 60)

EMSM 186: Intermediate Field Internship 1.5 S.H.  
This course consists of one half-semester of pre-hospital care internship performing invasive procedures under the supervision of certified preceptors. Prerequisite: EMSM 160.  
(formerly EMSM 70)

EMSM 200: EMT—Paramedic I 4 S.H.  
This course begins the paramedic program and includes instruction in the roles and responsibilities of the paramedic, legal aspects of EMS, stress management, rescue and hazardous materials training, introductory wilderness medicine, medical terminology, patient assessment, advanced airway management, pathophysiology and treatment of shock, burn trauma therapy, and pre-hospital pharmacology. Prerequisite: EMSM 115 and permission of the instructor.  
(formerly EMSM 100)

EMSM 201: Pre-Hospital Trauma Life Support 1 S.H.  
This course provides a philosophic overview to prehospital trauma care, stressing the need to identify and consider the multisystem trauma patient as a unique entity with specific needs. The course also provides the prehospital provider with a specific body of knowledge related to the assessment and care of the trauma patient. Successful completion of the course results in certification at the provider level. Prerequisite: EMSM 200 or permission of the instructor.  
(formerly EMSM 101)
EMSM 211: Basic Cardiac Life Support Instructor 2 S.H.
The BCLS instructor course provides the student with the training in skills and methodology to teach all levels of basic cardiac life support under the auspices of the American Heart Association. The course includes discussion of the methodologies of teaching in various cultural settings, and a teaching practicum with an experienced AHA-BCLS Instructor. Prerequisite: EMSM 114 or permission of Instructor/Trainer. (formerly EMSM 11)

EMSM 250: EMT—Paramedic II 4 S.H.
This course includes instruction in cardiovascular anatomy and physiology, and assessment and management of cardiac emergencies, as well as mechanical, electrical, and pharmacological intervention according to national advanced life support standards. Students learn electrocardiograph monitoring, dysrhythmia recognition and treatment, and cardiovascular pharmacology and administration. Prerequisite: EMSM 200. (formerly EMSM 110)

EMSM 251: Advanced Cardiac Life Support 1 S.H.
This course prepares the student to mitigate those medical situations resulting in foreign body airway obstruction and sudden cardiac arrest in adults, infants, and children using manual, mechanical, pharmaceutical, and electronic therapies. Successful completion results in certification from the American Heart Association. Prerequisite: EMSM 200 or permission of the instructor. (formerly EMSM 111)

EMSM 300: EMT—Paramedic III 4 S.H.
This course completes the didactic portion of the paramedic program. It includes recognition and treatment of endocrine emergencies, central nervous system disorders, the acute abdomen, anaphylaxis, alcoholism, environmental and behavioral emergencies, pediatric emergencies, and an all-course review. Prerequisite: EMSM 250. (formerly EMSM 120)

EMSM 301: Pediatric Advanced Life Support 1 S.H.
This course prepares the student to recognize and treat foreign body airway obstruction and sudden cardiac arrest in infants and children using manual, mechanical, and electronic therapies. Successful completion results in certification from the American Heart Association. Prerequisite: EMSM 300 or permission of the instructor. (formerly EMSM 121)

EMSM 325: System Status Management 2 S.H.
This course uses the United States Department of Transportation’s emergency dispatcher standard curriculum to provide the knowledge, skills, and tools to deal with the general public when rendering emergency assistance by telephone. The course also provides students with the mechanisms to direct appropriate resources to the scene of an illness or injury. (formerly EMSM 35)

EMSM 335: Plan and Design of Emergency Vehicles and Facilities 2 S.H.
This course acquaints students with the process of planning and design of emergency medical services facilities and vehicles. A study of the managerial roles in this process is emphasized, as well as design technologies, safety, and maintenance. Select facilities and EMS vehicles are studied in detail. (formerly EMSM 36)

EMSM 340: EMS Continuing Education and EMT—Basic Refresher 2 S.H.
This course provides the basic refresher and continuing education requirements for recertification as an EMT-Basic. (formerly EMSM 40)

EMSM 350: EMT—Paramedic Clinical Affiliation 4 S.H.
In this course, students are required to document successful performance of invasive skills under the supervision and direction of licensed hospital personnel. Areas of affiliation include the emergency department, the intravenous therapy team, the operating room, labor and delivery, ICU/CCU, the psychiatric unit, and pediatrics. Prerequisite: Completion of EMSM 200-301 with a 3.0 average or permission of the medical director. (formerly EMSM 130)

EMSM 374: Fundamentals of Search and Rescue 2 S.H.
FUNSAR is designed to prepare the student to participate in search and rescue as a member of a search team. The course covers topics such as visual human-tracking, survival, wilderness first aid, land navigation, search tactics, tactical aspects of the Incident Command System, and lost person behavior. Successful completion of the course results in certification from the National Association For Search and Rescue. (formerly EMSM 74)

EMSM 375: Search and Rescue Management 3 S.H.
This course provides skills and materials that include decision-making practice in determining missing person detectability and survivability, and statistical and topographic analysis of lost person behavior. Successful completion results in certification from the National Association for Search and Rescue. (formerly EMSM 75)
EMSM 386: EMT—Paramedic Field Internship 4 S.H.
Students are assigned to licensed advanced life support ambulance services and work under the direction of qualified paramedic preceptors. Procedures include field endotracheal intubation, intravenous therapy, intravenous drug administration, and advanced cardiac life support care. Prerequisite: EMSM 350.
(formerly EMSM 140)

EMSM 420: EMS Management Senior Project 3 S.H.
This guided individual study is to be completed in the final semester of the senior year. Topics must be pertinent to one or more areas of emergency medical services and are selected with the counsel of the course instructor. Can fulfill WAC.
(formerly EMSM 145)

EMSM 486: EMS Management Internship 3 S.H.
In this course, students complete supervised experience divided into two or more of the following EMS concentrations: operations management, systems implementation, regulation, legislation, and product research and development. Can fulfill WAC.
(formerly EMSM 125)

ENGLISH

ENGL 100: Writing Studio 1 S.H.
Writing studios are small support groups made up of three to four students that provide supplemental instruction and assistance to students who need extra help meeting the requirements of ENGL 113 and ENGL 114. Through self-assessment and writing samples, identified students enroll for one credit along with regular enrollment in ENGL 113 and ENGL 114. Grades are pass/fail and are determined by attendance and participation. This course can be repeated once.

ENGL 108: Oral English 2 S.H.
This course examines the principles and techniques of informative and persuasive public speaking. Heavy emphasis is placed upon student performance. This course is required for transfer students who have not had a speech component in their studies at other colleges.
(formerly ENGL 7)

ENGL 113: College Writing I 3 S.H.
This course provides instruction in the skills of written communication, including sentence structure, paragraph building, and the organization and development of expository essays. Students are introduced to strategies for critical reading, basic research methods, and documentation of sources. Computer-based writing is integral to the course. Fulfills ACR english requirement.

ENGL 114: College Writing II 3 S.H.
This course continues the work of College Writing I, but focuses on more complex expository and argumentative writing, critical textual analysis, and more sophisticated research strategies. Computer-based writing is integral to the course. Prerequisite: College Writing I or permission of the instructor. Fulfills ACR english requirement.

ENGL 155: Efficient Reading 1 S.H.
This course is aimed at increasing students' reading efficiency by eliminating excessive eye fixations, regression, and subvocalizing.
(formerly ENGL 55)

ENGL 209: Great Books 3 S.H.
This course is a study and analysis of some of the greatest pieces of literature of the Western cultural heritage. Beginning with the literature of the Greeks (the epics, plays), it includes the literary genres of Italy, England, Germany, France, and America. At least eight to ten pieces of literature (including genres in addition to those above) are required reading. Fulfills ACR literature.
(formerly ENGL 9)

ENGL 215: Readings in Literature 3 S.H.
This course includes readings which evaluate a variety of classical and contemporary pieces organized around a major theme, issue, genre, or event. The literature may be selected from any one or more writers or periods of the Eastern or Western worlds. Fulfills ACR literature.
(formerly ENGL 15)

ENGL 216: The Athlete in Literature 3 S.H.
This course undertakes an analysis of selected prose and poetry depicting the athlete as an individual and team member. Positive values and major issues of the sport experience are explored. Such writers as Virgil, Twain, Hemingway, Lardner, Schulberg, and others are studied for their themes and literary merit. Fulfills ACR literature.
(formerly ENGL 116)

ENGL 226: Creative Writing 3 S.H.
This course introduces students to creative writing and includes fiction, poetry, and creative non-fiction. Students learn how to tap their lives for writing material and how to use that material in various writing forms. Fulfills ACR literature, or VAPA ACR. Can fulfill WAC.
(formerly ENGL 26)

ENGL 231: Tutoring in English 1 S.H.
This course gives student peer tutors some pointers on how to communicate grammar, syntax, and spelling rules to students for whom writing is difficult. The course also offers suggestions for helping students develop and organize content, follow directions for writing assignments, and deal with specific writing tasks, including the research paper. Prerequisite: Permission of the instructor.
(formerly ENGL 90)
ENGL 232: Tutoring in English Practicum I 1 S.H.
This course is a practicum or internship as a peer tutor in the College Writing Center. Students tutor for a minimum of three contact hours per week throughout the semester. This course may be taken by Writing Center tutors with experience prior to the creation of ENGL 231. Prerequisites: ENGL 231 or its equivalent and permission of the instructor.
(formerly ENGL 91)

ENGL 233: Tutoring in English Practicum II 1 S.H.
This course is a practicum or internship as a peer tutor in the College Writing Center. Students tutor for a minimum of three contact hours per week throughout the semester. This course may be taken concurrently with ENGL 232. Prerequisites: ENGL 231 or its equivalent and permission of the instructor.
(formerly ENGL 92)

ENGL 234: Student Newspaper Practicum 1-2 S.H.
This course is designed to provide students with practical experience in writing, editing, headline writing, and layout of a student newspaper. Each student receives a varied weekly assignment from the editor-in-chief of the College’s student newspaper. This course may be taken for one semester hour per semester for a maximum of two semester hours.
(formerly ENGL 99)

ENGL 241: Survey of American Literature I 3 S.H.
This course, covering American literature from approximately 1600 to 1865, examines the lives and works of the following authors: Bradstreet, Taylor, Franklin, Irving, Bryant, Poe, Hawthorne, Emerson, Thoreau, Melville, and others. Fulfills ACR literature. Can fulfill WAC.
(formerly ENGL 41)

ENGL 242: Survey of American Literature II 3 S.H.
This course, covering American literature from 1865 to the present, examines the lives and works of the following authors: Whitman, Twain, Dickinson, James, Crane, London, Wharton, Frost, Robinson, Wolfe, Eliot, Steinbeck, Hemingway, Faulkner, and others. Fulfills ACR literature. Can fulfill WAC.
(formerly ENGL 42)

ENGL 251: Survey of African American Literature I 3 S.H.
This course traces African American self-expression in autobiographical and imaginative forms from 1760 to the 1930’s, noting the educational, social, economic, political, and legal limitations within which, or against which, they were produced. Fulfills ACR for social justice, or fulfills ACR literature.
(formerly ENGL 51)

ENGL 252: Survey of African American Literature II 3 S.H.
This course presents African American literary works from the 1930’s into the 1980’s and relates them to the literary efforts produced by other Americans and to the folklore, history, and socio-political backgrounds from which they came. Fulfills ACR for social justice, or fulfills ACR literature.
(formerly ENGL 52)

ENGL 261: Survey of British Literature I 3 S.H.
This course examines British literature from the Anglo-Saxon period through the eighteenth century. The focus is on how the literature reveals the forces that influence the cultural and intellectual characteristics of the periods. Fulfills WAC requirement, or ACR literature.
(formerly ENGL 61)

ENGL 262: Survey of British Literature II 3 S.H.
This course surveys British literature from the beginning of the Romantic period to the present. It examines the work of individual authors within their literary period and also explores the way the larger socioeconomic and historical contexts shaped their works. Fulfills ACR literature. Can fulfill WAC.
(formerly ENGL 62)

ENGL 270: American Nature Writers 3 S.H.
This course introduces the student to a selection of American nature writers. The class examines nature writing as a unique and exceptional form of writing. Students read selections from such authors as Thoreau, Austin, Leopold, Beston, Carson, and Abbey. Fulfills ACR literature. Can fulfill WAC.
(formerly ENGL 70)

ENGL 272: Native American Literature 3 S.H.
The focus of this course is on Native American oral and literary expression. Traditional Native American biographies, speeches, and legends, and contemporary Native American short stories and novels are read. Fulfills ACR for social justice, or ACR literature.
(formerly ENGL 82)

ENGL 275: Women and Literature 3 S.H.
In this course, students read literature written by women and study the literary tradition and critical reception of women writers. The course is structured around the theme of life stages: childhood, adolescence, adulthood (work, family, society), old age, and death. This thematic structure provides a framework for discussing the depiction of female and male lives in literature. Fulfills ACR for social justice, or ACR literature.
(formerly ENGL 80)

ENGL 301: Advanced Composition 3 S.H.
This course teaches selection, organization, presentation of material, and principles of writing. Can fulfill WAC.
(formerly ENGL 101)
ENGL 302: Business and Technical Writing 3 S.H.
This course includes instruction in various business writing situations, including letters, memos, reports, proposals, and job application materials. Students use their own area of study for developing suitable correspondence. Prerequisite: Completion of freshman English sequence. Can fulfill WAC. (formerly ENGL 102)

ENGL 303: Business and Professional Speaking 3 S.H.
Individuals learn rhetorical techniques for effective speaking in the workplace in the context of their respective future careers. Students are required to make several effective oral presentations: proposals, informative lectures or briefings, progress reports, summaries, evaluations, budget reviews, etc. Participation in mock interviews and staff meetings and proper use of visual aids and equipment to enhance presentations are stressed. (formerly ENGL 103)

ENGL 305: Introduction to Writing as a Profession 3 S.H.
This course offers students a practical overview of writing as a career. Magazine writing is the main focus, but literary writing, technical writing, and other types of writing are also introduced. Can fulfill WAC. (formerly ENGL 105)

ENGL 306: Advanced Creative Writing 3 S.H.
This advanced course is intended to develop students' skills in one area of creative writing (i.e., fiction, poetry, or drama). Students are expected to submit several written assignments during the course of the term, to prepare detailed and close peer evaluations, and to submit a significant portfolio (several stories, ten to twelve poems) at the end of the semester. Prerequisite: ENGL 226. Fulfills VAPA ACR. Can fulfill WAC. (formerly ENGL 106)

ENGL 320: Traditional Grammar and Usage 3 S.H.
This course examines rules of traditional grammar and usage in writing. Recent trends in usage are given special consideration. (formerly ENGL 120)

ENGL 321: Chaucer and the Middle Ages 3 S.H.
This course involves close study of selections from The Canterbury Tales, and “Troilus and Criseide,” as well as other representative selections from Middle English literature. Fulfills ACR literature. (formerly ENGL 121)

ENGL 325: Survey of American Drama 3 S.H.
This course is a study of selected playwrights representing the development of American drama from the late nineteenth century through the present. Fulfills ACR literature. (formerly ENGL 125)

ENGL 332: The Victorian Period 3 S.H.
This course is a study of selected authors of the period, including Tennyson, Browning, Arnold, Rosseti, and Carlyle. The course will look at the social, political, and cultural trends of the period. Fulfills ACR literature. (formerly ENGL 132)

ENGL 333: English Romantic Literature 3 S.H.
This course familiarizes the student with some of the finest poetry and prose written in early nineteenth century England. Fulfills ACR literature. (formerly ENGL 133)

ENGL 335: Literacy, Hypermedia, and Modern Communication 3 S.H.
Students in this course explore the relationship of technology and communication, focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work toward a definition of literacy's historical evolution from oral to pictoral 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. (formerly ENGL 105)

ENGL 343: Film as a Narrative Art 3 S.H.
Narrative films such as On the Waterfront, All the King's Men, and Requiem for a Heavyweight are studied and discussed in terms of character, theme, structure, and style. Similarities between cinematic technique and the adaptation of material from literature to film are explored. Fulfills VAPA ACR. (formerly ENGL 143)

ENGL 346: American Short Story 3 S.H.
This course examines the historical significance and the artistic achievement of such writers as Hawthorne, F. O'Connor, Hemingway, Updike, Salinger, Carver, and those writers in the most recent edition of Best American Short Stories. Its objective is to help students become better readers of short fiction by emphasizing class discussion and short papers. Fulfills ACR literature. (formerly ENGL 146)

ENGL 349: Modern American Poetry 3 S.H.
This course is a survey from Dickinson to such poets as Frost, Stevens, Wilbur, and Silko. Modern poetic forms, diction, and content are emphasized. The course reflects the diversity of modern American poetry and its relevance to contemporary literary movements. Fulfills ACR literature. Can fulfill WAC. (formerly ENGL 149)
ENGL 350: Modern American Novel 3 S.H.
This course examines novels by selected twentieth century American writers such as Dreiser, Fitzgerald, Anderson, Hemingway, Wolfe, dos Passos, West, Faulkner, Wright, Ellison, Baldwin, Oates, Updike, Bellow, Pynchon, and others. Fulfills ACR literature.
(formerly ENGL 150)

ENGL 352: American Realism and Naturalism 3 S.H.
This course focuses on the literary genre, criticism, and cultural context of America from 1865 to 1914. The course includes a study of the works of the following writers: Howells, Whitman, Twain, James, Harte, Garland, London, Norris, and Crane. Fulfills ACR literature.
(formerly ENGL 152)

ENGL 353: American Romanticism 3 S.H.
This course focuses on the literary works of key nineteenth century authors in the American Romantic movement: Irving, Cooper, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. Romantic themes of individualism, imagination, and intuition are stressed. Fulfills ACR literature.
(formerly ENGL 153)

ENGL 356: Readings in the English Novel I 3 S.H.
This course traces the rise and development of the English novel from the early eighteenth century until the mid-nineteenth century. Included in this examination are the evolution of narrative voice and structure, point of view, theme, and ideology. Fulfills ACR literature.
(formerly ENGL 156)

ENGL 357: Readings in the English Novel II 3 S.H.
This course traces the development of the English novel from the mid-Victorian period through the middle of the twentieth century, focusing particularly on the modernist and postmodernist movements and their influence on narrative voice, point of view, structure, theme, and ideology. Authors included are Eliot, Gissing, Hardy, Joyce, Lawrence, Woolf, Burgess, Sillitoe, and Golding. Fulfills ACR literature.
(formerly ENGL 157)

ENGL 362: Celtic Literature 3 S.H.
This course explores modern and contemporary Irish, Welsh, and Scottish literary traditions, with attention to the mythological and political backgrounds of the literature. Particular emphasis is given to the Irish Literary Renaissance and such writers as Yeats, J.M. Synge, James Joyce, Flann O’Brien, and Frank O’Conner. Fulfills ACR literature.
(formerly ENGL 162)

ENGL 375: Structure of American English 3 S.H.
This course is an introduction to the methods of descriptive analysis of contemporary American English (sounds, forms, and syntax), with special emphasis on language learning and social dialects.
(formerly ENGL 195)

ENGL 377: The History of the English Language 3 S.H.
This course analyzes the growth, structure, and development of the English language.
(formerly ENGL 197)

ENGL 388: Special Topics in Narrative Film 3 S.H.
Each semester it is offered, this course focuses on a specific film genre such as the war film, film comedy, or the western. Films are analyzed in terms of character, theme, structure, and unique cinematic techniques. It is suggested, but not required, that students take ENGL 343: Film as a Narrative Art, prior to 388. This course may be taken for credit more than one time if different genre topics are selected. Fulfills VAPA ACR.
(formerly ENGL 144)

ENGL 428: Modern Drama 3 S.H.
This course explores modern trends in the development of dramatic literature, with emphasis on Realism and Theatricalism. Fulfills ACR literature.
(formerly ENGL 228)

ENGL 459: The Contemporary Novel 3 S.H.
This course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels are read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture. Fulfills ACR literature.
(formerly ENGL 259)

ENGL 467: Shakespeare 3 S.H.
This course develops the student’s appreciation of Shakespeare as a master dramatist through a study of selected tragedies, comedies, and histories. The emphasis shifts yearly from the tragedies to the comedies, with histories incorporated each year. Fulfills ACR literature.
(formerly ENGL 267)

ENGL 482: Seminar 3 S.H.
Selected topics in British and American literature are assigned. The subject of the seminar may vary from year to year. Not for graduate credit. Fulfills ACR literature.
(formerly ENGL 200)
ESOL 110 English for Speakers of Other Languages- Beginning 6 S.H.
This is a low-to-intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading and writing. Students should be placed in ESOL10 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)
(formerly ESOL 10)

ESOL 115/116 Conversation I and II 3 S.H.
This course is designed to improve the oral/aural communication of students whose native language is not English and who are at the beginning or intermediate level of ESOL.
(formerly ESOL 15 & ESOL 16)

ESOL 120 English for Speakers of Other Languages- Beginning 6 S.H.
This is a low-to-intermediate ESOL course designed for students whose native language is not English. It provides the beginning to low-intermediate ESOL student with a solid foundation in all four skills: listening, speaking, reading and writing. Students should be placed in ESOL 120 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)
(formerly ESOL 20)

ESOL 130 English for Speakers of Other Languages- Intermediate 6 S.H.
This is an intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students’ communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include: listening, speaking, reading, and writing. Students should be placed in ESOL 130 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)
(formerly ESOL 30)

ESOL 135 American Culture 3 S.H.
This course provides an introduction to American Culture for students in the IELI program. Topics covered include education, society, religion, politics, manners, work, and family.
(Fall only)
(formerly ESOL 35)

ESOL 136 American Film 3 S.H.
This course introduces students in the IELI program to American culture through the medium of film. (Spring only)
(formerly ESOL 36)

ESOL 140 English for Speakers of Other Languages- Intermediate 3 S.H.
This is an intermediate ESOL course designed for students whose native language is not English. It focuses on developing ESOL students’ communicative skills to enable them to function with adequate proficiency in an academic setting. The skills taught include: listening, speaking, reading, and writing. Students should be placed in ESOL 140 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)
(formerly ESOL 40)

ESOL 250 ESOL Reading and Writing—Advanced 3 S.H.
This is an advanced level reading a writing course designed for students whose native language is not English. It focuses on developing reading and writing skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 250 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)
(formerly ESOL 50)

ESOL 251 ESOL Speaking and Listening—Advanced 3 S.H.
This is an advanced speaking and listening course designed for students whose native language is not English. It focuses on developing the speaking and listening skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 251 through the placement exam or with the recommendation of an ESOL instructor. (Fall only)
(formerly ESOL 51)

ESOL 260 ESOL Reading and Writing—Advanced 3 S.H.
This is an advanced level reading a writing course designed for students whose native language is not English. It focuses on developing reading and writing skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 260 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)
(formerly ESOL 60)

ESOL 261 ESOL Speaking and Listening—Advanced 3 S.H.
This is an advanced speaking and listening course designed for students whose native language is not English. It focuses on developing the speaking and listening skills to enable them to function effectively in an academic setting. Students should be placed in ESOL 261 through the placement exam or with the recommendation of an ESOL instructor. (Spring only)
(formerly ESOL 61)

ESOL 288 Special Topics 1 S.H.
Three special topics courses are offered each semester. Topics may include TOEFL preparation, study skills, vocabulary development, pronunciation, or advanced grammar topics.
(formerly ESOL 70)
ENVIRONMENTAL SCIENCE

ENSC 210: Hazardous Waste Site Operations—Health and Safety 3 S.H.
This course provides a mandatory minimum forty-hour training certification, in accordance with OSHA Title 29 CFR 1910.210 for workers performing technical and support operational activities at hazardous waste sites subject to investigation for site characterization and implementation of various remedial technologies. Instruction emphasizes standard health and safety practices and hazardous material methodology.
(formerly ENSC 90)

ENSC 220: Environmental Laws and Regulations 3 S.H.
This course provides instruction on the major statutes, regulations, and policies passed by Congress and promulgated by the USEPA and OSHA. Course instruction presents a discussion of environmental laws regulating pollution-causing activities to the air, waterways, drinking water, and groundwater through enforcement and the permitting process.
Prerequisite: ENSC 310.
(formerly ENSC 120)

ENSC 310: Advanced Environmental Studies I 3 S.H.
Students undertake an in-depth study of the specific areas of water and wastewater treatment (ENSC 310), hydrology, and land use planning (ENSC 311) as they relate to environmental impact. Special emphasis is placed upon EPA/SCS/USGS methodologies currently employed in the fields of water, wastewater, hydrologic and land planning, and resource evaluation. Courses may be taken individually. Prerequisite: BIOL 121, 122, 123, 124 and CHEM 121, 122 123, 124.
(formerly ENSC 110)

ENSC 311: Advanced Environmental Studies II 3 S.H.
Continuation of ENSC 310.
(formerly ENSC 111)

ENSC 386: Field Experience/Practicum in Environmental Studies 2-6 S.H.
This course offers an off-campus exposure to dealing with environmental issues, including causes, control, and detection of pollution. Students obtain firsthand experience in technical and administrative skills through exposure to day-to-day activities of state and federal agencies.
(formerly ENSC 141)

ENSC 482: Seminar in Environmental Studies 2 S.H.
This course is an informal session in which students, faculty, and professionals in the various fields of environmental study are brought together for mutual discussion of selected topics of environmental interest. Emphasis is placed upon research and administrative procedural reviews of air, water, noise, floral, faunal, and land use impacts.
(formerly ENSC 221)

FRENCH

FREN 103: The Culture of France and French-Speaking Nations 3 S.H.
The course, open to all undergraduates, provides an understanding not only of the French language, but also of the many people for whom it is the major form of communication. It fulfills the language requirements, but not the requirement for a B.A. degree. Fulfills WAC requirement, or ACR second language/culture.
(formerly FREN 33)

FREN 111: Elementary French 3 S.H.
This course is a study of the French language, spoken and written, with emphasis on conversational ability. Students completing this course should be able to understand and speak French on a very basic level and have begun an understanding of the culture of French-speaking people. Classes are conducted in French using the video series "French in Action."
Any student who offers for entrance credit three or more years of French may not enter the first-year level (FREN 111 or 112) at Springfield College. Fulfills ACR second language/culture.
(formerly FREN 11)

FREN 112: Advanced Elementary French 3 S.H.
This course is a continuation of French 11. Students completing this course should be able to understand and speak French on a simple conversational level. Prerequisite: FREN 111 or two years of high school French. Fulfills ACR second language/culture.
(formerly FREN 12)

FREN 211: Intermediate French 3 S.H.
This course is an advanced study of the French language and a review of all verb forms, and concentrates on conversational ability. Literary and cultural studies are used as a basis for conversation. Students completing this course should be able to take part in fairly sophisticated discussions in the French language and should appreciate cultural differences. Classes are conducted entirely in French using the video series "French in Action."
Prerequisite: FREN 112 or 3-4 years of high school French. Fulfills ACR second language/culture.
(formerly FREN 21)

FREN 212: Advanced Intermediate French 3 S.H.
This course focuses on the ability to communicate efficiently in everyday life situations such as telephoning long distance, planning a trip, writing business letters, or operating a computer terminal. The review of grammar and the acquisition of a particular vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. Prerequisites: FREN 112 with a B+ average or FREN 211 or permission of the instructor. Fulfills ACR second language/culture.
(formerly FREN 22)
GEOGRAPHY

GEOG 200: Concepts of Geography 3 S.H.
This is a basic introductory course organized to develop a knowledge and appreciation of the nature of geography, including a study of the earth and its features and its effects on human activity. Fulfills social science ACR.
(formerly GEOG 100)

GEOG 210: Cultural Geography 3 S.H.
This course examines the cultural factors that condition the way different peoples—ethnic groups of the world—perceive, organize, and use their habitats and how these factors affect the relation of each group with others. Fulfills social science ACR.
(formerly GEOG 101)

GERMAN

GERM 103: German Culture and Language 3 S.H.
This course, open to all undergraduates, provides a fundamental understanding not only of the German language, but also of the many people of Germany, Austria, and Switzerland for whom it is the major form of communication. Fulfills the ACR second language requirement, but not the requirement for a B.A. degree.
(formerly GERM 33)

HEALTH STUDIES

HLTH 103: Personal Health 3 S.H.
This course is designed to provide students with a basic knowledge of current personal health concepts and applications such as health and wellness, stress management, substance use and abuse, and human sexuality. Emphasis is on decision-making skills and self-responsibility for one's own wellness. Fulfills ACR health requirement.
(formerly HLTH 1)

HLTH 106: First Aid: Responding to Emergencies and Community CPR 2 S.H.
This course is designed to prepare the student to make appropriate decisions regarding first aid care and to act on those decisions in an emergency situation before medical help arrives. Successful completion provides the student with American Red Cross Certification in First Aid: Responding to Emergencies and Community (adult, child, and infant) Cardiopulmonary Resuscitation.
(formerly HLTH 6)

HLTH 210: Consumer Health 3 S.H.
This course aids prospective health education majors, as well as interested student consumers, in attaining a better understanding of individual human rights in consumer health from conception until death and in realizing a maximum return for their money and effort spent in the pursuit of optimal wellness.
(formerly HLTH 110)

HLTH 230: Public Health Administration 2 S.H.
This course acquaints the student with organization, administration, and management of public health programs. Discussion focuses on the political, social, cultural, and economic factors that determine current policies and practices.

HLTH 255: Human Sexuality 3 S.H.
This course provides open discussion, debates, and reading materials to survey the dynamics of human sexuality, and to identify and examine the basic issues in human sexuality in relation to society as a whole.
(formerly HLTH 155)

HLTH 260: Drugs and Society 3 S.H.
This course provides students with a basic knowledge of current drug use and the adverse effects of drug misuse and abuse. The use and misuse of drugs are examined from physiological, psychological, sociological, and intellectual perspectives. This course provides students with an opportunity to examine the various components and issues of drug use, misuse, and abuse in society today. Prerequisite: HLTH 103.
(formerly HLTH 160)

HLTH 261: Introduction to Nutrition 3 S.H.
In this course students will discover how the body uses food by learning various functions of each key nutrient. An overview of digestion, absorption, and metabolism is provided. Food sources of the key nutrients and recommended intakes are explored in depth. The student's own diet is evaluated, using a computerized diet analysis.
(formerly HLTH 151)

HLTH 304: Methods and Materials in Health Education 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.
(formerly HLTH 202)

HLTH 343: Community Health Education 3 S.H.
This course helps students become effective community health educators by increasing knowledge in community health areas and enhancing individual health skills and competencies essential to this career field. This course also provides an overview of the organization, role, and structure of community health agencies, with a specific emphasis on the health education services.
(formerly HLTH 143)
HLTH 361: Applied Nutrition 3 S.H.
This course enables students to attain a better understanding of the dynamic relationship between nutrition and the human physiological process. This better prepares students to engage in preventive and management techniques as related to nutritional deficiencies and the human body. Prerequisite: HLTH 261.
(formerly HLTH 152)

HLTH 386: Pre-Practicum in School Health Education 2 S.H.
This pre-practicum provides health education majors with experience in observing, assisting, and teaching health education in grades Pre-K-12. Prerequisite: HLTH 303.
(formerly HLTH 140)

HLTH 387: Pre-Practicum in Community Health Education 2 S.H.
This course provides health education majors with experience in observing and assisting community health agency personnel in carrying out health services in the community.
(formerly HLTH 150)

HLTH 405: Curriculum Construction and Instruction 3 S.H.
This course analyzes the essential components of and procedures for the development of a written pre-K-12 comprehensive health education curriculum. Students critically review current general and specific curricula in light of the various teaching possibilities and environments for health education.
Can fulfill WAC.
(formerly HLTH 205)

HLTH 417: Organization and Administration of School Health Programs and Curriculum Construction 3 S.H.
This course examines administrative relationships and procedures in the conduct of school health programs, including general policies, reliability, services, environment, and instruction. Curriculum analysis and construction is also studied.
(formerly HLTH 217)

HLTH 425: Human Disease 3 S.H.
This course examines a wide range of contemporary health problems. Students examine the epidemiology and pathology of major diseases and the attendant psychosocial implications. The prevention and control are discussed within the ethical issues identified for study. Prerequisites: BIOL 101, 130-131, HLTH 103, PSYC 101, or permission of instructor.
(formerly HLTH 225)

HLTH 450: Workshop in Health 2 S.H.
This workshop provides students with an understanding of the contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work. NOTE: A student may register for this course for credit more than once, provided the area to be included is different each time.
(formerly HLTH 250)

HLTH 460: Health-Related Aspects of Aging 3 S.H.
This course focuses on the various theories associated with biological aging, the identification of major health hazards, and provisions for their treatment, prevention, and control. Also, the health care delivery system is examined and discussed.
(formerly HLTH 265)

HLTH 461: Advanced Nutrition 3 S.H.
This course focuses on the functions of nutrients in human metabolism. Emphasis is placed on digestion, absorption, and metabolism of proteins, fats, carbohydrates, and the non-energy nutrients, vitamins, minerals, and water. Evaluation of nutritional status is also examined. Prerequisites: CHEM 121-122, 123-124, 211, 331, BIOL 130-131, 132-133, or BIOL 250-251, 252-253, and HLTH 261.
(formerly HLTH 280)

HLTH 480: Program Planning and Design 3 S.H.
This course provides an overview of assessment, planning, implementing, and evaluating effective community health education programs. Students will develop their abilities in setting goals and objectives, coordinating provision of health education services and communicating health education needs, concerns, and resources.
(formerly HLTH 285)

HLTH 484: Practicum in School Health Education—Grades Pre-K-8 7 S.H.
This is a supervised practicum in grades Pre-K–9 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 303, 386, 417, and EDUC 237.
(formerly HLTH 252)

HLTH 485: Practicum in School Health Education—Grades 5-12 7 S.H.
This is a supervised practicum in grades 5-12 of a public school that includes observation of and participation in the work of the school. This course provides the student with exposure to various teaching methods and learning experiences. Prerequisites: Health studies major, matriculation, permission of the department, and the following courses: HLTH 303, 386, 417, and EDUC 237.
(formerly HLTH 253)

HLTH 486: Field Work in Community Health Education 15 S.H.
This is a supervised experience in a health agency for a full semester. It includes observation of and participation in the work of the agency.
(formerly HLTH 251)
HLTH 488: Special Health Topics for the Classroom Professional—Grades Pre-K-123 S.H.
This course gives prospective classroom professionals an opportunity to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, students are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.
(formerly HLTH 242)

HISTORY

HIST 101: Survey of the History of Western Civilization 3 S.H.
This course examines the evolution of civilization from prehistoric culture through the ancient world to the seventeenth century. Emphasis is given to a global perspective, interrelationships between major world cultures, and the forces of change in political, economic, social, and intellectual institutions. Fulfills history ACR.
(formerly HIST 1)

HIST 102: The Making of the Modern World 3 S.H.
This course surveys the development of ideas, institutions, and social processes in the modern world from the seventeenth century to the present. Consideration is given to both Western tradition and the diversity and interrelationships between the various cultures that comprise our contemporary world. Fulfills history ACR.
(formerly HIST 2)

HIST 105: Colonial America to the Civil War 3 S.H.
This is a survey of America's history from the period of earliest explorations to the Civil War. Colonial settlement, the nature of the Revolution and U.S. Constitution, western settlement, and slavery are among the many areas covered. Fulfills social justice ACR.
(formerly HIST 5)

HIST 106: The Civil War to Modern America 3 S.H.
This is a survey of America's history from the Civil War period to the present. The impact of industrialization, America's emergence as a world power, the New Deal, and more recent cultural, social, political, and economic trends are emphasized. Fulfills social justice ACR.
(formerly HIST 6)

HIST 210: Afro-American History 3 S.H.
This survey of Afro-American history includes the following topics: the Atlantic slave trade, pre-Civil War conditions, lives and contributions of enslaved and free people, Civil War and Reconstruction doubts and hopes, post-Reconstruction struggles between Euro- and Afro-Americans through the 1950's, and the Civil Rights activism of the 1960's and early 1970's. Fulfills social justice ACR.
(formerly HIST 10)

HIST 215: Modernization and European Society 3 S.H.
This course deals with the complex pattern of social, economic, political, and psychological changes that accompany the transformation of traditional agrarian societies into modern industrial ones. This course investigates this still-continuing transformation of Western European society from the eighteenth century and examines how leading thinkers and the masses have responded to modernity.
(formerly HIST 115)

HIST 223: History of Russia 3 S.H.
This course begins with a brief survey of Russian history from the earliest time through the nineteenth century. It concentrates on the reforms, revolutionary movements, and the decline of imperial Russia, and concludes with an overview of the Soviet period.
(formerly HIST 123)

HIST 265: Environmental History of America 3 S.H.
This course examines American attitudes toward nature, space, land, and resources from the earliest settlements to the present. The history of public land policy, the conservation movement, federal and state policies, and environmental concern are traced.
(formerly HIST 165)

HIST 325: The Ancient and Classical World 3 S.H.
This is a survey of the political, social, and economic history of the Near Eastern, Mediterranean, and Western European world between 4000 B.C. and 500 A.D. The contributions of the major religious traditions and the Grecian and Roman cultures to modern civilizations are emphasized.
(formerly HIST 125)

HIST 326: Medieval History 3 S.H.
This course examines developments and achievements of European civilizations from 350 to 1500 A.D. The division and decline of the Roman Empire, Byzantine reorganization and expansion, feudalism, urbanization, the social role of the Christian Church in Eastern and Western Europe, the universities, new art forms, the birth of national states, and the transition to modern history are emphasized.
(formerly HIST 126)
HIST 327: Early Modern Europe 3 S.H.
This course begins with a consideration of Renaissance and Reformation of the fifteenth and sixteenth centuries as the harbinger of the modern age. It analyzes the evolution of modern science, Baroque and the Enlightenment, and concludes with a study of the background to the French Revolution. (formerly HIST 129)

HIST 335: Modern China 3 S.H.
China's transformation between the Opium War (1839-1842) and the 1990's may be seen as a progressive adjustment to the modern world or as an ever-intensifying revolution in Chinese government, society, and culture. This course combines the two approaches, exploring the problem of modernizing and revolutionary China through the eyes of participants and the debates of historians. (formerly HIST 135)

HIST 360: Early American Thought and Culture 3 S.H.
This course is a study of American ideas and culture from the Colonial Period to the mid-nineteenth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education. (formerly HIST 160)

HIST 361: Modern American Thought and Culture 3 S.H.
This is a study of American ideas and culture from the early nineteenth century to the early twentieth century. Particular attention is given to such areas as social and political thought, religion, philosophy, literature, science, and education. (formerly HIST 161)

HIST 388: Studies in History 3-4 S.H.
This course deals with one or more of the great issues that have shaped the history of civilization. It is designed to recognize, discuss, and analyze controversial issues and problems, with particular attention to how man dealt with them. Issues may be selected from any period of the Eastern or Western worlds. Can fulfill WAC. (formerly HIST 180)

HIST 405: The History of the Soviet Union 3 S.H.
This is an analysis of Communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention include education and social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and the USSR's relations with other nations of the world. Not offered every year. (formerly HIST 205)

HIST 441: Supervised Experience in History 3-15 S.H.
This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off campus and participate in learning experiences in local, state, or national settings. (formerly HIST 141)

HIST 450: Europe Since 1900 3 S.H.
This is an examination of the political, social, and economic development of major European nations from the prelude to World War I to the present, with special emphasis on the causes and results of the two catastrophic wars and the efforts towards the creation of a world collective security system. Prerequisite: Permission of instructor. (formerly HIST 250)

HIST 481: Recent American History 3 S.H.
This is an examination of the political, diplomatic, and cultural trends in American history since 1945. Emphasis is on topics such as the Truman Presidency; the Cold War; the McCarthy Era; the New Frontier; the war in Vietnam; the Nixon, Ford, and Carter years; the SALT Talks; inflation; the Energy Crisis; and the Middle East. Not offered every year. (formerly HIST 281)

HIST 482: History Seminar 3-4 S.H.
This is a seminar for history majors. Studies of historians, historiography, and professional demands are made. A major research paper is required. Prerequisite: Permission of instructor. Can fulfill WAC. (formerly HIST 190)

HUMAN SERVICES AND ADMINISTRATION

HSAD 101: Introduction to Human Services 3 S.H.
This course provides an introduction to the role of human services in meeting a variety of human needs in society. An emphasis is placed on the work of private agencies. The course provides a close examination of the roles of human services workers; the nature of helping relationships; attitudes, skills and knowledge of human service workers; value conflicts and dilemmas in the field; and organization and delivery of services. (formerly HSAD 1)

HSAD 130: The YMCA: Past, Present, and Future 3 S.H.
This course provides an understanding of the development of the YMCA movement, including its past, present status, and future trends. The development of social, religious, and educational philosophies are studied along with past and present programs. Pertinent issues of the YMCA are examined as it responds to changing needs and challenges. This course is recommended for those considering a career with the YMCA. Can fulfill WAC. (formerly HSAD 111)
HSAD 230: YMCA Management and Continuity Planning 3 S.H.
This course is a study of present-day management concepts and practices, program development, and planning objectives for the administration and operation of the YMCA. Management models of selected YMCA's are studied. Methods and strategies pertinent to the continuation and implementation of YMCA's and other agencies are explored. Recommended for students planning a career with the YMCA. Can fulfill WAC.
(formerly HSAD 116)

HSAD 245: Human Behavior in Small Groups 3 S.H.
This course is an introduction to the inter-disciplinary study of human behavior in groups. The contributions, from a range of applied and theoretical sources, are examined, and the implications of these contributions for utilization in groups are explored. Theory is learned by reflecting upon experiences, including structured experiences in human relations training, in on-going small groups.
(formerly HSAD 36)

HSAD 270: Introduction to Social Welfare 3 S.H.
This course is a survey of social welfare services in the United States, with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities. Cross-listed as SOCI 270.
(formerly HSAD 10)

HSAD 320: Cities in Societies 3 S.H.
This course examines how local relations of class and race, together with larger economic and political forces, shape cities. The central focus is on investigation of the social factors underlying the divergent life situations facing people living in metropolitan areas. Cross-listed as SOCI 320.
(formerly HSAD 151)

HSAD 345: Group Work Sequence 3 S.H.
This course is an introduction to group work methods. The course concentrates on teaching the essential techniques and behaviors used by group workers in a variety of settings. Individual relevant cases and examples of the application of group work techniques in community services are explored. Prerequisites: HSAD 101 and 245.
(formerly HSAD 39)

HSAD 355: Theories and Methods of Case Management 3 S.H.
This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables. Cross-listed as SOCI 355.
(formerly HSAD 142)

HSAD 365: Introduction to Human Services Administration 3 S.H.
This course introduces the concepts and processes of administration, develops an understanding of the task of executive leadership, and examines the implications of group work methods in the administration of social agencies.
(formerly HSAD 223)

HSAD 386 & 486: Supervised Field Experience in Community Leadership 3 S.H.
This course provides actual practice in working with people, under the supervision of cooperating organizations and the College. Educationally relevant experiences are found in a wide variety of settings. Assignment of field experience is made by the student's fieldwork advisor, in consultation with the student, taking into consideration the student's learning objectives and abilities. Fifteen semester hours are required for graduation. Prerequisites: HSAD 245 and 345, 45 clock hours equal 1 S.H.
(formerly HSAD 141)

HSAD 410: Proposal Writing and Fundraising 3 S.H.
This course analyzes the methods of writing funding proposals for social agencies. Methods of identifying potential funding sources, as well as the process of drawing up proposals and fundraising events are studied. Can fulfill WAC.
(formerly HSAD 240)

HSAD 450: Community Research 3 S.H.
This course is an introduction to the field of social research and social surveys. Consideration is given to principles, philosophy, methods, techniques, and research designs in order to supply data for decision-making in agencies and communities. Practical application to individual studies is made by the students.
(formerly HSAD 125)

HSAD 460: Management of Volunteer Programs 3 S.H.
This course examines the trends and techniques for the development of training programs for volunteers and paraprofessionals. The course stresses developing techniques for effective management of volunteer programs, including recruitment, placement, training, recognition, evaluation, and supervision. Training designs to provide career opportunities for paraprofessionals in human services are also studied.
(formerly HSAD 150)

HSAD 470: The Community Development Process 3 S.H.
This course deals with the parallel between the community problem-solving process and the steps of scientific inquiry. It discusses the concrete functional relations between face-to-face small group processes and the processes of the macro-system.
(formerly HSAD 159)
HSAD 475: Career Planning for Community Service 3 S.H.
This course includes a comparative examination of career planning in different occupational systems, focusing on the uniqueness of community settings. Strategies and methods of job hunting, goal-setting, identifying marketable skills, writing resumes, pursuing potential leads, interviewing, and negotiating are covered. Emphasis is given to utilizing these skills in managing community agencies.  
(formerly HSAD 195)

HSAD 477: Strategic Planning 1-2 S.H.
This course helps executives of nonprofit organizations to acquire insight concerning the human dimensions of planning and management and to become familiar with the concepts and processes involved in strategic planning, operational planning, and implementation. Adult learning techniques are employed.  
(formerly HSAD 224)

HSAD 480: Issues in Community Service 3 S.H.
This course focuses on present problems in education and the community and the mutual relationship of education and community. Resource people are the principal source of information for the class.  
(formerly HSAD 200)

HSAD 487: Prescriptive Internship in Community Agencies 15 S.H.
This senior-year internship in a selected agency includes orientation to, experience with, and evaluation of a variety of agency work prescribed by the Community Service Department and guaranteed by the agency. A three-way contract (agency, College, and student) is monitored by the department to assure academically responsible interpretation of the experience.  
(formerly HSAD 199)

MATHEMATICS

MATH 90: Introductory College Mathematics 0 S.H.
This course involves the study of the fundamental concepts that are essential in preparation for further study of college mathematics. The concepts include, but are not limited to, properties and operations of real numbers; ratio, proportion, and percent; solving elementary equations in one variable; and an introduction to polynomials. Students must obtain a minimum grade of C+ in order to advance to an All-College Requirement in mathematics.  
(formerly MATH 10)

MATH 101: Mathematics for Early Childhood and Elementary Education 3 S.H.
This course presents elementary concepts of mathematics in a problem-solving mode in accordance with the standards of the National Council of Teachers of Mathematics. Topics include an introduction to sets, properties, and operations of numbers in various number systems, logic, geometry, and measurement. This course does not fulfill the All-College Requirement in mathematics. Can fulfill WAC.  
(formerly MATH 16)

MATH 105: Survey of Mathematics 3 S.H.
This is an introductory course in mathematics. It emphasizes the application of basic mathematical concepts to everyday experiences such as sports and recreation, banking and personal finance, consumer affairs, and health and medicine. Specific topics in mathematics include elementary algebra, geometry, consumer mathematics, and elementary probability and statistics. Prerequisite: MATH 90 or equivalent. Fulfills ACR mathematics.  
(formerly MATH 20)

MATH 115: College Algebra 3 S.H.
This course introduces a study of the real number system, linear and radical equations, and systems of linear inequalities in two variables. It also provides a basic introduction to exponential, logarithmic, and trigonometric functions. This course is not considered for mathematics major credit. Prerequisite: MATH 90 or equivalent. Fulfills ACR mathematics.  
(formerly MATH 21)

MATH 120: Business Mathematics 3 S.H.
Beginning with a study of basic mathematics, including algebraic operations, percents, proportions, graphical analysis, and progressions, this course proceeds to cover such topics as simple interest, discount, compound interest, and depreciation. Reasoning, analysis, and math skills are emphasized. This course is primarily designed for business management majors. Prerequisite: MATH 115 or equivalent. Fulfills ACR mathematics.  
(formerly MATH 23)

MATH 125: Precalculus Mathematics 3 S.H.
This course consists of the essentials of trigonometry and analytic geometry. It gives a foundation for further study in calculus topics, including circular and logarithmic functions, their graphs and applications, polar coordinates, and conic sections. This course is not considered for math major credit. Prerequisite: MATH 115 or equivalent. Fulfills ACR mathematics.  
(formerly MATH 22)

MATH 135: Contemporary Mathematics 3 S.H.
This course is a keystone to understanding introductory elements and concepts of contemporary mathematics and its applications to the various fields of the modern world. Topics include set theory, elementary symbolic logic, permutations, combinations, probability, linear systems, and introductory matrix algebra with applications.  
(formerly MATH 40)
MATH 140-142: Calculus I-II 3-3 S.H.
This course covers functions and graphs; limits, continuity, and differentiation of rational, logarithmic, exponential, and trigonometric functions; chain rule; application of derivatives; integrals; definite integrals; and techniques of integration. Prerequisite: MATH 125 or equivalent. Each course fulfills ACR mathematics.
(formerly MATH 27-28)

MATH 205: Geometry 3 S.H.
After a rapid review of plane geometry, this course covers axiomatic geometry, including both Euclidean and non-Euclidean geometries, and introduces projective geometry. The relationship between various transformations and geometries is studied.
(formerly MATH 45)

MATH 215: Probability and Statistics 3 S.H.
This course introduces methods of collecting, organizing, analyzing, and presenting numerical data. Probability theory is used to make inferences about the populations from which the sample data are drawn. The mathematical statistics investigate types of frequency distributions, measures of central tendency, and hypotheses testing. Prerequisite: MATH 115 or equivalent. Fulfills ACR mathematics.
(formerly MATH 24)

MATH 220-222: Calculus III-IV 3-3 S.H.
This course offers more on the techniques of differential and integral calculus, partial differentiation, multiple integration, sequences and series, three-dimensional vector calculus, and surface and line integrals and their applications. Prerequisite: MATH 140-142.
(formerly MATH 31-32)

MATH 305: Elementary Differential Equations 3 S.H.
This course considers ordinary differential equations with applications. Prerequisite: MATH 220 or equivalent.
(formerly MATH 33)

MATH 310: Linear Algebra 3 S.H.
This course includes the notation, terminology, algebra of, interpretation of, and applications of vectors and matrices. More abstract ideas, vector spaces, and characteristic roots are also covered.
(formerly MATH 50)

MATH 386: Field Experience in Mathematics and Computer Sciences 2-10 S.H.
This course provides students with a practical, off-campus experience in the mathematics and computer science areas within the scope of a professional environment. Placement and selection of students for this course require the consultation and approval of a faculty supervisor from the department and the department chair.
(formerly MATH 141)

MATH 405: Mathematical Analysis 3 S.H.
This course is an analysis of mathematical concepts, including: topologic set theory, the real and complex number systems, sequences and series, numerical integration, curve fitting, number presentation, and errors. Computer programs are used. Prerequisite: MATH 220.
(formerly MATH 110)

MATH 410: Introductory Discrete Mathematics 3 S.H.
This course covers basic mathematical structures that are underlying patterns and schemes of the modern computer sciences. Topics include maps, relations, modulo arithmetic, inductions, strings, formal languages, trees, elementary combinatorics, recursive functions, switching circuits, graph theory, algorithms, groups, rings, and lattices. Prerequisite: Permission of the instructor.
(formerly MATH 200)

MATH 415: Abstract Algebra 3 S.H.
Topics in this course include group theory, unique factorization domains, elementary number theory, rings, ideals, and introductory field theory. Categories and functions are included, and the interrelatedness of various mathematical disciplines is emphasized. Prerequisite: MATH 310 or equivalent.
(formerly MATH 210)

MATH 488: 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.
(formerly MATH 240)

MANAGEMENT, BUSINESS

MGTE 115: History of American Business 3 S.H.
This course is a survey of the main events and personalities in the development of industry, agriculture, trade, the trust movement, finance, and labor from 1790 to the present. Not offered every year. Prerequisite: ECON 200 and 205 or permission of instructor.
(formerly MGTE 101)

MGTE 121: Marketing Principles 3 S.H.
This course surveys the foundations, principles, and functions of marketing with a thorough treatment of the core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy, as well as tangible goods. Major sections are often offered in the spring, while non-majors’ sections are generally offered in the fall. Prerequisite: MGTE 150.
(formerly MGTE 101)
MGTE 130: Personal Finance  
This course introduces students to the management of household finances. The topics discussed include financial record keeping, budgeting, analysis of insurance decisions, investment alternatives, taxes, consumer borrowing and credit, retirement planning, trusts, and wills. Principles of personal financial planning stressed in this course should better enable students to manage their own funds.

MGTE 150: Introduction to Business  
This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector. Cross-listed as SMGT 150. Can fulfill WAC. (formerly MGTE 5)

MGTE 200: Principles of Accounting I  
Accounting principles and practices are developed through a procedural examination of the accounting cycle with an emphasis on financial statements and how they are affected by receivable, payables, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets. Cross-listed as SMGT 210. Prerequisite: MGTE 150. (formerly MGTE 10)

MGTE 210: Principles of Accounting II  
Accounting principles and practices developed through Accounting I are expanded upon as they apply to the partnership and corporate forms of business. The major emphasis is on the utilization of accounting data as a decision-making tool in the areas of budgets, taxation, changes in financial position, and financial statement analysis. The course also deals with nonprofit accounting. Prerequisite: MGTE 210. (formerly MGTE 11)

MGTE 215: Management Principles  
This course provides a realistic knowledge of management theories, techniques, and practices. The functions of planning, organizing, directing, and controlling are developed in-depth. Cases and readings are utilized to provide a basis for the application of decision-making in relating back to the function of management. Prerequisite: MGTE 150. (formerly MGTE 26)

MGTE 305: Managerial Supervision  
This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisite: MGTE 215. Can fulfill WAC. (formerly MGTE 205)

MGTE 310: Managerial Accounting  
This course covers policy and decision-making based on profit planning and objectives. The major topics to be covered are: budget, cost methods, pricing methods, and cost-volume profit analysis. Prerequisite: MGTE 210-211. (formerly MGTE 100)

MGTE 315: Financial Management  
This course emphasizes basic decision-making tools and analytic processes employed by financial managers. Topics covered are: financial analysis, cash flow, pro forma, short- and long-term financing, and asset management. Prerequisites: MGTE 210, 211, and 311. (formerly MGTE 105)

MGTE 318: Advertising  
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. (formerly MGTE 270)

MGTE 325: Marketing Management  
This course emphasizes the utilization and understanding of modern marketing strategies. Through text study, the marketing process is examined including marketing research, consumer behavior, market segmentation, strategic planning, and the marketing mix—product, price, place, and promotion. Through case analysis, students gather data, analyze marketing options, and prepare workable solutions. Prerequisites: ECON 205, MGTE 210, 215 and 121. Can fulfill WAC. (formerly MGTE 102)

MGTE 341: Business Management Field Experience  
The field experience program is a form of independent study that combines academic study with business world activity. It offers students the opportunity to test classroom theory, align career goals, develop a professional outlook, improve communication skills, and deepen the understanding of the functions of management. Academic credit is dependent on the number of hours spent at the worksite per week. The course is for senior business majors only. Proper paperwork must be completed by the student before credit is awarded. (formerly MGTE 141)

MGTE 345: Consumer Behavior  
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. (formerly MGTE 275)
MGTE 350: Marketing for Non-Profit Organizations 3 S.H.
This course focuses on approaches and techniques that can significantly improve the practice of marketing, a systematic approach to solving marketing problems, and an awareness and ability in using the very latest concepts and techniques from the private sector. Prerequisite: MGTE 121 or 325 or permission of the instructor. (formerly MGTE 280)

MGTE 351: Organizational Design and Development 3 S.H.
Using a contingency approach to understanding organizational behavior, students diagnose the problems of several business settings. Based on actual business cases, classwork focuses on analysis, action, and management of change through organizational structure, operating practices, and organizational development processes. (formerly MGTE 151)

MGTE 352: Accounting for Non-Profit Agencies 3 S.H.
This course provides students with the accounting tools required to manage a non-profit business. Major emphasis is on fund accounting concepts with the major concentration upon financial statements and their use in accounting management. The preparation and use of budgets and the impact of legislative actions are also covered. (formerly MGTE 110)

MGTE 353: Income Taxes 3 S.H.
This course teaches students the principles of federal income taxation, with emphasis on the preparation of income tax returns for individuals. Students study the procedures for computing tax liability and the concepts and reasoning behind the internal revenue service regulations. This course also examines partnerships and S corporation taxation. Prerequisite: MGTE 210 or permission of the instructor. (formerly MGTE 253)

MGTE 360: Statistics for Business and Economics 3 S.H.
This is an introductory-level course in basic statistics relating to the business and economic environment. The course will cover many basic topics including the following: methods of descriptive statistics, measures of central tendencies, basic probability rules, probability distributions, and methods of sampling. Cross-listed as SMTG 360. Prerequisite: MATH 115 or its equivalent. (formerly MGTE 120)

MGTE 361: Intermediate Accounting I 3 S.H.
This course is designed to analyze generally accepted accounting principles, accounting theory and concepts, and the preparation of general financial statements of public corporations. Areas covered include: the accounting cycle, cash and temporary investment, current liabilities, plant and equipment, intangibles, and the time value of money. Prerequisites: MGTE 210 and 211. (formerly MGTE 111)

MGTE 362: Intermediate Accounting II 3 S.H.
This course emphasizes application of accounting theory on problem-solving. Topics covered include: long-term liabilities, the stockholders equity of the balance sheet, errors and their correction, investments, analyzing financial statements, cash flow, and price changes. Prerequisite: MGTE 361. (formerly MGTE 112)

MGTE 375: Entrepreneurial Studies 3 S.H.
This course covers the theoretical and practical aspects of starting new organizations. It examines financing operations, personnel management, opportunity recognition, wealth creation, sociological impact, the economics of entrepreneurship, 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 its equivalent, or permission of the instructor. (formerly MGTE 290)

MGTE 388: Special Topics in Business 3 S.H.
This course presents a variety of traditional and contemporary topics in business management. It provides a detailed and comprehensive analysis of an issue or problem—past, present, and future—that impacts upon society and the business community. (formerly MGTE 190)

MGTE 402: Business Policy and Control 3 S.H.
This course requires students to integrate previously mastered functional disciplines. It involves competition among groups of students acting as independent companies revolving around a computer-generated simulation of a business environment. This course is the capstone course of the Business Management Degree. Prerequisite: Completion of all other CORE courses or permission of Instructor. (formerly MGTE 202)

MGTE 440: Quantitative Methods 3 S.H.
This course helps students apply certain mathematical principles for use in business and economics. Much attention is given to problem-solving so that students gain experience with mathematical notation and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. Prerequisite: MGTE 360. (formerly MGTE 201)

MGTE 478: Business Law 3 S.H.
This course explores basic legal principles and engages in an intensive study of the law of contracts and selected aspects of business-related subjects, including sales, negotiable instruments, business organization, consumer, and anti-trust law. Examples and case studies from business, non-profit, health agencies, and professional sports are included. Prerequisite: MGTE 150. (formerly MGTE 278)
MGTE 479: Personnel Management/Human Resource Management 3 S.H.
This course examines the responsibilities of personnel managers or managers who perform the personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment. Cross-listed as RCTR 479. (formerly MGTE 245)

MGTE 480: Corporate Social Responsibility 3 S.H.
This course examines the multiform problems and issues that are typical of the business and society interface and the initiatives taken by business to resolve those issues. Students learn how to identify issues and stakeholders to formulate and implement social-issues strategies, and to integrate them with business strategy. Prerequisites: PHIL 225 and MGTE 150 or permission of the instructor. (formerly MGTE 295)

MEDICAL TECHNOLOGY/LABORATORY SCIENCE
(These courses are offered at affiliated hospital schools of medical technology.)

MTLS 200: Clinical Microbiology 8 S.H.
This course is a laboratory and lecture presentation in the isolation and identification of clinically significant microorganisms found in all types of clinical specimens, utilizing biochemical, immunological, and serological techniques. Determination of antimicrobial susceptibilities is included. Areas covered include bacteriology, parasitology, virology, mycology, and routine serology. Correlation of laboratory findings with disease states is emphasized.

MTLS 201: Clinical Chemistry 8 S.H.
This course includes laboratory and lecture presentation of methods and instruments used for analysis of body fluids for biochemical constituents in health and disease. Variation in levels of constituents in metabolic disorders and acute and chronic disease is emphasized. Students gain practical experience in operation, maintenance, and repair of instruments used for analysis as well as manual methods of analysis.

MTLS 202: Immunology/Immunohematology 4 S.H.
This is a laboratory and lecture presentation covering basic theory and application of the immune response. Special emphasis is placed on the laboratory identification of human blood groups and types as applied to transfusion/transplantation therapy and preparation of blood fractions. Problem solving is emphasized.

MTLS 203: Hematology 6 S.H.
This is a laboratory and lecture presentation of cellular components of normal and abnormal blood. Principles, procedures, and special techniques are included. Specific pathogenic cell types for a variety of blood dyscrasias are emphasized. Homeostasis and mechanisms, and methods for detection of coagulation deficiencies are included.

MTLS 204: Clinical Microscopy 1 S.H.
This is a laboratory and lecture presentation of the physical, chemical, and cellular examination of body fluids. Correlation of the presence of specific components with particular disease entities is emphasized.

MTLS 208: Special Topics in Medical Technology 3 S.H.
This is a composite offering of laboratory management, including theories and practice, clinical pathology emphasizing correlation of the diagnostic role of laboratory testing with pathological processes in organ systems, and education, including theories and application in medical technology. These offerings consist of lecture presentations and investigations of a special medical technology subject or related topic.

MOVEMENT AND SPORT STUDIES

MOST 105: Lifespan Motor Development 3 S.H.
This is an introductory survey course in motor and perceptual development throughout the lifespan. Upon successful completion of the course, students are able to trace the path of human perceptual-motor development and to discuss the implications of general principles of motor development for the movement and sport specialist. (formerly MOST 5)

MOST 224: Motor Learning and Skill Acquisition 3 S.H.
This course investigates principles of human performance and the acquisition of motor skills. Attention is principally devoted to learning theories, reinforcement, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, arousal, motor control systems, and retention of motor skills. Recent research evidence is presented in all topic areas. Prerequisites: MOST 105 and MOSK 201 or concurrent registration. Can fulfill WAC. (formerly MOST 24)

MOST 328: Psychology of Sport 3 S.H.
This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Cross-listed as SMGT 328. Prerequisite: PSYC 101 or permission of the instructor. (formerly MOST 128)
MOST 384: Practicum in Movement Studies 2-4 S.H.
This practicum in movement and sport studies provides students with an opportunity to observe and assist professionals in their area of specialization. In the practicum, the student assumes increasing responsibility for work and projects. Registration limited to students in the MOST major.
(formerly MOST 150)

MOST 410: Assessment in Movement and Sport 3 S.H.
This course is designed to present to the student various assessment tools in the psychomotor, cognitive, and affective domains used in movement science and sport. An introduction to research in movement science and sport as well as basic statistical analysis are presented. A practical experience in administering a test, including the writing of an article suitable for a research journal, is involved.
(formerly MOST 210)

MOST 428: Sociology of Sport 3 S.H.
In this course, sociological concepts and theories are used to examine sport. This course is designed to acquaint students with the relationship between sport and the society in which it is embedded. A variety of issues and controversies in sport are identified and discussed. Prerequisite: SOCI 101.
(formerly MOST 228)

MOST 429: Heritage and Values of Movement and Sport 3 S.H.
This course is designed to teach students about the cultural heritage and values of human movement and sport, from a philosophical and historical perspective. A close examination is made of important time periods of the past that affect current attitudes, understanding, knowledge, and behavior and guide students into the future. Cross-listed as SMGT 429.
(formerly MOST 299)

MOST 486: Fieldwork in Disabled Sports and Movement Studies 4 S.H.
Students teach and coach in a variety of settings with individuals who have disabilities. Registration is limited to students in the DSMS major.
(formerly MOST 250)

MOVEMENT AND SPORT STUDIES ACTIVITY COURSES

MOSK: Movement and Sports Studies Activity Courses
MOSK activity courses are designed for movement and sports studies majors. The content of these courses will be the development of proficiency in the fundamental movement forms and understanding of the concepts which underlie those movement forms. The MOSK activity courses serve as laboratory experiences in movement and sport activities representative of the cultural forms of sport, movement, exercise and dance.

MOSK 101: Outdoor Pursuits 1 S.H.
This is a seven-day experience in outdoor living that allows the pursuit of outdoor activities and enhances students’ understanding and appreciation of individual differences of the social aspects of group living. Students engage in activities selected to increase environmental awareness, improve outdoor living skills, and serve as an introduction to resource-based pursuits.
(formerly MOSK 1)

MOSK 140: Movement Concepts and Fundamental Motor Patterns 1 S.H.
This course is designed to provide a framework for understanding movement from Laban’s perspective of body, space, & the qualities of movement. Developing a knowledge base of the movement framework and fundamental motor skills (locomotor, non-manipulative, and manipulative) will provide a common language and the foundation necessary for application to the many areas of physical education.
(formerly MOSK 40)

MOSK 201: Sports Concepts and Applications 1 S.H.
This course is designed to introduce students to general principles involved in movement and gross motor skills. Students study fundamental sport tactics that enhance their recognition and the application of techniques and tactics common to sport and movement activities.
(formerly MOSK 2)

MOSK 230: Approaches to Dance Education 1 S.H.
Based upon Rudolf Laban’s framework of movement analysis, this course is designed to help physical education teacher preparation majors develop skills and ability to effectively teach dance within physical education settings at the pre-K to grade 12 levels. This course expands and applies the movement concepts (Body, Effort, Space, Shape and Relationship) to teaching and creating dance, curriculum planning and development and evaluation. Prerequisites: MOSK 140 and PHED 102.
(formerly MOSK 230)

MOSK 250: Assistant in Movement Science Research 1 S.H.
This course is designed to provide the students with hands-on research experience as they assist with on-going research in the Movement Science Laboratory. Students accepted into this course (based on availability of meaningful experiences) are assigned to assist with a faculty or graduate-level research project as a member of the research team. Prerequisite: Permission of instructor.

MOSK 250: Assistant in Movement Science Research 1 S.H.
This course is designed to provide the students with hands-on research experience as they assist with on-going research in the Movement Science Laboratory. Students accepted into this course (based on availability of meaningful experiences) are assigned to assist with a faculty or graduate-level research project as a member of the research team. Prerequisite: Permission of instructor.

MOVEMENT SCIENCES

MSCI 145: Assistant in Movement Science Research 1 S.H.
This course is designed to provide the students with hands-on research experience as they assist with on-going research in the Movement Science Laboratory. Students accepted into this course (based on availability of meaningful experiences) are assigned to assist with a faculty or graduate-level research project as a member of the research team. Prerequisite: Permission of instructor.
MSCI 303: Physiology of Exercise  
This course examines changes within the human body due to the effects of acute and chronic exercise. Prerequisites: BIOL 130-131, 132-133.  
(formerly MOST 103)

MSCI 319: Kinesiology/Biomechanics  
The focus of this course is on examining the anatomical and mechanical concepts requisite to critical assessment, description, and qualitative analysis of human exercise, sport, and locomotive activities. Prerequisites: BIOL 130-131 and PHYS 205.  
(formerly MOST 119)

MSCI 345: Exercise and Aging  
This course provides information on the aging process and how exercise affects this process. The focus is on children and the geriatric population. Physical activity enhances an individual's ability to maintain a healthy and active retirement and fosters growth and development in children. Prerequisites: BIOL 130, 131, 132, 133 or permission of the instructor.  
(formerly MSCI 245)

MSCI 440: Nutrition and Athletic Performance  
This course focuses on the interrelationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting body composition and weight control are covered. Prerequisites: HLTH 261, or permission of the instructor.  
(formerly MSCI 240)

MSCI 442: Qualitative Biomechanics of Movement  
This course examines qualitative biomechanical concepts of human and related animal movements. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Students are familiarized with determining and applying biomechanical principles based on aided and unaided observation and measurements taken using commonly available equipment. Prerequisite: MSCI 319.  
(formerly MSCI 251)

MUSC 101: Basic Musicianship  
This is an introductory course intended to develop fundamental knowledge of musical elements and skills. Students in this course develop sight reading and beginning compositional skills through the study of elementary solfège, rhythmic exercises, ear training, and basic theory. Fulfills VAPA ACR.  
(formerly MUSC 1)

MUSC 102: Music Theory I  
Students in this course develop skills in musical composition, related solfège, and related dictation. Notation, interval and chord construction, and harmonic rhythm are studied. Prerequisite: MUSC 1.  
(formerly MUSC 2)

MUSC 103: Music Theory II  
This course is a continuation of MUSC 2. Modulation, dominant seventh chords, secondary dominants, ninth, eleventh, and thirteenth chords, melodic structure, and a musical texture are studied. Students continue the development of skills in composition, solfège, and dictation. Prerequisite: MUSC 2.  
(formerly MUSC 3)

MUSC 108: Music Appreciation  
This is an introduction to music from the Baroque to contemporary styles. Fulfills VAPA ACR.  
(formerly MUSC 8)

MUSC 112: Springfield College Singers  
The mixed chorus performs varied styles of music. Selected numbers are choreographed for large show-choir format. Major performances include holiday season and spring tour shows. Membership is open to all students who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA ACR.  
(formerly MUSC 12)

MUSC 113: Springfield College Band  
The Springfield College Stage Band is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA ACR.  
(formerly MUSC 13)

MUSC 114: Springfield College Pep Band  
The Springfield College Pep Band performs at varsity sporting events, which include all home football and basketball games. Membership is open to all instrumentalists who are able to meet the standards set by the group. This course may be repeated up to a maximum of 8 semester hours.  
(formerly MUSC 14)

MUSC 115: Chamber Music Workshop  
This workshop/ensemble emphasizes rehearsal and performance of music arranged for a classical chamber music format. Enrollment is open to all instrumentalists with basic reading and playing skills. Instrumentation and size of groups vary according to the instrumentalists available. Participants are coached on a stylistic approach, instrumental technique, and working effectively as an ensemble. Performances include the Springfield College Annual Music Concert, as well as a variety of other performances both on and off campus. This course may be repeated up to a maximum of 8 semester hours. Fulfills VAPA ACR.  
(formerly MUSC 15)
MUSC 120: Basic Piano 1 S.H.
This course is designed for students with no prior keyboard experience. Emphasis is on developing functional skills at the keyboard and the ability to interpret musical notation for the piano. Prerequisite: MUSC 101 or concurrently, or permission of the instructor. Fulfills VAPA ACR. 
(formerly MUSC 20)

MUSC 121: Basic Guitar 1 S.H.
This course is designed for students with no prior guitar experience. Emphasis is on developing functional skills on the guitar and the ability to interpret musical notation for the guitar. Instrument rentals are available. Prerequisite: MUSC 101 or concurrently, or permission of the instructor. Fulfills VAPA ACR. 
(formerly MUSC 21)

MUSC 130: Applied Music I 1 S.H.
Individual voice or instrument study with an approved private instructor is pursued by each student. Four semesters of study are required for music minors. The course is open to non-music minors who meet the minimum entrance standards. The course may be repeated for credit to a maximum of 8 semester hours. Variable Fee. Fulfills VAPA ACR. 
(formerly MUSC 30)

MUSC 131: Applied Music II 1 S.H.
Individual voice or instrument study with an approved private instructor is pursued by students who are already enrolled in MUSC 130 and who wish to study music skills in a second area. This course is pursued at the same time as MUSC 130 and, with the music department’s permission, may also be repeated for credit to a maximum of 8 semester hours. Variable fee. 
(formerly MUSC 31)

MUSC 132: Music as a Form of Social Protest 3 S.H.
This course surveys the music of those musicians who have been influential in focusing public attention on particular social causes. Students experience music through literature (books, journals, etc.), recording, and video. Fulfills VAPA ACR, or social justice ACR. 
(formerly MUSC 32)

MUSC 133: Music Technology 3 S.H.
This course is an introduction to current music and audio technology tools for personal computers. This course provides an overview of computer music, audio tools, and terminology including MIDI, synthesis, sequencing, scoring, and direct-to-disk audio recording. Classes involve discussion of practical applications for this technology in multimedia productions such as video, CD-ROM, computer animation, and live performance, culminating in the preparation of recorded musical projects using a computer and synthesizer. Prerequisites: MUSC 101, CISC 105, or permission of instructor. 
(formerly MUSC 33)

MUSC 140: Eclectic Music with Children 3 S.H.
This course introduces students to preschool, early childhood, and elementary music. Emphasis is placed on experiential discovery through movement, imagery, and vocal/instrumental activities to be found in the child’s musical environment. Prerequisite: MUSC 101 or permission of the instructor. 

MUSC 141: Eclectic Music with Special Populations 3 S.H.
This course introduces students to the use of music in recreation, leisure, rehabilitation, and therapeutic settings. Emphasis is placed upon experiencing procedures and materials to be used in prescriptive activities. Prerequisite: MUSC 101 or permission of the instructor.

OCCUPATIONAL THERAPY

OCTH 101: Survey of Occupational Therapy 3 S.H.
This course provides an opportunity to survey basic concepts, theories, settings, and practices of occupational therapy. The values of occupational therapy performance and activity in prevention, treatment, and health maintenance are addressed. Roles and responsibilities encountered by current occupational therapists are explored. 
(formerly OCTH 99)

OCTH 115: Occupational Therapy Practicum & Seminar 3 S.H.
This course is a clinical experiential course (90 hours) run simultaneously with a weekly seminar. Students spend time in an occupational therapy setting in the community, observing evaluations, treatment and therapist-client interactions. The accompanying seminar offers an arena to share and discuss observations, clinical reasoning, and supervision issues. Students may take this course more than once. Prerequisite: OCTH 101 or permission of the instructor.

OCTH 303: Preclinical Education 2 S.H.
This course provides students with observational experience in area clinics. Professional ethics, standards of practice, uniform terminology, and interpersonal skills are practiced and discussed during weekly seminars. Prerequisite: Major in occupational therapy or permission of the instructor. 
(formerly OCTH 205)

OCTH 401: Occupational Therapy Fundamentals 3 S.H.
This course is a study of the historical and current philosophies of occupational therapy, with emphasis on the present scope of practices, issues, and concepts. The values of occupational performance and activity in prevention, treatment, and health maintenance are also addressed. Prerequisite: Major in occupational therapy or permission of the instructor. Can fulfill WAC. 
(formerly OCTH 201)
OCTH 405: Group Process 1 S.H.
This course, including a laboratory experience, focuses on understanding the process of group dynamics, recognizing various types of verbal interactions among group participants, and learning appropriate techniques and interventions to promote insight and improved interpersonal interaction skills. Prerequisite: OCTH 401.
(formerly OCTH 207)

OCTH 412: 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.
(formerly OCTH 212)

OCTH 413: Neuroscience and Occupation II 1 S.H.
This seminar is a continuation of OCTH 412 in which students engage in collaborative analysis of neurological disorders and begin to practice assessment procedures related to the function of the nervous system. Topics discussed relate to concurrent courses in the occupational therapy curriculum, with a focus on occupational performance throughout the lifespan. Cases studied are drawn from prior fieldwork, concurrent occupational therapy courses, texts, videos, and computer software. Prerequisite: OCTH 412.
(formerly OCTH 213)

OCTH 420: Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy 3 S.H.
This course presents the theory and scope of practice in occupational therapy for the prenatal through school-age period. Human performance is emphasized and related to normal and dysfunctional processes affecting growth, development, self-care, play and leisure, and family functioning. Techniques for occupational therapy assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are studied. Prerequisite: Permission of the instructor.
(formerly OCTH 220)

OCTH 421: Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood 4 S.H.
Through the study of human performance from preschool through school age, this course emphasizes normal and dysfunctional processes affecting growth and development, learning, self-care, play and leisure, and family functioning. Techniques for assessment and intervention in sensory, perceptual motor, cognitive, emotional, and social skill development are emphasized and practiced in laboratory experiences, with particular attention to skills needed in the school system. Prerequisite: OCTH 420.
(formerly OCTH 221)

OCTH 425: Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents 3 S.H.
This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes which may affect growth and development, learning, self-care, leisure, peer relations, and family functioning. Various theories and occupational therapy frames of reference are utilized in understanding the life tasks of adolescents. Intervention strategies are covered and practiced in a one-hour weekly lab. Prerequisite: OCTH 401.
(formerly OCTH 277)

OCTH 484: Clinical Education I 3 S.H.
This course is a combination of a series of seminars and supervised field experience in one or more health care settings where occupational therapy is practiced. It provides experience in the beginning occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. Students may take this course more than once. Prerequisites: OCTH 401 and OCTH 303.
(formerly OCTH 215)

OCTH 485: 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 484. The student and an occupational therapy faculty member develop specific objectives for an individualized clinical experience which includes regular supervision with a faculty member and a clinical supervisor, with readings, special projects, written assignments, and/or presentations. Prerequisite: OCTH 484.
(formerly OCTH 216)

OCTH 492: Individual Study in Occupational Therapy 1-4 S.H.
This course provides occupational therapy students with the opportunity to engage in individualized study with an occupational therapy faculty member. The student may explore particular academic or professional interests, beyond or within the requirement of the occupational therapy curriculum. The learning experience may include independent reading or writing on a topic related to the field. This course may be taken more than once. Prerequisite: Occupational therapy major.
(formerly OCTH 271)
PHILOSOPHY

PHIL 103: Conflict of Ideals 3 S.H.
This course explores the major philosophical thinkers and value systems that have influenced twentieth century thought. Students are encouraged to explore and expand their own value systems using the tools of philosophical inquiry. Fulfills philosophy ACR.
(formerly PHIL 3)

PHIL 105: Introduction to Philosophy 3 S.H.
This course studies representative thinkers in the major areas of philosophy. Fulfills philosophy ACR.
(formerly PHIL 5)

PHIL 106: Ethics 3 S.H.
This course is a study of theories of value, along with recent discussion of significant moral problems. Fulfills philosophy ACR.
(formerly PHIL 6)

PHIL 108: Logic 3 S.H.
This course introduces students to the basics of critical thinking in the context of everyday discourse, including the structure of argument, major types of argument, criteria for evaluation of argument, common fallacies of reasoning, and the mechanics of writing an argumentative essay. Fulfills philosophy ACR.
(formerly PHIL 8)

PHIL 225: Business Ethics 3 S.H.
This course is intended to sensitize students to ethical issues in business and to develop a capacity for moral judgment in management. Fulfills philosophy ACR.
(formerly PHIL 125)

PHIL 288: Special Topics in Philosophy 3 S.H.
Responding to changing currents in the field of philosophy, this course explores a topic of contemporary relevance. Fulfills philosophy ACR.
(formerly PHIL 15)

PHIL 370: Classical Political Thought—From Plato to Machiavelli 3 S.H.
This is a survey of political thinkers and their major works, from the Greeks to the Renaissance. Fulfills philosophy ACR.
(formerly PHIL 126)

PHIL 372: Modern Political Thought—From Machiavelli to the Present 3 S.H.
This is a survey of political thinkers and their major works, from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies. Fulfills philosophy ACR.
(formerly PHIL 127)

PHIL 380: Existentialism 3 S.H.
The course is an examination of those philosophers who stand within the existentialist tradition. It explores such subjects as objective and existential truth, inauthentic and authentic existence, death, and freedom. Fulfills philosophy ACR.
(formerly PHIL 180)

PHYSICAL EDUCATION

PHED 102: Instructional Strategies in Physical Education 3 S.H.
This course introduces students to generic teaching strategies and techniques in physical education. Lecture sessions focus upon conceptual foundations of teaching. Laboratory sessions are devoted to practical applications of lecture concepts in school based laboratory settings.
(formerly PHED 2)

PHED 212: Principles and Problems of Coaching 2 S.H.
This course highlights the role of the coach and the coach's application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; the learning and improvement of motor skills; daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests. Cross-listed as SMGT 212
(formerly PHED 112)

PHED 226: Physical Education Design and Implementation: Grades Pre-K-12/I 3 S.H.
This yearlong course is designed to help second year physical education teacher preparation students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. Students apply and practice developmentally appropriate activities in school-based laboratory settings. The course is open only to movement studies majors in the Physical Education Teacher Preparation program. Prerequisites: PHED 102, MOSK 140, MOST 105.
(formerly PHED 26)

PHED 227: Physical Education Design and Implementation: Grades Pre-K-12/II 3 S.H.
This yearlong course is designed to help second year physical education teacher preparation students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. Students apply and practice developmentally appropriate activities in school-based laboratory settings. The course is open only to movement studies majors in the Physical Education Teacher Preparation program. Prerequisites: PHED 102, MOSK 140, MOST 105.
(formerly PHED 27)
PHED 281: College-Level Supervised On-Campus Teaching 1 S.H.
This course presents an opportunity to gain experience in the techniques, methodologies, and philosophies of teaching selected activities under the close supervision and guidance of Springfield College faculty members. It may be repeated once. Prerequisite: Permission of the department. (formerly PHED 182)

PHED 308: Adapted Physical Education Programming 3 S.H.
This course provides basic information on disabling conditions and on how to provide adapted physical education programs based upon an individual’s assessed needs. Laboratory sessions afford practical experience in screening and assessment; identification, selection, and prescription of appropriate exercise programs; and implementation of developmental activities, rhythms, aquatics, and games. Can fulfill WAC. (formerly PHED 108)

PHED 311: Baseball: Coaching and Fundamentals 3 S.H.
This course provides students with a basic understanding of the variables associated with the coaching of baseball on all levels. The major emphasis is on providing students with team strategy, fundamentals, and technical skills necessary to assist them in administering a successful baseball program. Two semester hours are allocated to the coaching aspects of the sport, while one semester hour is allocated to offensive and defensive fundamentals and technical skills. Prerequisite: PEAI 141, or permission of Instructor. (formerly PHED 115)

PHED 314: Coaching Football 2 S.H.
Course material covers the techniques and methods of coaching football, with emphasis on team play. Also included are offensive and defensive methods for the running, passing, and kicking games. Complete organization of a football program is presented. Prerequisite: PEAI 157, or permission of Instructor. (formerly PHED 116)

PHED 315: Coaching Men’s Gymnastics 2 S.H.
This course presents methods and materials of gymnastic coaching, as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. Prerequisite: PEAI 171, or permission of Instructor. (formerly PHED 162)

PHED 317: Coaching Basketball 2 S.H.
This course emphasizes the methods of teaching and coaching basketball, with an analysis of specific offenses and defenses. A definite plan of offense and defense is presented. Prerequisite: PEAC 144, PEPC 244, PEAI 144, or permission of Instructor. (formerly PHED 114)

PHED 319: Coaching Softball 2 S.H.
Techniques and materials for coaching softball at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. Prerequisite: PEAC 156, PEPC 256, PEAI 156, or permission of Instructor. (formerly PHED 131)

PHED 321: Track and Field Coaching 2 S.H.
This course covers the biomechanical analysis and training strategies for each track and field event. Topics such as the selection of candidates, conditioning, diet, safety procedures, and the organization and promotion of track and field are included in the course content. Prerequisite: PEPC 258, PEAI 158, or permission of Instructor. (formerly PHED 117)

PHED 322: Coaching Volleyball 2 S.H.
This course emphasizes the teaching of volleyball skills and the role of the coach in developing advanced systems of play for competition. Emphasis is also placed on the philosophy and psychology of varsity coaching, physical training, and the use of statistics for team play. Prerequisite: PEPC 258, PEAI 158, or permission of Instructor. (formerly PHED 180)

PHED 323: Coaching Wrestling 2 S.H.
Course material covers the essential techniques of wrestling, the development of a team, conditioning, conduct of practice sessions, weight reduction, and preparation of a team for meets and tournaments. Prerequisite: PEAI 184, PEPC 284, or permission of Instructor. (formerly PHED 127)

PHED 325: Coaching Women’s Gymnastics 2 S.H.
This course presents methods and materials of gymnastic coaching, as well as an analysis of competitive gymnastic skills. Conduct of gymnastic meets is also included in the course. Prerequisite: PEAI 171, or permission of Instructor. (formerly PHED 163)

PHED 326: Coaching Swimming and Diving 2 S.H.
This is a systematic treatment of the philosophy, principles, and techniques of teaching and coaching swimming and diving. Prerequisite: PEAI 104, PEPC 204, PEAC 206, or permission of Instructor. (formerly PHED 143)

PHED 336: Officiating Athletic Events 1 S.H.
This course provides students with the opportunity to develop knowledge and skills requisite to becoming a competent official for selected interscholastic athletic events. It may be repeated for credit as long as the athletic event designated is not replicated. (formerly PHED 100)
PHED 337: Coaching Field Hockey 2 S.H.
Techniques and materials for coaching field hockey at the secondary school and college levels are presented. Emphasis is also placed on the philosophy and psychology of varsity coaching, conditioning, and team strategy. Prerequisite: PEAI 150, or permission of Instructor.
(formerly PHED 132)

PHED 338: Coaching Soccer 2 S.H.
This course emphasizes the analysis and teaching of individual skills and team play. Various types of offense and defense are presented. The course also includes strategy and the function of the coach and his/her opportunity as an educator. Prerequisite: PEAC 155 or PEPC 255, PEAI 155 or permission of the instructor.
(formerly PHED 113)

PHED 342: Sports First Aid and Injury Prevention 3 S.H.
Within this course, basic injury prevention, evaluation, and emergency care techniques are discussed, and ARC certification in Adult CPR and standard First Aid is awarded to students meeting the requirements. Basic wrapping and strapping techniques used in injury prevention are practiced and discussed.
(formerly PHED 125)

PHED 344: Athletic Administration 2 S.H.
This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college levels. Consideration is given to the problems and standards associated with such programs. Cross-listed as SMGT 344.
(formerly PHED 124)

PHED 346: Pre-Practicum—Elementary Level 2 S.H.
This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the elementary school setting. Prerequisites: Matriculated status and PHED 226-227.
(formerly PHED 140)

PHED 347: Pre-Practicum—Secondary Level 2 S.H.
This pre-practicum provides prospective physical education teachers with opportunities for observing, assisting, and teaching physical education in the secondary school setting. Prerequisites: Matriculated status and PHED 226-227.
(formerly PHED 150)

PHED 349: Coaching Practicum 2 S.H.
This pre-practicum provides prospective coaches with an opportunity to assist in the coaching of interscholastic competitive athletics in grades 7-12. Prerequisite: PHED 212 or concurrent registration.
(formerly PHED 149)

PHED 350: Pre-Practicum Seminar in Physical Education 1 S.H.
In this seminar students critically examine teaching experiences with respect to content and pedagogical knowledge. A critical thinking format is utilized in all seminars. The primary teaching methodology is a problem-solving approach, thus students reflect on assignments and experiences then discuss these experiences with respect to future pedagogical decision-makin. Course is to be taken concurrently with PHED 346/347 or in adjacent semester, if PHED 346/347 is taken in winter or summer session. Prerequisites: PHED 226 and 227.

PHED 423: 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.
(formerly PHED 223)

PHED 462: Physical Education for the Mentally Retarded and Those with Associated Disorders 2 S.H.
Characteristics and needs of the mentally retarded are studied. Disorders associated with mental retardation are presented. Focus is on current research, problems of mainstreaming and programming, and associated areas of concern that affect the retarded in general. This is a theory course. Prerequisite: Senior/graduate status.
(formerly PHED 262)

PHED 481: History of Physical Education and Sport 2 S.H.
This course explores the history of physical education and sport within the context of human cultural development. It includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.
(formerly PHED 298)

PHED 484: Practicum in Physical Education Pre-K–8 7 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the pre-K-9 level. Assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 102, 226-227, 308, and a pre-practicum.
(formerly PHED 252)
PHED 485: Practicum in Physical Education 5-12 7 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of seven weeks at the 5-12 level. Site arrangements are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, and the following courses: First Aid/CPR Certification, PHED 102, 226-227, 308, and a pre-practicum. (formerly PHED 253)

PHED 494: Practicum in Physical Education 14 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified physical educator for a minimum of fourteen weeks at either the K-9 or 5-12 level. Site assignments are made in consultation with and by permission of the coordinator of teacher preparation. Prerequisites: MOST major, matriculation, meeting of student teaching requirements, permission of the department, and the following courses: First Aid/CPR Certification, PHED 102, 226-227, 308, and a pre-practicum. (formerly PHED 254)

PHYSICAL EDUCATION ACTIVITY COURSES

PEAC: Physical Education Activity Courses .5 S.H. unless noted
PEAC skills courses are All-College activity courses designed for the general College population and are intended to support the development of student commitment to and skills needed for lifelong participation in movement activity. These skills courses satisfy the four semester hour All-College requirement in physical education.

PEAC 208 Adapted Aquatics Instructor (1 S.H.)
PEAC 111 Aerobic Dance
PEAC 161 Archery
PEAC 165 Badminton
PEAC 144 Basketball
PEAC 101 Boating and Canoeing
PEAC 167 Bowling
PEAC 134 Cross-Country Skiing: Snowshoeing
PEAC 112 Cycling
PEAC 127 Dance—Ballet 1 (can fulfill VAPA ACR)
PEAC 130 Dance—Ballroom
PEAC 132 Dance—Multicultural
PEAC 133 Dance—Modern (can fulfill VAPA ACR)
PEAC 135 Dance—Square 1
PEAC 137 Dance—Tap
PEAC 140 Dance-Line Dancing
PEAC 227 Dance—Ballet 2
PEAC 100 Fit for Life (1 S.H.)
PEAC 115 Fitness Swimming
PEAC 170 Golf
PEAC 173 Handball
PEAC 114 Hiking and Backpacking

PEAC 194 Independent Study
PEAC 105 Indoor Soccer
PEAC 116 Jogging
PEAC 175 Karate 1
PEAC 273 Karate 2
PEAC 119 Kayaking
PEAC 153 Lacrosse—Men
PEAC 154 Lacrosse—Women
PEAC 205 Lifeguard Training (ARC)
PEAC 147 Martial Arts
PEAC 117 Mountain Biking
PEAC 113 Variable Resistance Training
PEAC 126 Orienteering
PEAC 128 Outdoor Adventure
PEAC 176 Racquetball
PEAC 120 Relaxation
PEAC 178 Rhythmic Gymnastics
PEAC 129 Rock Climbing
PEAC 102 SCUBA Certification (1 S.H.)
PEAC 179 Self Defense I
PEAC 279 Self Defense II
PEAC 280 Ski Instructor
PEAC 131 Skiing and Snowboarding 1
PEAC 231 Skiing and Snowboarding 2
PEAC 232 Skiing and Snowboarding 3
PEAC 155 Soccer
PEAC 156 Softball—Slow Pitch
PEAC 103 In-line Skating
PEAC 108 Sports for the Disabled I
PEAC 109 Sports for the Disabled II
PEAC 181 Squash
PEAC 106 Synchronized Swimming
PEAC 104 Swimming
PEAC 141 Table Tennis
PEAC 142 Team Handball
PEAC 121 Tai Chi Chuan
PEAC 123 Tai Ji Jian
PEAC 142 Tae Kwon Do I
PEAC 143 Tae Kwon Do II
PEAC 110 Tennis
PEAC 158 Volleyball
PEAC 124 Walking
PEAC 107 Water Polo and Aquatic Games
PEAC 206 Water Safety Instructor (1 S.H.)
PEAC 122 Weight Training
PEAC 136 White Water Canoeing
PEAC 145 Yoga
PEAC 180 Artistic Gymnastics

PEPC: Physical Education Professional Courses .5 S.H. unless noted
PEPC skills courses are professional courses designed for the physical education teacher preparation student. In addition to a focus on skill development, PEPC courses include emphasis on teaching methodology and teaching strategies for application of the activity for students at the Pre K–12 levels.

PEPC 211 Aerobic Activities
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PEPC 265</td>
<td>Archery/Badminton</td>
</tr>
<tr>
<td>PEPC 244</td>
<td>Basketball</td>
</tr>
<tr>
<td>PEPC 110</td>
<td>Conditioning and Fitness Programs</td>
</tr>
<tr>
<td>PEPC 150</td>
<td>Field Hockey</td>
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<tr>
<td>PEPC 100</td>
<td>Fitness for Life</td>
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<tr>
<td>PEPC 180</td>
<td>Educational Gymnastics</td>
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<tr>
<td>PEPC 146</td>
<td>Health Fitness Aerobics (1 S.H.)</td>
</tr>
<tr>
<td>PEPC 125</td>
<td>Health Fitness Resistance Training</td>
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<tr>
<td>PEPC 253</td>
<td>Coeducational Games in Physical Education</td>
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<tr>
<td>PEPC 213</td>
<td>Variable Resistance Training</td>
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<td>PEPC 254</td>
<td>New and Field Games</td>
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<td>PEPC 280</td>
<td>Outdoor Adventure</td>
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<td>PEPC 179</td>
<td>Physical Education Activities for Children</td>
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<td>PEPC 255</td>
<td>Soccer</td>
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<td>PEPC 256</td>
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<tr>
<td>PEPC 204</td>
<td>Swimming</td>
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<tr>
<td>PEPC 281</td>
<td>Tennis</td>
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<tr>
<td>PEPC 263</td>
<td>Track and Field I</td>
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<tr>
<td>PEPC 264</td>
<td>Track and Field II</td>
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<tr>
<td>PEPC 258</td>
<td>Volleyball</td>
</tr>
<tr>
<td>PEPC 279</td>
<td>Wrestling</td>
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</tbody>
</table>

**PEAI: Intercollegiate Sports and Skills Courses .5 S.H. unless noted**

Participation on a varsity or subvarsity team is required. These can be taken once per sport (two maximum) by non-PETP students towards satisfaction of the four semester-hour All-College Requirement in physical education, or to satisfy a skills elective requirement. Physical Education Teacher Preparation students may use PEAI skills credit for only one sport, one time as elective credit. This credit does not count toward meeting the academic requirements of full-time status or satisfactory academic progress. Graded on a Pass/Fail basis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PEAI 141</td>
<td>Baseball</td>
</tr>
<tr>
<td>PEAI 144</td>
<td>Basketball M and W</td>
</tr>
<tr>
<td>PEAI 116</td>
<td>Cross Country M and W</td>
</tr>
<tr>
<td>PEAI 150</td>
<td>Field Hockey</td>
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<tr>
<td>PEAI 157</td>
<td>Football</td>
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<tr>
<td>PEAI 170</td>
<td>Golf</td>
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<tr>
<td>PEAI 171</td>
<td>Gymnastics M and W</td>
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<td>PEAI 153</td>
<td>Lacrosse M and W</td>
</tr>
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<td>PEAI 155</td>
<td>Soccer M and W</td>
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<td>Softball</td>
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<td>PEAI 104</td>
<td>Swimming M and W</td>
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<tr>
<td>PEAI 182</td>
<td>Tennis M</td>
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<tr>
<td>PEAI 172</td>
<td>Tennis W</td>
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<tr>
<td>PEAI 159</td>
<td>Track M and W</td>
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<tr>
<td>PEAI 158</td>
<td>Volleyball M and W</td>
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<tr>
<td>PEAI 174</td>
<td>Wrestling</td>
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</tbody>
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**PHYSICAL SCIENCE**

**PHSC 105: Physical Science and the Environment 4 S.H.**

This course studies the key concepts and theories of physical science for students with little or no prior experience. Physical science is approached both as a body of knowledge and as an on-going process of investigation in order to develop in the student an awareness of the scientist’s point of view and approach to nature. Can fulfill WAC. Fulfills ACR natural science.

(formerly PHSC 1)

**PHYSICAL THERAPY**

**PHTH 203: Physical Therapy in the Healthcare System 1 S.H.**

This course focuses on the roles and responsibilities of a physical therapist within the health care system. Methods of health care delivery and issues of access, availability, and financial coverage are examined. Prerequisite: Physical therapy major or permission of instructor. Can fulfill WAC.

(formerly PTMS 110)

**PHTH 302: Clinical Concepts in Physical Therapy I 3 S.H.**

This course provides an introduction to physical therapy practice skills. Theories and application of clinical concepts prepare the student for professional practice. Students are expected to attain a minimum level of competency in selected fundamental clinical skills. Prerequisite: Physical therapy major.

(formerly PTMS 200)

**PHTH 303: Education in Physical Therapy Practice 3 S.H.**

Education in physical therapy occurs with patients, families, colleagues, and the public through individual, group, collaborative, and consultative presentations. The focus of this course is on the development of objectives, learning experiences, and evaluation of teaching in physical therapy practice. Students have an opportunity to develop, present, and evaluate instructional materials for use across settings in physical therapy practice. Prerequisites: PHTH 203 and 315 and final year physical therapy major or permission of instructor.

**PHTH 304: 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 305: Clinical Science and Practice V 4 S.H.
This course provides the knowledge, skills, and abilities to apply neurophysiological principles and techniques to therapeutic exercise. Included are motor and reflex development, evaluation procedures, various treatment approaches, and selected physical disabilities. Prerequisites: PHTH 420-425.

PHTH 307: Clinical Concepts in Physical Therapy II 2 S.H.
This is the final introductory course in physical therapy prior to the clinical science and practice sequence and a continuation of the first clinical concepts course. Topics addressed prepare the student for professional practice by covering specific diagnostic conditions and engaging the student in writing activities. In addition, students are expected to attain a minimal level of competency in the area of normal gait evaluation and goniometric measurement of joints. Prerequisite: PHTH 302. Can fulfill WAC.
(formerly PTMS 201)

PHTH 308-309: Human Anatomy I & II 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 sections of human cadavers. Prerequisite: Physical therapy or occupational therapy major or permission of instructor.
(formerly PTMS 210-211)

PHTH 311-312: Clinical Education II-III 6-6 S.H.
This course provides a full-time clinical practicum experience of eight weeks in an approved health facility located away from the College. This is a supervised, direct-patient care experience that allows students to put problem-solving theories into practical application and to develop effective and efficient approaches to total patient care. Prerequisites: All PHTH courses through PHTH 305.

PHTH 315: Clinical Education Seminar 1 S.H.
This course provides physical therapy students with required information for the clinical education portion of the curriculum. Communication, ethical and moral decision-making, confidentiality, and professionalism issues are covered.
(formerly PTMS 215)

PHTH 316: 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 are 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 308, and PHYS 210 & 211 (or equivalent); corequisite is PHTH 309.
(formerly PTMS 284)

PHTH 320: Administration and Management in Physical Therapy 3 S.H.
This course introduces students to basic concepts and principles of management as they apply to the administration and direction of physical therapy services. Included are development planning and design, fiscal management, principles of supervision, legal issues, and quality assurance. Prerequisites: Successful completion of PHTH 311 and 312, or permission of instructor.

PHTH 323: Clinical Science and Practice VI 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 290.

PHTH 331: Niche Practices in Physical Therapy 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. Prerequisite: PHTH 430, 290.

PHTH 340: Advanced Orthopedics 3 S.H.
This course examines the theoretical basis for treatment of the patient with orthopedic problems. Students design treatment strategies for orthopedic problems that are based on an understanding of advances in research in the areas of anatomy and biomechanics, tissue healing, diagnostics, and rehabilitation. Prerequisite: Physical therapy major or permission of instructor.

PHTH 341: Clinical Ergonomics 3 S.H.
The contrast between human physical capacities and human performance requirements in the work setting are addressed. Content includes strategies to enhance interaction of workers and their environment/tools and efforts to minimize the risk of musculoskeletal disorders. Additional topics include an approach to pre-employment screening and returning injured workers to employment. Prerequisite: Physical therapy major or permission of instructor.

PHTH 342: Pediatric Neurology 3 S.H.
This course addresses physical therapy evaluation, treatment, and management for children with neurological dysfunction. The course follows a continuum from the newborn through adolescence and young adulthood, with modification of the evaluation, analysis, and program development at the various ages based on changing developmental needs. Prerequisite: Physical therapy major or permission of instructor.
PHTH 343: Sports Physical Therapy 3 S.H.  
This course is designed for the physical therapy student interested in developing advanced skills and competence in prevention and management of sport-related injuries. Prerequisite: Physical therapy major or permission of instructor.

PHTH 344: Adult Neurology 3 S.H.  
This course explores the theoretical basis for the evaluation and treatment of patients with neurological impairments. Current theories of motor learning, motor control, and motor development are used as the framework for this process. Evaluation procedures, findings, and their implications for therapeutic intervention are discussed. Prerequisite: Physical therapy major or permission of instructor.

PHTH 350: Clinical Education Experience IV 2 S.H.  
This course provides an opportunity for the student to gain essential knowledge, specialized application, and evaluation, in the following special topic areas: cardiopulmonary physical therapy, occupational biomechanics, administration, education, orthopedics, neurology, sports physical therapy, research, clinical electrophysiology, community health, geriatrics, obstetrics/gynecology, oncology, and pediatrics. Prerequisites: PHTH 311 and 312.

PHTH 420: 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 421 and 422. (formerly PTMS 220)

PHTH 421: Clinical Science and Practice I 4 S.H.  
Manual muscle testing, thermal agents, and clinical electrophysiology are the evaluation and treatment strategies presented in this course. The selection, application, and theories supporting these strategies are presented. Students must demonstrate competence in applying these techniques. Prerequisites: PHTH 302 and 307. (formerly PTMS 221)

PHTH 422: Clinical Science and Practice II 4 S.H.  
This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. Prerequisites: PTMS 302 and 307. (formerly PTMS 222)

PHTH 423: Physical Therapy Management for Patients with Acute Medical Conditions 3 S.H.  
This course prepares students to evaluate and treat patients with acute medical conditions relating to the pulmonary, circulatory, and integumentary systems. Assessment and analysis of patient problems are used to provide a foundation for making clinical decisions. Prerequisites: PHTH 302, 420, 421, 422 and 290. (formerly PTMS 223)

PHTH 424: 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 420, 421, and 422. (formerly PTMS 224)

PHTH 425: Clinical Case Competency Laboratory II 1 S.H.  
This course utilizes case studies and group discussion to maximize integration and progression of physical therapy clinical theory and professional practice material, enhance comprehensive problem-solving, and promote evaluation skills. Prerequisites: PHTH 420, 421, and 422. (formerly PTMS 225)

PHTH 430: 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. (formerly PTMS 250)

PHTH 431: Physical Therapy Management for Patients with Neuromuscular Conditions I 3 S.H.  
This course develops an integrated model for examination, evaluation, and determination of physical therapy diagnosis, intervention, and outcomes of care in neuroscience. Emphasis is placed on physical therapy management of patients with selected diagnosis involving motor control, balance, and abnormal muscle tone. Prerequisite: PHTH 430 and 290. (formerly PTMS 251)
PHYSICIAN ASSISTANT

PAST 101: PA Seminar I 1 S.H.
This is the first in a series of ten physician assistant seminar courses. This course examines the issues of provider-patient confidentiality, blood-borne pathogens, and concepts of illness and health as defined by the health-care provider and the patient. The relationships between health and culture, religion, ethnicity, and socio-economic status are discussed. The relationships between the above items and the Latino community are examined in detail. Prerequisite: Physician assistant major. (formerly PAST 11)

PAST 102: PA Seminar II 1 S.H.
This seminar course examines health promotion and disease prevention issues in the general and minority populations of America. The Greater Springfield area maternal-infant mortality rate, disease prevention, and childhood health concerns are addressed. Prerequisite: PAST 101. (formerly PAST 12)

PAST 221: PA Seminar III 1 S.H.
This course examines the “sick role” concept and the “medicalization” of society. The principles of health education—including the issues dealing with sexuality, patient motivation, and patient compliance—are presented. Each student designs and implements a community health project and formally reports his/her findings. Prerequisite: PAST 102. (formerly PAST 21)

PAST 222: PA Seminar IV 1 S.H.
This course examines the cultural aspects involved in several health care problem areas. Health care for the homeless, Puerto Rican, Vietnamese, and Russian immigrants, substance abuse, and HIV infection/testing are presented in detail. During the last third of the semester, each student reports on his/her community project, which began in the fall semester. Prerequisite: PAST 221. (formerly PAST 22)

PAST 310: PA Seminar V 1 S.H.
The major economic, political, technological, and legal issues facing the physician assistant and the health care system today are examined. Actual case studies are analyzed and critiqued. Prerequisite: Successful completion of all previous PAST courses. Co-requisites: PAST 313, 314, 331-333, and 344. (formerly PAST 110)

PAST 312: History Taking and Physical Assessment I 3 S.H.
Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 324 and 330. (formerly PAST 112)

PAST 313: Mental Health Issues in Primary Care 3 S.H.
This course examines common mental health conditions seen by physician assistants in the primary care setting. The epidemiology, presenting symptoms, diagnostic criteria, differential diagnosis, and treatment modalities are presented. Prerequisite: Successful completion of all previous PAST courses. Co-requisites: PAST 310, 314, 331-333, and 344. (formerly PAST 113)

PAST 314: Principles of Clinical Decision Making 1 S.H.
This course defines and analyzes the application of biostatics to current epidemiological studies in medicine. Students examine clinical decision-making models and analyze selected published medical study reports for the appropriateness of their conclusions. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 310, 314, 331-333, and 344. (formerly PAST 114)

PAST 320: PA Seminar VI 1 S.H.
This course examines the relationships among health care and religious beliefs, spirituality, faith healing, death and dying, living will, and the end-of-life decision-making process. Prerequisites: PAST 321, 322, and 330. Co-requisites: PAST 321, 322, and 323. (formerly PAST 120)

PAST 321: Applied Clinical Skills I 2 S.H.
This course is designed to teach students how to perform skills most commonly used in clinical practice. These include interpretation of EKGs, nasogastric intubation, and male and female catherization. Prerequisites: Successful completion of PAST 312, 324, and 330. Co-requisites: PAST 321, 322, and 323. (formerly PAST 121)

PAST 322: History Taking and Physical Assessment II 3 S.H.
Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Prerequisite: Successful completion of PAST 312, 324, and 330. Co-requisites: PAST 320, 321, 323, and 334. (formerly PAST 122)
PAST 323: Pharmacology I 2 S.H.
This course examines the integration of the theoretical and practical application of pharmacological principles into the organ-system approach to learning clinical medicine. Treatment modalities for the cardiovascular, respiratory, gastrointestinal, genitourinary/renal, and endocrine systems are examined in detail. Prerequisites: PAST 320, 322, and 330. Co-requisites: PAST 320, 321, 322, and 334.
(formerly PAST 123)

PAST 324: Clinical Medicine I 5 S.H.
This course presents wellness and disease processes from an integrated organ-system approach. Specialized topics in radiology, and normal and abnormal findings in organ systems involving the eyes, ears, nose, throat, skin, lungs, and thorax are covered in this course. Prerequisite: Matriculation into the professional phase of the program. Co-requisites: PAST 312 and 330.
(formerly PAST 124)

PAST 330: PA Seminar VII 1 S.H.
This seminar course is designed to discuss select health care topics relevant to the 1990s. Personal stress management, the impaired provider, women's and men's health issues, and patient rehabilitation are discussed. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 312 and 324.
(formerly PAST 130)

PAST 331: Applied Clinical Skills II 2 S.H.
This course is designed to teach students how to perform skills most commonly used in clinical practice. OSHA guidelines, phlebotomy, injection, ABG and IV techniques are covered, as well as catheterization, casting and splinting, OR protocol, knot tying and suturing, and tonometry. Prerequisites: Successful completion of PAST 321, 322, 323, and 334. Co-requisites: PAST 310, 313, 314, 332, 333, and 344.
(formerly PAST 131)

PAST 332: History Taking and Physical Assessment III 3 S.H.
Building rapport with patients and learning and performing medical skills under direct faculty supervision are the focus of the history taking and physical assessment courses. Students learn how to elicit patient histories under a number of conditions, perform and document directed and complete physical examinations, and write notes using the SOAP and complete H and P formats. Off-campus clinical learning experiences are an integral part of this course. Prerequisite: Successful completion of PAST 321, 322, 323, and 334. Co-requisites: PAST 313, 314, 330, 331, 333, and 344. Can fulfill WAC.
(formerly PAST 132)

PAST 333: Pharmacology II 2 S.H.
This course examines the integration of the theoretical and practical application of pharmacological principles into the organ-system approach to learning clinical medicine. Treatment modalities for the nervous, skin, musculoskeletal, and blood-forming systems, as well as pregnancy, childbirth, pediatrics, and medical emergencies, are examined in detail. Prerequisites: PAST 320, 321, 322, 323, and 324. Co-requisites: PAST 310, 331, 332, and 334.
(formerly PAST 133)

PAST 334: Clinical Medicine II 5 S.H.
This course is a continuation of PAST 324. Wellness and disease processes are presented using an integrated organ-system approach. Normal and abnormal findings in systems involving the heart and vessels, gastrointestinal tract, genitourinary tract, and endocrine organs are covered in this course. Prerequisites: Successful completion of PAST 312 and 324. Co-requisites: PAST 320, 321, 322, and 323.
(formerly PAST 134)

PAST 344: Clinical Medicine III 5 S.H.
This course is a continuation of PAST 334. Normal and abnormal findings in systems involving the nerves, muscles and bones, and blood, as well as pregnancy, pediatrics, and medical and surgical emergencies are covered in this course. Prerequisites: Successful completion of PAST 321, 322, 323, and 334. Co-requisites: PAST 310, 313, 314, 331, 332, and 333.
(formerly PAST 144)

PAST 440: PA Seminar VIII 1 S.H.
This seminar course examines the biopsychosocial model of health and illness, approaches to the challenging patient, and concepts in risk management and quality assurance. Students begin formal Grand Rounds presentations. Prerequisites: PAST 330-334. Can fulfill WAC.
(formerly PAST 240)

PAST 450: PA Seminar IX 1 S.H.
This seminar course examines the impact of national and state health care policies on the delivery of health care and the health issues associated with violent crimes. Students continue Grand Rounds presentations. Can fulfill WAC.
(formerly PAST 250)

PAST 460: PA Seminar X 1 S.H.
This final seminar course presents the current state and federal policies affecting the physician assistant graduate, and reviews medical ethics through selected case studies. Students continue Grand Rounds presentations. Can fulfill WAC.
(formerly PAST 260)
PAST 471: Inpatient Medicine  4 S.H.
The inpatient medicine clerkship is a four week clinical experience that provides the foundation for clinical evaluation and treatment of general medical patients. Training includes assessment of inpatient populations and their medical problems. Students learn clinical presentation of general medical problems, evaluation, therapeutic intervention, and methods of documentation. Responsibilities include, but are not limited to, daily morning work rounds and in-hospital overnight call. Prerequisites: Successful completion of all ACRs and all third year PAST courses.
(formerly PAST 271)

PAST 472: Ambulatory Medicine  4 S.H.
The ambulatory medicine clerkship is a four week clinical experience that provides the principles of clinical diagnosis and management of general medical problems in the adult patient ambulatory setting. Training includes assessment of outpatient populations and their medical problems. Students learn clinical presentation of general medical problems, evaluation, therapeutic intervention, and methods of documentation. Responsibilities include, but are not limited to, daily office or clinical hours (including weekends), medical coverage of hospitalized patients, and evening and weekend on-call hours. Prerequisites: Successful completion of all ACRs and all third year PAST course.
(formerly PAST 272)

PAST 473: General Surgery  8 S.H.
During the general surgery clerkship, students learn management of surgical patients in hospital and ambulatory settings. These experiences include presentation and work-up of common surgical problems, surgical interventions, and the care of preoperative, operative, and postoperative patients. Prerequisites: Successful completion of all ACRs and all third year PAST courses.
(formerly PAST 273)

PAST 474: Emergency Medicine  4 S.H.
This course is a four week clerkship with the purpose of providing practical clinical experience in the care of acute medical and surgical emergencies. Students develop an understanding of the concept of triage in an emergency situation. Additionally, students have the opportunity to assess patients of all ages with a variety of problems. Attention is given to the psychosocial and economic factors influencing each patient's current and future care. Prerequisites: Successful completion of all ACRs and all third year PAST courses.
(formerly PAST 274)

PAST 475: Obstetrics and Gynecology  8 S.H.
This is a four week clerkship with the purpose of providing practical clinical experience in the evaluation and treatment of women. Experience is gained in the areas of family planning, pre, intra, and postpartum care, as well as routine gynecological care for sexually transmitted diseases, dysmenorrhea, and menopausal health. Students come to understand the effects that sexual activity, childbearing, and menopause have on a woman's medical, emotional, and social well-being. Prerequisites: Successful completion of all ACRs and all third year PAST courses.
(formerly PAST 275)

PAST 476: General Pediatrics  4 S.H.
Pediatrics is a four week clerkship which provides the opportunity to assess medical and surgical problems that require both inpatient and ambulatory management of children. Students spend approximately fifty to sixty hours per week in the clinical setting. Time is spent giving students practical clinical experience in the ambulatory setting managing routine childhood illness and health maintenance, and with the medical team in the hospital at the time of delivery assessing the newborn and caring for children with more severe medical problems. Students learn to recognize the influences that family interactions can have on the course of the patient's development, well-being, and illness. Prerequisites: Successful completion of all ACRs and all third year PAST courses.
(formerly PAST 276)

PAST 477: Psychiatry  4 S.H.
The purpose of the psychiatry clerkship is to provide the student with clinical experience in the varied presentations of mental illness in inpatient and ambulatory settings. Students have an opportunity to evaluate, identify, and learn management of both acute and non-acute psychiatric patients. Prerequisites: Successful completion of all ACRs and all third year PAST courses.
(formerly PAST 277)

PAST 480: Preceptorship  8 S.H.
The preceptorship is an eight week clinical and non-clinical experience that provides opportunities in clinical evaluation and treatment of patients, and a more in-depth understanding of the daily administrative aspect of health care practices. Training includes assessment of a variety of patient populations and their health problems. Students strengthen previously developed skills of data gathering from historic information, physical assessment, and therapeutic treatment planning. A broad exposure to the administrative aspects of the practice of medicine is emphasized. Prerequisites: Successful completion of all ACRs and all third year PAST courses.
(formerly PAST 280)
PHYSICS

PHYS 205: Physics for Movement Science 4 S.H.
This course is an introductory physics course that emphasizes those applications that are of importance to students aspiring toward a career in one of the areas of movement science. Special emphasis is placed on principles of body mechanics, stress and strain of biomaterials, work, energy, machines, fluid mechanics of the human system, mechanics of breathing, heat and heat flow in the human system, practical electricity, electrical safety, basic electrical and electronic instrumentation, waves, hearing and sound, light and vision, x-rays, and radiation. Prerequisite: MATH 115 or permission of instructor. ACR natural science.
(formerly PHYS 15)

PHYS 210-211: General Physics 4-4 S.H.
This course gives students an understanding of the subject matter, method, purposes, and philosophy of classical physics as an example of a physical science. The complementary nature of experiment and theory in the building of a science is emphasized. Prerequisite: MATH 125 or permission of instructor. ACR natural science.
(formerly PHYS 21-22)

POLITICAL SCIENCE

POSC 110: Introduction to American Government 3 S.H.
This course is an overview of the major topics in the American governing systems. It examines the Constitution, the participants in American politics (voters, political parties, media, interest groups), the major institutions (Congress, Presidency, Supreme Courts), and the policy-making process. Fulfills social science ACR.
(formerly POSC 10)

POSC 130: Introduction into International Relations 3 S.H.
This course is a broad overview of the international system, including theory, the nation-state (1648-present), North and South relations, international law and organizations, and economics.
(formerly POSC 70)

POSC 210: Public Administration 3 S.H.
This course studies the executive branch of modern government as well as the general nature of bureaucracy in public and private organizations and in various cultural contexts. Its characteristics as a mechanism for decision making, with emphasis on the American experience, are stressed, with particular attention to problems of goal setting, innovation, and accountability.
(formerly POSC 30)

POSC 310: Party Politics in the United States 3 S.H.
This course is an analysis of the roles of political parties and the party system in American government, including the study of party organization, campaigns and elections, voting behavior of the electorate, the influence of pressure groups, and the strengths and weaknesses of the two-party system. Can fulfill WAC.
(formerly POSC 135)

POSC 320: Civil Liberties 3 S.H.
This is a study of the development of the concept and law of civil liberties in American society and of the problems involved in preserving and broadening these freedoms and maintaining security. Emphasis is on such topics as racial discrimination, freedom of speech and assembly, freedom of belief, the right of association, and equal protection of the laws.
(formerly POSC 138)

POSC 332: International Interdependence 3 S.H.
This is an analysis of international problems emanating from the increasingly global pattern of governmental and human interdependence. Selected issues such as energy, environment, ocean resources, international trade, and the multinational corporation are considered. Prerequisite: POSC 130 or permission of instructor.
(formerly POSC 177)

POSC 350: Politics of Development 3 S.H.
This is an interdisciplinary analysis of the political character and problems of the underdeveloped world. Special emphasis is given to the clash of the traditional social order with the forces of modernization and the resultant impact on national politics. Fulfills social justice ACR.
(formerly POSC 150)

POSC 352: Modernized Political Systems 3 S.H.
This is an analysis of the nature and development of modern political systems in Britain, France, the former Soviet Union/CIS, and Germany. Emphasis is placed on the common characteristics, as well as the unique cultural and political influences. Selected developmental theories are applied.
(formerly POSC 155)

POSC 370: Classical Political Thought from Plato to Machiavelli 3 S.H.
This is a survey of political thinkers and their major works from the Greeks to the Renaissance. Fulfills ACR for philosophy. Can fulfill WAC.
(formerly POSC 126)

POSC 372: Modern Political Thought from Machiavelli to the Present 3 S.H.
This is a survey of political thinkers and their major works from the Renaissance to the present day. Special emphasis is given to those whose works have contributed to contemporary ideologies. Fulfills ACR for philosophy. Can fulfill WAC.
(formerly POSC 127)
POSC 386: Supervised Experience in Political Science  3-10 S.H.
This course gives students a fieldwork opportunity under the supervision of a faculty member in the department. Students do extensive research off-campus and participate in learning experiences in local, state, or national settings.
(formerly POSC 141)

POSC 430: United States Foreign Policy  3 S.H.
This course is an overview of the forces that helped to shape America’s foreign policy in the post-World War II era. It examines the institutions involved in making foreign policy (President, Congress, interest groups), the relationship the U.S. has had with the rest of the world, and present models for understanding and analyzing the policy-making process.
(formerly POSC 270)

POSC 432: United States and Contemporary World Affairs  3 S.H.
This course studies the contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade are considered. Prerequisite: POSC 430 or permission of instructor.
(formerly POSC 271)

POSC 482: Political Science Seminar  4 S.H.
This is a seminar for the political science major. Studies of methodology, influential professional writers and trends, and the analysis of a contemporary political-economic problem are included. Can fulfill WAC.
(formerly POSC 190)

POSC 488: Special Topics  3-4 S.H.
This course is a comprehensive examination of a contemporary political problem or critical concern to society. The course dwells on the developmental roots and the contemporary controversy as well as the implications for the future.
(formerly POSC 280)

PSYCHOLOGY

PSYC 101: Introduction to Psychology  3 S.H.
The fundamentals of the scientific method used to study human behavior, such as maturation and development, perception, learning, and motivation, are explored and applied to such problems as failures in adjustment and conflict resolution. This course is a prerequisite for many other psychology courses.
(formerly PSYC 1)

PSYC 104: Educational Psychology  3 S.H.
Students study the psychological foundations that relate to teaching and learning. Some of the topics dealt with include: cognitive development, motivation, reinforcement theory, evaluation and measurement, social and intellectual development, and current theories of learning in the classroom setting.
(formerly PSYC 4)

PSYC 107: Career Planning for Life  1 S.H.
This course provides a comprehensive overview of the developmental career planning process. Interactive exercises and presentations challenge students to clarify their values, discover their skills, and identify academic programs and occupations that are compatible with their interests and abilities. Career exploration instruments are used.
(formerly PSYC 6)

PSYC 109: Human Development  3 S.H.
This course provides students with an overview of the human life-cycle from birth through old age, showing the interplay of forces—organic, environmental, and self-directive—from stage to stage of development. Students examine concepts and criteria for developmental tasks, maturity, and self-actualization. Prerequisite: PSYC 101.
(formerly PSYC 9)

PSYC 135: Personality and Personal Adjustment  3 S.H.
This course compares and contrasts the psychoanalytic, neopsychoanalytic, life span, humanistic, and behavioral approaches to personality adjustment and development.
(formerly PSYC 30)

PSYC 209: Social Psychology  3 S.H.
This course acquaints students with the principles and processes of social psychology. Topics to be covered include, but will not be limited to, attraction, aggression, prejudice, conformity, persuasion, and so forth. Upon completion of this course, students should have a basic understanding of how individuals think about, are influenced by and relate to one another. Prerequisite: PSYC 101.
(formerly PSYC 106)

PSYC 211: Introduction to Statistics  3 S.H.
This course examines elementary statistics in behavioral research. Specific topics addressed are describing and comparing raw data, the concept of the curve as a basis for generalizing from samples to populations and tests of significance, procedures for obtaining correlation coefficients, and an introduction to regression analysis. Special attention is given to interpreting psychological research. Prerequisites: PSYC 101 and a college-level course in mathematics. Can fulfill WAC.
(formerly PSYC 111)

PSYC 221: Abnormal Psychology  3 S.H.
This is a systematic study of various patterns of abnormal behavior. Special emphasis is placed upon the investigation of the interplay of biological, psychological, and social forces that shape the abnormal personality and current methods of treatment.
(formerly PSYC 121)
PSYC 301: Experimental Design 3 S.H.
This course focuses on the discussion of methods for conducting experiments in the social sciences such as one-group and two-group designs, quasi-experimental designs, etc. The use of various statistical procedures is integrated into the discussion. Critiques of past experiments are called for, as is the designing of personal experiments. Prerequisites: PSYC 101 and 211. Can fulfill WAC.
(formerly PSYC 112)

PSYC 305: Sensation and Perception 3 S.H.
The five senses are scientifically and experimentally analyzed, with emphasis given to visual perception. A study of how information is gathered, coded, transmitted, and interpreted is conducted. The physiology, development, and functions of each sense are covered.
(formerly PSYC 105)

PSYC 330: Applied Psychology 3 S.H.
This course provides students with a foundation for understanding the many areas of Human Relations in Business. The focus of the course is divided into three sections. 1) Keys to managing yourself, 2) Keys to working with others, and 3) Keys to leading and managing others. The course is anchored by a series of assessments to provide students with a greater understanding of their skill set(s) within these three areas. Prerequisite: PSYC 101.
(formerly PSYC 130)

PSYC 370: Introduction to Athletic Counseling 3 S.H.
This course introduces students to the field of athletic counseling. Students gain an understanding of several crucial issues involved in working with exercisers and athletes such as life skills programming, counseling diverse populations, ethics, and professional issues.
(formerly PSYC 170)

PSYC 386: Supervised Experience in Psychology 2-10 S.H.
This is an opportunity for students to work, on an individual basis, with a faculty member in the psychology department. This contact can involve doing an extensive research project either on or off campus and/or actually working in a psychological setting applying the principles learned in the classroom. No more than 6 S.H. of PSYC 141 count toward the basic 30 S.H. of psychology required for the major. Prerequisite: junior-senior standing.
(formerly PSYC 141)

PSYC 401: Motivation and Learning 3 S.H.
This course examines the major theories and issues from both a historical and contemporary perspective. Emphasis is placed on the scientific experimental approach to understanding the nature of learning and motivation. Detailed analysis of classical and instrumental conditioning, reinforcement theory, and punishment, along with the contributions of Skinner, Hull, and Tolman, are a few of the areas investigated. Prerequisite: PSYC 101.
(formerly PSYC 201)

PSYC 405: Physiological Psychology 3 S.H.
This course studies the physiological bases of a variety of behaviors. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. Prerequisite: PSYC 101. Can fulfill WAC.
(formerly PSYC 205)

PSYC 406: Psychology of Cultural Diversity 3 S.H.
This course examines the ways in which culture influences behavior and perception and is concerned with understanding psychological principals as either universal or culture specific. Standard areas of psychology including cognition, development, language acquisition, emotion, abnormal behavior, and social psychology, are explored from a cross-cultural perspective.
(formerly PSYC 206)

PSYC 407: History of Modern Psychology 3 S.H.
This course explores the growth and development of psychology and whether or not it is a science, a philosophy, or a loosely-connected field of study. The great thinkers and various schools of thought that make up psychology are examined, with special emphasis on the political, social, and cultural climate that allowed for their origin and inevitable decline. Additionally, the history of psychology at Springfield College is elaborated on to show the contributions that the College has made. Prerequisite: fifteen semester hours or permission of the instructor.
(formerly PSYC 207)

PSYC 408: 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.
(formerly PSYC 208)

PSYC 413: Psychological Testing 3 S.H.
This course aims to establish an understanding of the problems involved in the measurement of abilities, achievement, attitudes, interests, behavior, and personality. Methods of test construction and the concepts of reliability and validity are considered. Not to be taken by students in CPS. Can fulfill WAC.
(formerly PSYC 213)

PSYC 415: Child Development and Therapy 3 S.H.
This course examines the biological, psychological, and social development of children and adolescents. Child and adolescent disorders such as autism, psychosis, behavior disorders, and others are presented in terms of developmental functioning as well as developmental deviation.
(formerly PSYC 215)
PSYC 418: Behavior Modification 3 S.H.
This course is designed to help students in psychology and other fields develop skills in identifying, assessing, and treating behavioral problems. At the end of the course students should be able to do the following: define behavioral theory, identify fundamental behavioral models, recognize major contributors to behavior theory, apply the techniques of behavior therapy, assess different behavioral problems, and generate appropriate treatment strategies for behavioral problems.
(formerly PSYC 218)

PSYC 422: Interviewing and Counseling 3 S.H.
This course helps students in education, recreation, health, fitness, and psychology develop helping and listening skills. It combines lecture and practical experience in order for students to gain a conceptual framework for the use of treatment methods in counseling. Prerequisite: PSYC 101.
(formerly PSYC 222)

PSYC 440: Psychology of Sexual Behavior 3 S.H.
This course is designed to examine all forms of human sexual behavior, emphasizing attitudes and practical concerns such as interpersonal relationships, emotional involvements, and sexual difficulties, failures, and therapy.
(formerly PSYC 240)

PSYC 445: Imagery, Hypnosis, and Self-Hypnosis 3 S.H.
This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of the utilization of these techniques as a tool in the human-helping professions. Topics covered include the mind/body relationship, healing and pain management, neurolinguistic programming, criminal investigation, sports skill enhancement, and ethical and legal considerations.
(formerly PSYC 245)

PSYC 460: Rituals in Families 3 S.H.
This course provides an overview of the function of rituals as well as a model of assessment. Daily events such as tucking a toddler into bed, holiday celebrations, family traditions, and cultural/religious rites of passage are highlighted. The power of these rituals to create and shape reality, express values and emotions, facilitate transitions, and promote healing is demonstrated through lecture, the use of popular movies, and class participation.
(formerly PSYC 260)

PSYC 470: Psychology of the College-Age Adult 3 S.H.
Encompassing ages 17 through 25, this course deals with psychological and social development in this critical period. Principal dimensions of and conditions influencing development are examined. Relevant research findings are related to the student's current circumstances and stage of development.
(formerly PSYC 299)

PSYC 482: Coordinating Seminar 3 S.H.
In this course, students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisites: PSYC 101 and 24 semester hours of psychology.
(formerly PSYC 202)

RECREATION AND TOURISM

RCTR 103: Introduction to Recreation and Leisure Services 3 S.H.
This course introduces the student to the foundations of recreation and leisure services. Basic terminology, theories of play, a historical perspective of recreation and leisure, an examination of available leisure resources, and an overview of employment opportunities in the field are included.
(formerly RCTR 3)

RCTR 106: Dynamics of Leadership 3 S.H.
This course is designed to introduce the student to theories, approaches, and styles of leadership utilized in the recreation profession. Topics for study include decision-making strategies, motivation techniques, principle-centered leadership, values, and ethical considerations. Additional areas include examination of communication processes, vision, and group dynamics. Prerequisite: RCTR 103.
(formerly RCTR 6)

RCTR 115: Recreational Activities 3 S.H.
This course provides students with a wide range of social recreation activities. Various types of games, social recreation, music and drama activities, and special events are included. Committees are used to plan and lead special-event activities. Prerequisite: RCTR 103.
(formerly RCTR 15)

RCTR 116: Program Planning 3 S.H.
This course focuses on fundamentals of the program-planning process and on practice in implementing leisure services. Identification of recreation program needs, programming formats, scheduling, evaluation methods, and philosophical foundations are also addressed. Prerequisites: RCTR 103 and 115.
(formerly RCTR 16)

RCTR 153: Equestrian Art I—Massachusetts License Beginner Level 2 S.H.
This two-part course trains qualified individuals to teach equestrian skills at the beginner's level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equestrian teachers.
(formerly RCTR 55)
RCTR 154: Equestrian Art II—Massachusetts License Beginner Level 2 S.H.
Part II of RCTR 55. This two-part course trains qualified individuals to teach equestrian skills at the beginner’s level. This course may apply to those who wish to work in camp situations offering horseback riding as a leisure skill and to those who wish to become licensed equestrian teachers. (formerly RCTR 56)

RCTR 204: Outdoor Leadership 6 S.H.
This course is designed to augment a broad range of back-country, climbing and paddle sport skills essential to the outdoor professional. The course is a balance between theory, skill acquisition, and skill application. Course scheduling includes full day modules, weekends, and two extended outdoor adventure expeditions. Prerequisites include: PEAC 101, 118, 195, and RCTR 106, 115, and 275. Instructor permission is required prior to registration. (formerly RCTR 189)

RCTR 253: Processes and Techniques in Therapeutic Recreation 3 S.H.
This course is designed to provide an overview of processes and techniques used in treatment-oriented programs. Processes include assessing, establishing behavioral objectives, activity analysis and selection, documentation, charting terms, and evaluation. Techniques covered include, but are not limited to, behavior modification, recreation counseling, and group methodology. Prerequisite: RCTR 272. (formerly RCTR 172)

RCTR 254: Tourism 3 S.H.
This course explores the economic, social, and environmental impact of the domestic and international travel and tourism industry. The principal components of tourism, such as attractions, transportation, accommodations, and geography, are included. Major emphasis focuses on the motivation for travel, marketing techniques, principles, procedures of tour, convention management, services for the disabled traveler, and planning as a means of establishing quality services. Prerequisite: RCTR 116 or permission of instructor. (formerly RCTR 185)

RCTR 255: Introduction to Outdoor Recreation 3 S.H.
This course includes a detailed examination of the meaning, scope, and value of outdoor education/recreation. Emphasis is given to the historical and philosophical foundations of outdoor education/recreation, the direct application to instructional procedures for providing outdoor education/recreation, and the planning and administration of such programs. Significant trends and existing outdoor education programs are also examined. This course utilizes practical experiences. (formerly RCTR 155)

RCTR 272: Introduction to Therapeutic Recreation 3 S.H.
This introductory survey course is offered as a means to realize and understand the history, potential, opportunities, nature, and problems of therapeutic recreation. The course addresses the concept of therapeutic recreation; persons with disabling conditions; and where, how, and why therapeutic recreation services are provided. Fulfills ACR for social justice. (formerly RCTR 72)

RCTR 275: Adventure Education Theory and Practice 3 S.H.
This course is a practicum that teaches how to plan, implement, and evaluate adventure education experience groups in outdoor settings. Students have the opportunity for supervised practical experience in group leadership. Instruction utilizes the ropes course as a tool for working with groups. Topics such as experimental education, adventure education, group dynamics, leadership styles, equipment, and safety are also stressed. Prerequisite: PEAC 193 and PEPC 293. (formerly RCTR 175)

RCTR 281: Leisure Services for Persons with Disabilities 3 S.H.
This course emphasizes the importance, value, and significance of recreation services for/with people with disabilities. Issues of social justice, including ableism, identification of barriers and strategies for breaking barriers, program planning with “special needs” populations, sensitivity awareness, and identification of disabling conditions and diseases are included. This course is designed for the non-therapeutic recreation major. Fulfills ACR for social justice. (formerly RCTR 82)

RCTR 284: Clinical Practicum In Therapeutic Recreation 3 S.H.
This practicum will be primarily directed at the student gaining practical experiences. Emphasis will be on students gaining familiarity with the client population. The agency/institution philosophy, treatment approaches and general procedures. Student learning will focus on the development of observational skills, client characteristics and initial leadership experience. (formerly RCTR 176)

RCTR 348: Management of Leisure Services 3 S.H.
This course examines the basic principles, theories, and applications of management and administration of the leisure delivery system. Emphasis is placed on systems development, human resources, quality control, marketing strategies, and customer service techniques. Additional areas include purpose of mission statements, TQM, project teams, organizational behaviors, and ethical considerations. (formerly RCTR 148)
RCTR 350: Public Relations 3 S.H.
This course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include public relations as a management function; the marketing, advertising, and research processes; media relations; communications; and evaluation. Emphasis is placed on case analysis, problem solving, development, presentation of student campaigns, and examination of public relations practices in modern society. Cross-listed as SMGT 350. Can fulfill WAC. (formerly RCTR 150)

RCTR 360: Facility Design and Planning 3 S.H.
This course acquaints the student with the process of planning and designing indoor and outdoor facilities. A study of the recreator’s role in this process is emphasized, as are design techniques, safety, and maintenance. Select facilities are studied, and regularly scheduled visits to facilities are an integral part of this course. (formerly RCTR 160)

RCTR 378: Customer Service 3 S.H.
This course is designed to prepare students to demonstrate comprehension and application of quality customer service strategies, theories and initiatives. Students identify and analyze contemporary issues, cycles of service, and service strategy models. The dynamics of effective communication techniques and design and implementation of service delivery systems are appraised and synthesized. Analysis of service delivery enterprises are utilized. (formerly RCTR 178)

RCTR 384: Practicum In Recreation/Outdoor Recreation Management 3 S.H.
This practicum is directed at students gaining practical experience in their chosen areas of emphasis. Students become familiar with the client population and the agency/institution philosophy, programming approaches and general procedures. Students develop observational skills, gain understanding of client characteristics and practice initial leadership skills. Prerequisites: RCTR 103, RCTR 106, RCTR 115. Prerequisite & Concurrent: RCTR 116. (formerly RCTR 177)

RCTR 386: Undergraduate Internship 10-15 S.H.
This internship provides practice, under professional supervision, in a variety of recreation and leisure service agencies. Assignment of internship is based upon the student’s choice of professional career. Students complete 450-600 hours of internship work and complete all the projects required in the internship handbook. Prerequisites: A minimum of 90 semester hours of course-work or permission of the internship supervisor and a minimum GPA of 2.25. (formerly RCTR 141)

RCTR 405: History and Philosophy of Leisure and Recreation 3 S.H.
In this course, students review and discuss the evolution of leisure beginning with the Greek philosophers and including the noted writings of selected leisure theorists. The works of Aristotle, DeGrazia, Huizinga, Kando, Kaplan, Kraus, Murphy, and others are explored. Students are required to conceptualize and present their own concise philosophy of leisure. (formerly RCTR 205)

RCTR 407: 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. (formerly RCTR 286)

RCTR 410: Sports and Recreation Facility Management 3 S.H.
The course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership—partnership, corporation, sales proprietorship, entrepreneurities, salaried employment, management process regarding facility design, personnel management, marketing, and feasibility—are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as SMGT 410. (formerly RCTR 200)

RCTR 411: Community Based Therapeutic Recreation Service 3 S.H.
This course is designed to provide an understanding of the management and development of community based therapeutic recreation service. Emphasis is placed on legislation, community based protocols, inclusion, rights, and needs of persons with disabilities for therapeutic recreation service. A practical professional field assignment/project is required. (formerly RCTR 287)

RCTR 419: 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. (formerly RCTR 219)

RCTR 420: Golf Course Management 3 S.H.
This course provides a detailed analysis of golf course operations and administration. Topics include staffing, equipment, pro shop operations, landscape operations, tee and greens construction, computerized irrigation and global positioning systems. Upon completion students should be able to understand the complicated roles and functions of golf course operations.
RCTR 426: Management of Natural Resources 3 S.H.
This course is designed to enable the student to develop an understanding of management concepts and practices and the interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principals, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.
(formerly RCTR 226)

RCTR 430: Leisure Counseling 3 S.H.
This course is designed to provide an examination of the historical, philosophical, and developmental aspects of leisure counseling and its relationship to leisure education. An analysis of personal attitudes, values, and self-concepts is combined with an overview of the functions of the counselor, models of techniques of leisure counseling, and guidelines for developing a leisure counseling program in a variety of settings.
(formerly RCTR 230)

RCTR 470: Therapeutic Recreation for the Older Adult and Persons with Chronic Illness 3 S.H.
This course provides an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to persons with chronic illness and older adults.
(formerly RCTR 270)

RCTR 473: Therapeutic Recreation Programming for Persons with Disabilities 3 S.H.
This course is designed to familiarize and prepare the student with the essential principles and elements involved in planning, organizing, conducting, supervising, and promoting therapeutic recreation programs. General modifications and adaptations necessary in facilities, equipment, and program design are examined for individuals with mental retardation; physical, social, or emotional disability; learning disability; mental illness; chronic illness; and the older adult. Emphasis is placed on practical application in a variety of settings to better meet the needs, interests, and potential of persons with disabilities.
(formerly RCTR 273)

RCTR 474: 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.
(formerly RCTR 274)

RCTR 475: 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.
(formerly RCTR 280)

RCTR 476: 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 474 or permission of instructor.
(formerly RCTR 276)

RCTR 478: 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.
(formerly RCTR 207)

RCTR 479: Personnel Management/Human Resources Management 3 S.H.
This course examines the responsibilities of personnel managers who perform personnel functions. Course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communication, motivation, and legislation. Contemporary topics covered include employee recognition, employee-assistance programs, burnout, and sexual harassment.
(formerly RCTR 245)

RCTR 480: Resort and Commercial Recreation 3 S.H.
This course is an overview of the unique and dynamic nature of the resort and commercial recreation industry. Historical development and planning, development, management, and marketing of the commercial recreation business will be the focus of the course. Technological changes, the diversity of lifestyles, and sociological needs are examined in relation to their impact on the industry.
(formerly RCTR 285)

RCTR 481: Problem Solving 3 S.H.
This course is designed to provide students with an understanding of higher order thinking processes associated with successful problem solving. Students visit major recreation enterprises and evaluate their operating systems. Emphasis is placed on the application of problem-solving methods in classroom and laboratory settings as they apply to these operating systems. Prerequisite: Undergraduates must receive permission from the instructor.
(formerly RCTR 306)
RCTR 486: Clinical Practicum in Child Life 3-9 S.H.
This course is designed to provide therapeutic recreation/child life students with opportunities for observing, assisting, and utilizing child life interventions in a clinical child life setting. This course is contracted under professional supervision and assists students in defining career options, as well as qualifying students for child life certification.
(formerly RCTR 198)

REHABILITATION AND DISABILITY STUDIES

RHDS 126: Principles of Rehabilitation 3 S.H.
This course is an introduction to the rehabilitation process of persons with disabilities, including history and background, related legislation, basic principles, and philosophy. Also considered are the steps in the rehabilitation process, historical attitudes toward persons with disabilities, the medical model, independent living programs, the nature of the helping process, and the range of professions in the field of rehabilitation.
(formerly RHDS 25)

RHDS 230: Psychology of Disability 3 S.H.
The purpose of this course is to increase students' knowledge of the psycho-social aspects of disability and to assist them in gaining an understanding of a wide variety of disabling conditions and individual adjustments in relation to disability.
Fulfills social justice ACR.
(formerly RHDS 31)

RHDS 240: Independent Living Rehabilitation 3 S.H.
This course stresses a task analysis approach to rehabilitation instruction of individuals with impairments and multiple handicaps. Students are exposed to designs which are used to motivate, facilitate, support, and monitor the growth of individuals with disabilities toward the ultimate criterion of independent living. Fulfills social justice ACR.
(formerly RHDS 40)

RHDS 290: Career Exploration and Disability 3 S.H.
In this course, students are provided an introduction to issues of personal and career development. Personal values and their relationship to career decision-making are considered. Also investigated is the range of job-seeking skills, career-readiness training, and career-development theories. This is essentially an experiential course and requires active participation by the students.
(formerly RHDS 90)

RHDS 320: Rehabilitation Assessment and Appraisal Techniques 3 S.H.
In this course, students familiarize themselves with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of consumers with disabilities. Various measurements of behavior, intelligence, aptitude, achievement, and personality are considered.
(formerly RHDS 125)

RHDS 360: Medical Information in Rehabilitation 3 S.H.
This course is a study of the more common and significant chronic diseases and disabling conditions. Emphasis is on the medical treatment component of rehabilitation. Attention is given to the basic terminology required to communicate effectively with medical personnel and to comprehend medical reports.
(formerly RHDS 160)

RHDS 370: Interviewing and Case Study Methods 3 S.H.
In this course, students are provided with both a familiarization and skill development of a variety of interviewing and case development techniques, the rationale behind them, and an evaluation of their applicability with respect to persons with different disabilities. This course is designed primarily as a prerequisite for rehabilitation fieldwork assignments with consumers who have handicaps and disabilities.
(formerly RHDS 190)

Designed as an introduction to sign language, fingerspelling, and deaf culture, this course presents a brief history of American sign language and related systems. Students learn etiologies of hearing loss and develop an appreciation for an alternative culture as they develop beginning sign language skills. Fulfills ACR second language/culture.
(formerly RHDS 278)

RHDS 379: Manual Communication and Culture 3 S.H.
This course promotes advanced skill development in the use of visual/gestural sign language for a clearer understanding of the rule structure of American sign language. The dynamics and cultural mores of deaf culture are further explored. Students attain mastery of syntax and pragmatics with manual/gestural language. Prerequisite: RHDS 378 or equivalent. Fulfills ACR second language/culture.
(formerly RHDS 279)

RHDS 384: Practicum in Rehabilitation Services 3-6 S.H.
This course is an individually contracted, practical experience under professional supervision in a rehabilitation setting. It is intended to assist the student in exploring and confirming career goals. Students engage in forty-five to fifty clock hours of supervised practicum per semester hour of credit. Prerequisites: Rehabilitation major and RHDS 290. Can fulfill WAC.
(formerly RHDS 146)
RHDS 386: Rehabilitation Internship 6-18 S.H.
This course is an individually contracted work experience as a member of a rehabilitation team. It is intended to provide students with an opportunity to apply theory in the design, provision, and administration of client services. Supervision is provided in conjunction with qualified rehabilitation agency personnel. Prerequisites: RHDS 384 and departmental chairperson approval. Can fulfill WAC.  
(formerly RHDS 195)

RHDS 402: Implication of Disability 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.  
(formerly RHDS 202)

RHDS 426: 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.  
(formerly RHDS 226)

RHDS 427: Vocational Evaluation: Report Development and Communication 3 S.H.
The focus of this class is primarily upon the acquisition or oral and written report skills necessary to develop and effectively communicate the results of vocational assessment activities. Emphasized is the full process of vocational assessment including marketing referral; initial intake/ screening; generating hypotheses, test selection; qualifying data; data interpretation; and how to develop the VE report in both oral and written formats. Prerequisites: a graduate level assessment class, or permission of instructor.  
(formerly RHDS 227)

RHDS 430: Pediatric Rehabilitation 3 S.H.
In this course, students are provided with an understanding of the interdisciplinary primary-care and community-based services required for the practical management of children with physical disabilities, multiple-handicaps, and chronic illnesses from birth through childhood. Attention is given to the screening, diagnosis, and evaluation of the high-risk infant; behavioral and emotional implications of terminal illness; development of comprehensive early intervention treatment and educational plans; and support mechanisms that are helpful to families. Prerequisites: Rehabilitation major and RHDS 290.  
(formerly RHDS 130)

RHDS 433: The Deaf Community and Culture 3 S.H.
This course is an examination of two major aspects of deafness including the history of deaf people and the community and culture of deaf people. The history is a survey of people and events that have influenced persons who are deaf from earliest recorded history to the present. The concepts of community and culture in general and as they relate to the deaf community and deaf culture are examined. Prerequisite: approval of instructor.  
(formerly RHDS 233)

RHDS 439: Understanding Deafness and Hearing Loss 3 S.H.
This course familiarizes the student with multiple aspects involved in the diagnosis, remediation, and acceptance of hearing loss. The course clearly differentiates the issues of hearing impaired from those of the deaf. Age of onset, familial history, enculturation, as well as specific scientific and academic issues are addressed in this course.  
(formerly RHDS 239)

RHDS 442: Behavioral Techniques for the Developmentally Disabled 3 S.H.
This course is an introduction to the principles of applied behavior analysis, with attention to effectiveness with developmentally disabled youths and adults. The case study approach provides guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.  
(formerly RHDS 242)

RHDS 450: Action-Oriented Therapies 3 S.H.
This course provides an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving physically disabled adults, exceptional children, and geriatric patients. Action-oriented therapies employ nonverbal modes of interacting including, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. Prerequisites: RHDS 126 and PSYC 101 or equivalent.  
(formerly RHDS 250)

RHDS 453: Anatomy and Physiology of Speech/Hearing Mechanisms 3 S.H.
This course is designed to study specific structures of the head and neck regions and their interrelation to respiration, phonation, articulation, and sound reception. The student examines the intricate processes involved in the physical aspects of the human communication process.  
(formerly RHDS 253)
RHDS 455: Introduction to Audiology 3 S.H.
This is an introduction to the profession of audiology. The education and training requirements to become an audiologist are presented. Theories of hearing, clinical testing instrumentation, and assistive devices are explored in detail. Students administer basic hearing tests and explore audiogram interpretation. Off-site observations are required.
(formerly RHDS 255)

RHDS 456: Language Acquisition Development 3 S.H.
This course provides an overview of the normal language acquisition and development process throughout the life span, with particular emphasis on birth through school age. The interrelationships among linguistic, neurophysical, cognitive, social, and cultural factors as they affect language acquisition are discussed. The student becomes familiar with various theories of language acquisition, the rule systems of the English language, stages of language development, and techniques for collecting and analyzing a language sample.
(formerly RHDS 256)

RHDS 457: Clinical Procedures for Communication Disorders 3 S.H.
This course is an introduction to the professions of speech/language pathology and audiology. Management issues related to the clinical process, as well as ethical practices, are introduced and developed. The course topics include: the referral process, the clinical interview, therapy procedures, counseling concurrent with clinical service, and report writing and formats.
(formerly RHDS 257)

RHDS 459: Phonetics for Communication Disorders 3 S.H.
This course is used to familiarize the student with the anatomy and physiology of vowels and consonants of the English language. Students learn broad transcription of spoken language and how to recognize dialectal variance as well as variance arising from a variety of medically disabling conditions. Students are introduced to manner and place theory of articulation and are presented with laboratory experiences in which they are given transcription tapes to analyze.
(formerly RHDS 259)

RHDS 461: 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 360 or equivalent.
(formerly RHDS 261)

RHDS 462: Rehabilitation of the Hearing Impaired 3 S.H.
This course provides a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content includes common diagnostic and rehabilitative techniques.
(formerly RHDS 262)

RHDS 464: Rehabilitation of the Developmentally Disabled 3 S.H.
This course is an overview of the nature, needs, and approaches that are used in rehabilitation programs that serve persons with mental retardation, autism, cerebral palsy, epilepsy, TBI, and other central nervous system disorders. The course explores techniques used in various life stages and reviews innovative ways to overcome apathy and discrimination in community settings.
(formerly RHDS 264)

RHDS 468: Articulation-Process, Disorder, and Treatment 3 S.H.
This course familiarizes students with the speech articulation process involved in the production of standard American English, the intricacies of connecting sounds to produce meaningful speech, as well as causes and outcomes of disorders of phonology. The student learns to evaluate phonologic disorders and plan the remediation thereof. Prerequisite: RHDS 461 or equivalent.
(formerly RHDS 268)

RHDS 470: Rehabilitation Needs of the Aging 3 S.H.
Aging is associated in our society with a variety of special medical, social, and psychological needs. Students explore these needs, as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community. There is a short field experience required for all students.
(formerly RHDS 270)

RHDS 471: Therapeutic Approaches with the Aging 3 S.H.
This course familiarizes students with the variety of rehabilitative techniques available to help reverse debilitation and disorientation often associated with aging and to help maintain maximal functioning in the late years. Prerequisite: RHDS 470 or permission of instructor
(formerly RHDS 271)

RHDS 475: Integrated Medicine 3 S.H.
This course surveys the major health care traditions and selected complementary therapies. Emphasis is placed on the responsible integration of practices including Ayurveda, chiropractic, herbalism, massage, mind-body medicine, music therapy, Reiki, and yoga with conventional Western biomedicine options in the prevention, diagnosis, and healing of chronic disabling conditions.
(formerly RHDS 275)
This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee-assistance programs. Approaches to dealing with various worker problems, emotional and mental health, marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational as well as therapeutic factors and their interrelationships are discussed. Prerequisites: RHDS 126 and PSYC 101 or permission of instructor.

formerly RHDS 276

RHDS 480: Special Topics: Workshop in Special Issues and Techniques in Rehabilitation 2-3 S.H.

This course provides an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. This course may be taken up to a maximum of 6 semester hours of credit. Prerequisites: RHDS 126 or equivalent.

formerly RHDS 280

RHDS 481: 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 495: Cognitive Rehabilitation 3 S.H.

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.

(formally RHDS 286)

RHDS 489: Cardiac Rehabilitation 3 S.H.

This course familiarizes students with the fundamental principles and current practices of cardiac rehabilitation. The types and causes of disability in cardiac disease, as well as diagnostic evaluation techniques, are discussed. Emphasis is placed on a continuum of medical, surgical, psychosocial, and vocational management, from the acute recovery period to post-hospital rehabilitation.

(formally RHDS 287)

RHDS 491: Neurological Rehabilitation 3 S.H.

This course is intended to familiarize students with the major issues in the field of neurological rehabilitation. As the number of adolescents, young adults, and elderly who survive brain injury has increased, so has there been an increased demand for rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHDS 126 or equivalent.

(formally RHDS 291)

RHDS 492: Group Counseling Techniques in Rehabilitation 3 S.H.

This course presents an overview of the major counseling techniques used with rehabilitation clients in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

(formally RHDS 292)

RHDS 494: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary nature of services within the community. Rehabilitation diagnosis techniques and vocational rehabilitation strategies are also discussed.

(formally RHDS 294)

RHDS 495: 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.

(formally RHDS 295)
RHDS 499: Behavioral Medicine Approaches to Chronic Disease and Disability 3 S.H.
This 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. (formerly RHDS 299)

RELIGION

RELI 103: Introduction to the Old Testament 3 S.H.
This course introduces students to the content of the Old Testament and, through a study of literary, historical, and theological issues, focuses on the Old Testament’s contribution to Western culture. Fulfills religion ACR. (formerly RELI 5)

RELI 104: Religion in America 3 S.H.
This course is a study of religious thought and institutions and their influence on American culture. It focuses on major denominations and thinkers in this country, from the seventeenth century to the present. Fulfills religion ACR. (formerly RELI 4)

RELI 106: Introduction to the New Testament 3 S.H.
This course introduces the students to the literature of the New Testament, noting the historical and theological dimensions of this literature as well as its significance for the modern world. Fulfills religion ACR. (formerly RELI 6)

RELI 109: The Religious Experience of Humanity 3 S.H.
This course is an introduction to the major non-Western religious traditions of the world. These traditions are viewed in both their historical and contemporary settings and are assessed in terms of their contributions to the spiritual growth of humanity. Traditions studied include Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, and Islam. Fulfills religion ACR. (formerly RELI 9)

RELI 140: Judaism 3 S.H.
This course is a survey of the history of the Jewish people and an analysis of the literature and institutions of Judaism, noting their contributions to contemporary life. Fulfills religion ACR. (formerly RELI 40)

RELI 205: Religions of Ancient and Classical India 3 S.H.
This course is a religion-culture study of the Indian subcontinent, with special emphasis upon the emergence of the Hindu tradition and the development of non-Hindu systems in response to it. Fulfills religion ACR. (formerly RELI 10)

RELI 208: Indian Buddhism and the Buddhist Tradition 3 S.H.
This course introduces the student to the history, philosophy, and culture of Buddhism. The critique of Brahanical and non-Brahmanical systems, the life of the Buddha, the rise of the monastic institution, and the development of philosophical and meditational theories are presented. In addition, discussion focuses on the emergence of the Buddhist tradition in Sri Lanka, Burma, Thailand, and China, as well as on the relationship of Buddhism to contemporary life. Fulfills religion ACR. (formerly RELI 20)

RELI 215: Contemporary Catholicism 3 S.H.
This course focuses on the development of Catholicism from a broadly cultural perspective: political, social, economic, artistic, philosophical, and theological. This course deals with the fundamental principles for the Catholic Christian adult in the twenty-first century. A review of pre-Vatican II theology and a sense of Catholicism in a post-Vatican II world are included. Fulfills religion ACR. (formerly RELI 110)

RELI 220: Liberation Theology 3 S.H.
This course invites students to reflect primarily on the call to Christian non-violence. This call is studied through scripture, contemporary church documents, movements, and personalities. The special focus is on Central America, Latin America, Africa, and the Caribbean. Issues include poverty, rights, distributive justice, feminist movement, the Christian Base Community, and American presence in third world developing nations. Fulfills social justice ACR, or religion ACR. (formerly RELI 210)

RELI 288: Special Topics in Religion 3 S.H.
Responding to changing currents in the field of religion, this course explores a topic of contemporary relevance. Fulfills religion ACR. (formerly RELI 15)

RELI 422: Christianity and Modern Society 3 S.H.
This course is a study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day. Fulfills religion ACR. (formerly RELI 222)

RELI 424: The Life and Teachings of Jesus 3 S.H.
This course is a social-historical examination of the record of Jesus’ life and thought, with attention to the present-day significance of his message. Fulfills religion ACR. (formerly RELI 224)

RELI 425: Spirituality and Healing 3 S.H.
This course examines the influence of spirituality and its concrete expressions in the form of faith communities, on cultural understanding of disease, illness, healing, health and wellness. Fulfills religion ACR. (formerly RELI 225)
RESEARCH

RSCH 141: Guided Individual Study 2-6 S.H.
This course provides undergraduate students the opportunity to work individually under the supervision of an instructor to further their own personal and professional development. The normal registration is for two semester hours per semester. Prerequisite: Approval by the chairperson of the department concerned and by the instructor who has agreed to act as supervisor.

SOCIOLOGY

SOCI 101: Introduction to Sociology 3 S.H.
This course provides an introduction to sociological thought, research, concepts, and theory. Fulfills social science ACR. (formerly SOCI 1)

SOCI 150: Social Problems 3 S.H.
This course examines specific social problems in the context of social structure and culture, with special attention given to issues of social justice. Fulfills ACR for social justice. Prerequisite: SOCI 101. (formerly SOCI 130)

SOCI 170: Families in Society 3 S.H.
This course focuses on the sociological analysis of the family, its development as a social institution, its relationship to society, and its contribution to personality. Can fulfill WAC. Prerequisite: SOCI 101. (formerly SOCI 60)

SOCI 230: Women and Society 3 S.H.
This class focuses on sociological analysis of gender relations. Sociological concepts and theories help to explain both differences and inequalities between men and women in United States society. Fulfills ACR for social justice. Prerequisite: SOCI 101. (formerly SOCI 165)

SOCI 240: Racial and Ethnic Relations 3 S.H.
This course examines U.S. racial and ethnic relations by using sociological concepts and theories. Explanations of racial and ethnic oppression are emphasized. Fulfills ACR for social justice. Prerequisite: SOCI 101. (formerly SOCI 131)

SOCI 245: The Sociology of Genocide and the Holocaust 3 S.H.
This course analyzes the causes of and ways to prevent genocide which is based upon hatred of ethnic, racial, and religious categories. Special attention is given to the Nazi Holocaust, which descended upon the Jews of Europe. Not offered every year. Fulfills ACR for social justice. Prerequisite: SOCI 101. (formerly SOCI 175)

SOCI 250: American Social Structure 3 S.H.
This course examines American society as a network of social institutions, including the family, politics, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structure. Prerequisite: SOCI 101.

SOCI 255: Sociology of Death and Dying 3 S.H.
This course examines death as an institution by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention is paid to the social organization of death and dying in bureaucratic settings; e.g., hospitals, mental hospitals, nursing homes, etc. Dying is studied as a social process, with attention given to the theoretical perspectives in sociology used to study death, grief, and bereavement. Sociological concepts and current research in the field are reviewed. Prerequisite: SOCI 101. (formerly SOCI 145)

SOCI 260: Population and Human Ecology 3 S.H.
This course is an introduction to the spatial distribution of population and institutions. Analysis of theories of population growth and examination of ecological processes in selected typical and contrasting population areas are examined. Attention is given to the relations of population to other social, economic, and political variables. Not offered every year. Prerequisite: SOCI 101. (formerly SOCI 110)

SOCI 270: Introduction to Social Welfare 3 S.H.
This course is a survey of social welfare services in the United States, with an emphasis on current needs and programs. This course studies the various programs and services that are established in communities as responses to perceived social problems in these localities. Cross-listed as HSAD 10. Prerequisite: SOCI 101. (formerly SOCI 10)

SOCI 275: The Community in America 3 S.H.
This course is concerned with sociological theories of the spatial and social dimensions of the community-development process and the historical and contemporary trends in community development. Prerequisite: SOCI 101. (formerly SOCI 70)

SOCI 280: Juvenile Delinquency 3 S.H.
The causation, control, and prevention of delinquency and offenses of young adults are discussed. The juvenile justice system with respect to these types of subjects is reviewed. Prerequisite: SOCI 101. (formerly SOCI 135)
SOCI 310: Sociology of Economic Stratification 3 S.H.
This course begins by documenting economic inequality and discussing myths that prevent people from fully comprehending this inequality. A variety of sociological concepts and theories is used to analyze the causes and consequences of the economic inequality. Sociological analysis and critique of the mechanics of the capitalist system in the United States are a central focus of the class. Fulfills ACR for social justice. Prerequisite: SOCI 101. (formerly SOCI 141)

SOCI 320: Cities in Societies 3 S.H.
This course examines how local relations of class and race, together with larger economic and political forces, shape cities. The central focus will be investigating social factors underlying the divergent life situations facing people living in metropolitan areas. Cross-listed as HSAD 151. Prerequisite: SOCI 101. (formerly SOCI 151)

SOCI 325: Social Gerontology 3 S.H.
Social gerontology is concerned with the demography of aging and its impact on social interaction and the social structure. The course reviews current theories and research methodologies used in social gerontology. Attention is given to cross-cultural comparisons of aging, and an examination is made of the political and social issues surrounding aging in contemporary societies. Fulfills ACR for social justice. Can fulfill WAC. Prerequisite: SOCI 101. (formerly SOCI 140)

SOCI 330: Media and Society 3 S.H.
This course is focused on the mass media, including television, film, newspapers, magazines, and radio. A variety of sociological theories is employed to understand the relationship between media texts, production, and consumption. The course examines the relationship between society and the mass media, especially in regard to issues of power. The students analyze the studies of others and perform their own analyses. Offered during alternate years. Prerequisite: SOCI 101. (formerly SOCI 140)

SOCI 340: Criminology 3 S.H.
Criminal law and the causation, control, and prevention of adult crime are topics discussed in this course. Offered alternate years. Prerequisites: twelve semester hours of sociology, psychology, or other social sciences and permission of instructor. Prerequisite: SOCI 101. (formerly SOCI 235)

SOCI 350: Social Organization 3 S.H.
This course is an introduction to the nature and forms of organized relationships. Attention is given to problems of order and deviance in the context of social institutions. Offered during alternate years. Prerequisite: SOCI 101. (formerly SOCI 50)

SOCI 355: Theories and Methods of Case Management 3 S.H.
This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables. Cross-listed as HSAD 142. Prerequisite: SOCI 101. (formerly SOCI 142)

SOCI 360: Medical Sociology 3 S.H.
This course surveys health-related and medical-related behavior. The course is divided into three parts: principles and theory in the field of medical sociology, the analysis of the professions and health care institutions, and the issues confronting health care in the United States. Prerequisite: SOCI 101. (formerly SOCI 155)

SOCI 370: Violence and Victimization 3 S.H.
This course identifies and analyzes individual and group violence as well as victimization from sociological, anthropological, and social-psychological perspectives. Prerequisite: SOCI 101. (formerly SOCI 132)

SOCI 440: Social Change 3 S.H.
This course is an analysis of the various processes of social change associated with different historical periods and forms of social organization. Particular attention is given to historical and contemporary trends as they relate to substantive changes in the structure of society. Prerequisite: SOCI 101. (formerly SOCI 120)

SOCI 460: Sociological Theory 3 S.H.
This class focuses on both classical and contemporary sociological theory. Sociological theories are examined, critiqued, and applied to examples in the empirical world. Offered during alternate years. Can fulfill WAC. Prerequisite: SOCI 101. (formerly SOCI 180)

SOCI 486: Supervised Experience/Internship in Sociology/Criminal Justice/Social Work 3-9 S.H.
This course provides an opportunity for the student to apply sociocultural theory and methods outside of the classroom. Under close supervision of a faculty member in the Department of Sociology/Anthropology, students are permitted to work in a milieu of their vocational organizations; e.g., criminal justice, welfare services, census bureaus, museums, and polling organizations. This provides students with career choices, future employment contacts, and pre-professional experience. Prerequisite: SOCI 101. (formerly SOCI 191)
SOCI 492: Research Methods 3 S.H.
This course examines methods of social research. An introduction is made to research procedures such as research design, methods of data collection, and the examination of various studies. Construction of actual research designs and instruments by individuals or groups of students is conducted. Limited enrollment. Suggested prerequisite: PSYC 211. Can fulfill WAC. Prerequisite: SOCI 101.
(formerly SOCI 290)

SPANISH

SPAN 103: Peninsular Culture and Language 3 S.H.
This course provides a fundamental understanding of Peninsular culture, history, and language. Fulfills ACR for second language, but not the requirement for a B.A. degree.
(formerly SPAN 33)

SPAN 104: Latin American Culture and Language 3 S.H.
This course provides a fundamental understanding of the Spanish language, as well as the history and cultures of the Spanish-speaking people of the Americas. Fulfills ACR for second language, but not the requirement for a B.A. degree.
(formerly SPAN 34)

SPAN 111: Elementary Spanish 3 S.H.
This course emphasizes the development of basic listening, speaking, reading, and writing skills in Spanish. Learning to communicate effectively in Spanish and introducing Spanish-American and Peninsular cultures is another major course objective. Active classroom participation and laboratory experience are required. Any student who offers for entrance credit three or more years of high school Spanish may not enter the first-year level (SPAN 111 or 112) at Springfield College. Fulfills ACR second language/culture.
(formerly SPAN 11)

SPAN 112: Advanced Elementary Spanish 3 S.H.
This course is a continuation of SPAN 111. Prerequisite: SPAN 111 or the successful completion of two years of high school Spanish. Fulfills ACR second language/culture.
(formerly SPAN 12)

SPAN 113: Communication in Spanish 3 S.H.
This course is designed for students who have an interest in a pragmatic application for the language and who are interested in communicating orally with native speakers, enhancing career opportunities, and increasing cultural awareness. Its content is tailored for students majoring in health-related professions, education, and social sciences. Fulfills ACR for language. Prerequisite: SPAN 111 or permission of Instructor. Fulfills ACR second language/culture.
(formerly SPAN 13)

SPAN 211: Intermediate Spanish 3 S.H.
This course is an expansion in the development of speaking, listening, reading, and writing skills in Spanish. Students are introduced to the culture and literature of Spain and Spanish America and are expected to communicate in both oral and written Spanish. Class is conducted in Spanish. Prerequisite: SPAN 112, three or more years of high school Spanish, or permission of instructor. Fulfills ACR second language/culture.
(formerly SPAN 21)

SPAN 212: Advanced Intermediate Spanish 3 S.H.
This course is a continuation of SPAN 211. Prerequisite: SPAN 211, three or more years of high school Spanish, or permission of the instructor. Fulfills ACR second language/culture.
(formerly SPAN 22)

SPECIAL COURSES

SPCO 101: First-Year Success 2 S.H.
This course aids in the transition from high school to college, provides knowledge of campus resources, and assists in the development of a strong and helpful relationship between students and their advisors. This course also teaches the development of time management, use of textbooks, note taking, review of course materials, and studying for examinations. Required for students in the undeclared major, may be taken by other first-year students as an elective.
(formerly SPCO 5)

SPCO 107: Study Skills 1 S.H.
Study skills are primarily information-processing procedures that facilitate the learning, retention, and application of knowledge and skill. Learning how to learn is the focus of the course. Listening, note-taking, surveying texts, asking useful questions, improving memory, gaining from discussions, and preparing for exams are included. This is not a remedial course.
(formerly SPCO 2)

SPCO 150: Community Service Experience 1-2 S.H.
This course is an assignment characterized by human service in the community surrounding the College. The assignment must be approved by a faculty member and is scheduled to include forty-five clock hours per credit patterned in any feasible way agreed upon by the student, the faculty designate, and the community unit related to the human service to be performed. Papers, conferences, interviews, readings, or other devices for interpretation of the experience may be required. SPCO 150 can be taken for 2 semesters, but the total credits cannot exceed two semester hours.
(formerly SPCO 50)
SMGT 101: Introduction to Sport Management 3 S.H.
This course introduces students to general principles and practices in the sport industry. Students gain a general understanding and appreciation of career options that they will be prepared for as they complete the sport management major.
(formerly SMGT 188)

SMGT 121: Marketing Principles 3 S.H.
This course surveys the foundations, principles, and functions of marketing with a thorough treatment of core topics of market segmentation, consumer behavior, and the elements of the marketing mix. Marketing is examined from a broadened viewpoint including nonprofit organizations and service firm strategy, as well as tangible goods. This course is for non-business majors only. Cross-listed as MGTE 121.
(formerly SMGT 101)

SMGT 150: Introduction to Business 3 S.H.
This course provides students with a general background in the elements and characteristics of business. By surveying the structure of business and its external and internal environment, it gives students a broad understanding of the business sector. Cross-listed as MGTE 150.
(formerly SMGT 5)

SMGT 210: Principles of Accounting I 3 S.H.
Accounting principles and practices are developed through a procedural examination of the accounting cycle, with an emphasis on financial statements and how they are affected by receivables, payables, inventories, and plant assets. The course explains how to set up accounting systems and how to control assets. Cross-listed as MGTE 210.
(formerly SMGT 10)

SMGT 212: Principles and Problems of Coaching 2 S.H.
This course highlights the role of the coach and the coach’s application of selected concepts and principles from psychology, sociology, and physiology toward the development of the individual and the team for athletic competition in schools and colleges. Special attention is given to an awareness and understanding of the problems associated with motivation and emotion in sport; the learning and improvement of motor skills, daily, weekly, and seasonal planning; training and conditioning methods; and the integration of the whole individual and team in preparation for contests. Cross-listed as PHED 212.
(formerly SMGT 112)

SMGT 304: Sport Marketing 3 S.H.
This course examines the application of marketing principles to the sport industry with an emphasis on event and athlete marketing, corporate sponsorship, and marketing research. Prerequisite: MGTE 121 or permission of instructor
(formerly SMGT 104)

SMGT 328: Psychology of Sport 3 S.H.
This is an introductory course designed to provide information and facilitate understanding in regard to individual sport behavior. The emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sport performance. Cross-listed as MOST 328. Prerequisite: PSYC 101 or permission of the instructor.
(formerly SMGT 128)

SMGT 340: Pre-Practicum in Sport Management 3 S.H.
This course provides current sports management majors with an opportunity to observe and assist experienced professional managers in the sport environment. Students are required to complete at least seventy-five clock hours of satisfactory work under the direct supervision of a qualified professional and to attend scheduled pre-practicum seminars. Prerequisites: Junior standing, MGTE 210-211, ECON 200-205, PHED 344, and consent of instructor.
(formerly SMGT 140)

SMGT 344: Athletic Administration 2 S.H.
This course prepares students to organize and administer a program of intramural and interscholastic sports at both the public school and college levels. Consideration is given to the problems and standards associated with such programs. Cross-listed as PHED 344.
(formerly SMGT 124)

SMGT 350: Public Relations 3 S.H.
This course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include: public relations as a management function; the marketing, advertising, and research process; media relations; communications; and evaluation. Emphasis is placed on cases analysis, problem solving, development, presentation of student campaigns, and examination of public relation practices in modern society. Cross-listed as RCTR 350. Can fulfill WAC.
(formerly SMGT 150)

SMGT 360: Statistics for Business and Economics 3 S.H.
This is an introductory-level course in basic statistics relating to the business and economic environment. The course covers methods of descriptive statistics, measures of central tendencies, basic probability rules, probability distributions, and methods of sampling. Cross-listed as MGTE 360.
(formerly SMGT 120)
SMGT 365: Introduction to Sport Law  
This course is an exploration of the current relationship of the law to organized secondary school, collegiate, and professional sports. It provides professionals in athletics with basic knowledge of a wide range of legal principles that relate to the performance of their duties. A major focus of the course is a review of judicial opinions on legal issues that have frequently arisen in cases involving organized athletics. (formerly SMGT 260)

SMGT 405: Managerial Supervision  
This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisites: HSAD 245 and MGTE 215. Cross-listed as MGTE 405. (formerly SMGT 205)

SMGT 410: Sports Recreation and Facility Management  
This course is designed to introduce students to sports and recreation facilities and their operational procedures. Decision processes pertaining to types of ownership—partnership, sales proprietorship, entrepreneurship, salaried employment, management processes regarding facility design, personnel management, marketing, and feasibility—are discussed. Identification and understanding of business-related aspects with regard to sound, effective operation of a sports and recreation facility are major emphases. Cross-listed as RCTR 410. (formerly SMGT 200)

SMGT 486: Fieldwork in Sport Management  
This is a supervised field experience under the direct guidance of a qualified professional manager for a period of fifteen weeks. Assignments are made in consultation with and by the permission of the coordinator of field experience for sports management. Prerequisites: Senior status, MGTE 121, SMGT 340, pre-practicum in sports management, and consent of instructor. (formerly SMGT 241)
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.

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.
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