

SPRINGFIELD COLLEGE

263 Alden Street, Springfield, MA 01109-3797



GRADUATE CATALOG

2003-2004

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Vice President for Student Affairs/Dean of Students

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Vice President for Institutional Advancement

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INTRODUCTION

Founded in 1885, Springfield College is a private, coeducational institution 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 33,000 people who are at work throughout the United States and in more than sixty nations. Today, more than 5,000 students attend classes at the College's main campus in Springfield, Massachusetts, and at campuses in Boston, Massachusetts; Inglewood/Los Angeles and San Diego, California; Wilmington, Delaware; Tampa, Florida; Manchester, New Hampshire; Charleston, South Carolina; St. Johnsbury, Vermont; and Milwaukee, Wisconsin.

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Graduate Programs, Concentrations, and Degrees

PROGRAM	CONCENTRATION	REQUIRED CREDIT HOURS	DEGREE	
Art Therapy	Art Therapy Clinical Program	64 - 66	MS	
	Art Therapy Studio Program	58 - 60	MS	
	—	32 - 38	CAS	
Education	Education Department Graduate Programs			
	Education Administration	35	MED	
	—	32	CAS	
	Educational Studies	32 - 36	MED or MS	
	*Graduate Initial Teacher Licensure Programs			
	Early Childhood Education (PreK–2) 26 S.H.			
	Elementary Education (1–6) 23 S.H.			
	Secondary Education 22 S.H.			
	Teacher of Students with Moderate Disabilities (PreK–8, 5–12) 21-23 S.H.		MED	
	<i>*These licensure programs can be completed for the stated number of credits if prerequisites are met prior to the start of the program. Nine to twelve additional credits are needed to complete the master's degree.</i>			
Exercise Science & Sport Studies	Applied Exercise Science	-		
	Exercise Science & Health	36	MED or MPE	
	Exercise Science & Health	41	MS	
	Strength & Conditioning	36	MED or MPE	
	Strength & Conditioning	41	MS	
	Athletic Training	36	MED, MPE, or MS	
	Exercise Physiology Science/Research	36	MS	
	Exercise Physiology Science/Clinical Tck	37 - 41	MED or MPE	
	Exercise Physiology Science/Clinical Tck	38 - 42	MED, MPE, or MS	
	Hlth Promotion/Well Mgmt	48	MED or MS	
	Sport and Exercise Psychology	36	MS	
	—	32	CAS	
Health Care Management	—	50	MS	
	In Long-Term Care Facilities	53	MS	
Health Studies	See Physical Education			
Occupational Therapy	Entry Level Master's Degree Program	77	MED	
	Entry Level Master's Degree Program	86	MS	
	Post Professional Degree	32	MED, MS	
	Dual Degree Program	48	MED	
	Dual Degree Program	57	MS	
—	32	CAS		
Physical Education and Health Studies	Adapted Physical Education	36	MED, MPE, or MS	
	Advanced Level Coaching	36	MED, MPE, or MS	
	Athletic Administration	36	MED, MPE, or MS	
	Health/Family Consumer Sciences Teacher Licensure Program	32	MED or MS	
	Sport Performance	32	MED, MPE, or MS	
	Physical Education Teacher Licensure Program	37	MED, MPE, or MS	
	Physical Education Teaching	32	MED, MPE, or MS	
	—	32	CAS	

Physical Education Doctoral Specializations	Exercise Physiology	95	DPE
	Sport and Exercise Psychology	90	DPE
	Teaching & Administration (Generalist)	90	DPE
Physical Therapy	—	Determined by PT Department	MS
Physician Assistant		116	MS
Psychology & Counseling	Athletic Counseling	48	MED or MS
	Industrial/Organizational Psychology	48	MS
	Marriage & Family Therapy	60	MED or MS
	Student Personnel Administration	48	MED or MS
	School Guidance Counseling	48	MED
	Clinical Mental Health Counseling	60	MED or MS
	—	32	CAS
Rehab. Counseling & Services (formerly Rehabilitation Services)	General Counseling & Casework	48	MED
	Alcohol & Substance Abuse Counseling I	36\48 certification or 60/66/65	MED, or MS
	Alcohol & Substance Abuse Counseling II	39	MED
	Psychiatric Rehab & Mntl Hlth Counseling	60/65	MED or MS
	Pediatric & Developmental Disabilities	36\48 certification or 60/65/66	MED or MS
	Counsel. for Deaf & Hard of Hear	60/66/65	MED or MS
	Vocational Eval & Work Adjustment	60/66/65	MED or MS
	Rehab Management & Administration	48 or 60/65/66	MED or MS
Special Services	36/48 or 60/65	MED or MS	
	—	32	CAS
Sport Management & Recreation	Recreation Management	38	MED or MS
	Therapeutic Recreation Mgmt	38	MED
	Therapeutic Recreation Mgmt	45	MS
	Child Life Specialist	44	MED
	Child Life Specialist	51	MS
	Outdoor Recreation Management	38	MED or MS
	Sport Management	38	MED or MS
Social Work	Advanced Generalist Practice	60	MSW
	Combined Degree with Law Degree	124	MSW/JD*

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

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

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

GRADUATE STUDY AT SPRINGFIELD COLLEGE

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

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

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

ADMISSION TO GRADUATE STUDY

Departments and/or schools may have more specific admission requirements. Refer to the program material beginning on page 17.

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

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

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

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

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

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

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

POLICY FOR EDUCATOR LICENSURE PROGRAMS

Requirements for admission:

1. Bachelor’s degree from an accredited college or university.
2. Minimum undergraduate grade point average of 2.50.
3. Transcript review (teacher preparation programs only).
4. Commitment to the field of education as demonstrated by past experience, essays, interviews and/or reference letters.
5. Demonstration of other measures of academic and/or professional achievement required by individual programs (e.g., GRE score, MTEL score, transcript review, professional experience).

See individual programs for additional requirements.

APPLICANTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

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

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

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

FINANCIAL AID

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

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

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

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

PROGRAMS AVAILABLE TO GRADUATE STUDENTS

LOAN PROGRAMS

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

FEDERAL STAFFORD LOAN PROGRAM

Students may borrow up to \$18,500 per academic year. A maximum of \$8,500 may be subsidized which means that the federal government pays the interest while the student is enrolled at least half time. The balance may be in the form of an unsubsidized Stafford Loan. In this program, interest accrues while the student is in school but payment may be deferred. The variable interest rate is the same for both programs. It is set yearly but will not exceed 8.25%. Students must be enrolled at least half time (5 credits per semester) to qualify for the loan and deferred payment. Payment responsibility is deferred until 6 months after the student ceases half time enrollment. Loan funds are made available by participating lenders, such as CollegeCredit which is Springfield College's preferred lender. Applicants must complete the financial aid application process.

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

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

OTHER LOAN PROGRAMS

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

OTHER PROGRAMS

All-College Graduate Scholarships

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

Springfield College Grants

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

Residence Hall Directorships

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

Rehabilitation Traineeships

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

Graduate Associateships and Assistantships

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

submit it to the Office of Graduate Admissions. The departmental graduate associateship application will then be forwarded by appropriate departments. Applications must be returned to the department by February 15.

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

International Student Scholarships

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

STUDENT EMPLOYMENT

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

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

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

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

ACADEMIC STANDING AND FINANCIAL AID

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

COSTS AND EXPENSES

The cost of attendance at Springfield College during two semesters varies with the individual's graduate program and personal expenditures such as entertainment, travel, and personal goods. The 2003-2004 cost per credit hour is \$582. The following table gives the estimated cost for a student who takes 24 semester hours during the 2003-2004 academic year:

Tuition (twenty-four semester hours per year)	\$13,968
Fees	25
Books and Supplies	1000
Food and Housing	8,818
Total estimated expenses:	\$23,811

**See Fiscal Facts for more details.*

APPLICATION FEE

A fee of \$50 must accompany each application for admission to the College. The application fee is nonrefundable.

ACCEPTANCE FEE

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

HOUSING

The College encourages graduate students to live in on- and off-campus, College-owned housing in an effort to create a strong, vibrant campus community.

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

For more information, please write or check our web site at www.springfieldcollege.edu/reslife or call Springfield College, Office of Residence Life, 263 Alden Street, Springfield, MA 01109-3797, (413) 748-3102, E-mail: reslife@spfldcol.edu.

RESEARCH EXPENSE

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

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING

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

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

ACADEMIC CREDIT

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

ACADEMIC LOAD

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

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

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

CATALOG YEAR POLICY

Graduate students are responsible to complete the requirements for their program and for graduation that were in place upon admittance to the College as a degree-seeking student. In certain circumstances, with the approval of the student's advisor, department chair/program coordinator or SHS campus director, Dean of the School, and the Dean, School of Graduate Studies, a waiver or substitution for program requirements may be processed. 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. Students who change concentrations or programs will be responsible to complete the requirements in place upon their acceptance into the new concentration or program. If a student is readmitted to the College following withdrawal or dismissal, he or she is responsible to complete the requirements in place on the new matriculated date.

ACADEMIC PROGRESS

The academic progress policy applies to full time and part time matriculated graduate students enrolled in the School of Arts, Sciences, and Professional Studies; the School of Health, Physical Education, and Recre-

ation; the School of Social Work; and the School of Human Services at Springfield College. A student is matriculated if he or she received official acceptance into Springfield College through the admissions process as a graduate degree-seeking student.

Matriculated candidates for the master's degree, CAS, and doctoral degree are required to maintain at least a 3.00 cumulative grade point average (CGPA) in graduate level courses and must have a CGPA of at least 3.00 in all graduate work to earn a Master's, CAS, or Doctor's degree from Springfield College. While the 3.00 CGPA is the minimum standard for graduation and continuation in graduate programs at the College, academic departments may have higher standards for entrance into or continuation in their graduate programs. Students must verify program standards with their department chair/campus director.

All students are subject to academic progress review by the Office of Graduate Studies following the semester in which they complete 9 s.h. of graduate credit at Springfield College. A graduate student whose CGPA meets the minimum standard of 3.00 is considered to be in Good Academic Standing at the College. A student may need to meet a higher standard to be making satisfactory progress in a particular graduate program or concentration. A graduate student whose CGPA is below 3.00 following the completion of 9 s.h. of graduate credit at Springfield College is subject to placement on academic probation.

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

A graduate student will be placed on or continued on academic probation if the following condition is met:

- Any student whose CGPA falls below a 3.00 following the completion of 9 s.h. of graduate credit at Springfield College.

A graduate student meeting this condition will be ineligible for financial aid, including Graduate Associateships. A student placed on probation or continued on probation may be required or advised to take certain courses, limit the number of courses taken, or fulfill other conditions specified by the advisor, department chair/campus director, and/or Dean of Graduate Studies. A student is removed from academic probation when his or her CGPA officially meets or exceeds 3.00.

A graduate student will be dismissed from candidacy for the graduate degree if the following conditions are met:

1. Any student whose CGPA is below 2.80 at the end of the semester in which he or she has completed at least 18 semester hours of graduate work.
2. Any student whose CGPA is below 3.0 after the completion of the required minimum number of semester hours in his or her program plus six credits.

A student who has been dismissed may appeal the dismissal in person or by letter to the Graduate Academic Appeal and Review Board. The time line for the letter will be specified in the letter of notification of dismissal. Such an appeal should contain information about circumstances affecting the student's academic performance and the student's plan to remedy the situation. If the appeal is granted the student will be readmitted, continued on academic probation and may be required to take certain courses,

limit the number of courses taken, or fulfill other conditions specified by the department or campus site. The appeal will be noted on the student's academic transcript.

If the student's appeal is not granted and the student has reasonable grounds to file a grievance, the student should notify the VPAA of his or her desire to grieve the dismissal. The notification must be in writing and be postmarked or received within 7 business days of notification of the action to dismiss. Reasonable grounds for appeal include:

1. Newly acquired information regarding the student's academic standing, not made available during the appeal process;
2. Procedural irregularities or improper application of the policy; or
3. Imposition of an improper or excessive sanction.

If reasonable grounds exist, the Office of the VPAA will review the student's appeal and take appropriate action or refer the appeal to the Academic Appeal and Review Board.

AUDIT POLICY

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

CANCELLATION OF CLASSES

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

CLASSIFICATION OF GRADUATE STUDENTS

Nonmatriculated Graduate Students

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

Matriculated Graduate Students

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

PASS/FAIL POLICY

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

COMMENCEMENT

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

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

Students may request permission to march in the Commencement ceremony in May if the only remaining requirement for the degree is the completion of a fieldwork, internship, or practicum course for which the student will enroll in the next summer session. Students must have a current academic index of 3.00 or better. While students may be granted permission to march in May, conferral of the degree will occur in August if all degree requirements are completed.

The petition to march is available in the office of Graduate Studies and must be signed by the student, the student's academic advisor, and program director/department chair before returning the form to the Graduate Studies Office.

COURSE NUMBERING SYSTEM

Undergraduate Course Numbers

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

Graduate Course Numbers

- 500 generally prerequisite level graduate courses
- 600

Doctoral and Postgraduate Course Numbers

- 700

COURSE OVERLOAD POLICY

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

CROSS-REGISTRATION PROCEDURES

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

1. Prior approval of course cross-registration must be secured using the Springfield College Cross-Registration/All-College Requirement Substitution Form.
2. Students must fulfill course prerequisites, if any, prior to course cross-registration.
3. Graduate CORE requirement (RSCH 610) may not be met through course cross-registration.
4. Undergraduate students are eligible to cross-register for undergraduate courses only. Graduate students are eligible to cross-register for graduate courses or undergraduate prerequisites only.
5. Course cross-registration is limited to one course per semester, with a maximum course limit of three.
6. Course cross-registration is allowed only in those courses where space is available.
7. Course cross-registration is not allowed during January and summer sessions.
8. Tuition charge for a cross-registration course is based on the rate applicable to the individual's degree program.

EXCEPTION TO POLICIES

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

Academic Grievance Policy

If a student believes that she or he has been treated unfairly in his or her academic work (grade, departmental/program standards, etc.), the student has the right to seek resolution of the concern through informal and formal processes. At any step in the process, the student may consult with his or her academic advisor or any other faculty or staff member for advice.

Step 1 (informal process):

Within 30 calendar days of the disputed action, the student must raise the concern with the instructor or appropriate party. The instructor or other party should respond to the student regarding this concern within 14 calendar days. (If the 30 days are interrupted by the close of a term or semester break, the remaining days will extend into the beginning of the following term or semester. In situations in which the instructor is on leave or no longer employed by the College, the student should proceed to Step 2.)

Step 2 (informal process):

If the student and the instructor do not agree to a resolution, the student has 14 calendar days from the instructor's response to raise the concern with the chairperson of the department in which the grievance occurred or the campus director. The chairperson or campus director should respond to the student regarding this concern within 14 calendar days and must notify the instructor of the continuation of the grievance process.

Step 3 (formal process, if needed):

If accord is not yet reached through the steps above, the student may file a written grievance using the Academic Grievance Form. The grievance form must be submitted to the dean of the school in which the grievance occurred within 14 days following the chairperson or campus director's response to the student. Upon receipt of the form, the school dean will conduct whatever review is needed to arrive at a resolution, including, if necessary, a meeting with the student and instructor. The dean will notify all parties involved in writing of her or his decision and any subsequent actions. The decision of the school dean regarding the grievance is final.

Note: A student should also use this process to resolve a dispute with a department, program coordinator, department committee, etc. In such a case, the student should raise the concern with the relevant department chair or campus director within 30 calendar days of the disputed action (extending into the next semester or term if necessary). The chairperson should respond within 14 days. If accord is not reached, the student should proceed to Step 3, filing a written grievance with the appropriate dean within 14 calendar days of the chairperson or campus director's response.

This policy is not intended to supersede the Academic Integrity and Honesty Policy or the Harassment/Discrimination Policy.

GRADES AND GRADING

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

Grade	Grade Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-(Lowest passing grade)	1.7
F (Failure)	0.0
(continued)	

Grade	Grade Points
P (Pass C- or better)	Not included in computation
I (Incomplete)	Not included in computation
X (Audit)	Not included in computation
W (Withdrawal)	Not included in computation
* Grade not reported by faculty	
IP Course in progress	
CP Credit Pending	

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

Calculation of Grade Point Average (GPA)

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

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

Calculation:

Total grade points divided by total semester hours equals GPA.

27 divided by 12 equals 2.25 GPA

Incomplete Grade Policy

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

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

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

Grade Changes

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

CLASS ATTENDANCE

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

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

ACADEMIC INTEGRITY AND HONESTY

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

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

PLAGIARISM

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

REGISTRATION

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

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

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

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

ADD/DROP POLICY

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

During the first ten days of the semester, students may drop a course for which they have registered. An approved Change-of-Schedule Form must be signed by the student's advisor. Students are encouraged to refer to the College's publication of "Fiscal Facts" for additional information.

Course Withdrawal Policy

After the ten-day drop period, students may, with the approval of their advisor and course instructor, withdraw (receive a grade of "W") from a course anytime up to a point at which eighty percent of the course is completed (twelve weeks in a fifteen-week semester). Exceptions to the withdrawal deadline can be made only by the Registrar. A "W" grade submitted for a student by the course instructor is recorded as a grade of "F."

STUDENT RECORDS

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

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

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

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

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

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

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

Transcript of Academic Work

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

Official transcripts can also be requested to be sent to a third party. The name and address of the official to whom the information is to be mailed should be included, along with a student's signature as permission to release a record. Official transcripts, bearing the College seal, are sent by the registrar directly to the receiver and may not be transmitted by the applicant. Ordinarily, transcript requests will be processed and mailed within ten days of the written request.

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

COLLEGE WITHDRAWAL POLICY

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

RESEARCH AND OTHER PROJECTS AT SPRINGFIELD COLLEGE

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

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

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

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

Computers on Campus

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

All labs run Windows 2000 operating systems; **Apple OS is not supported by the college.** The campus software package includes Lotus Notes (E-mail), Microsoft Office and Microsoft Internet Explorer Internet access. All Springfield College students are given an individual E-mail account.

Each campus residence room is equipped with a live data network outlet for each student.

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

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

DEGREE REQUIREMENTS

THE MASTER'S DEGREE

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

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

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

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

Degrees Granted at Springfield College

I. The Master of Education degree

Plan A requires successful completion of a minimum of thirty-two hours of graduate work and successful completion of a program-specific comprehensive culminating experience (exam, portfolio, presentation, etc.). The research requirement under this plan, which is determined by the student's specific program, consists of either an independent study (RSCH 618 or department-specific 692) research project (RSCH 626 or department-specific 626), research completed within a specific course or portfolio, or a combination of research project and a related course. Students in physical education may elect to receive either the master of education or the master of physical education degree.

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

Plan B requires successful completion of all graduate work required by the student's specific program, and a master's research thesis which culminates in an oral defense. The program requirements include a statistics course and six semester hours of credit for RSCH 612: Proposal Design (2 s.h.) and RSCH 635: Thesis (4 s.h.). The student is eligible to receive the master of science degree, or may choose to receive the master of education or master of physical education degree.

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

1. Foundations and methods of research (RSCH 610)
2. Educational and psychological statistics I (RSCH 620)
3. Proposal Design (RSCH 612)
4. Research project (RSCH 626 or DEPT 626)

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

* *Not available to all programs.*

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

III. The Master of Social Work degree

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

Research 1, Introduction to Social Work Research (MSSW 621), Research 2, Social Work Research and Evaluation (MSSW 622), and Research 3, Qualitative Research (MSSW 623).

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

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

Transfer Credit

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

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

Correspondence courses will not be accepted for graduate credit.

Course Loads - Master's Level

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

Thesis Regulations

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

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

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

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

Oral Examination

(for Plan B students)

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

Comprehensive Examination

(for Plan A students)

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

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

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

Time Limits

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

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

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

CERTIFICATE OF ADVANCED STUDY

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

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

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

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

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

TIME LIMITS

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

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

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

Art Therapy	22
Education	26
Health Promotion and Wellness	34
Occupational Therapy	38
Physical Education	47
Psychology and Counseling	52
Rehabilitation Counseling	58
School Guidance Counseling	56

THE DOCTORAL DEGREE

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

The requirements for admission are as follows:

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

DOCTORAL ADVISEMENT

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

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

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

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

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

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

RESIDENCE REQUIREMENT

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

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

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

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

All extension course credits shall be subject to special review.

TRANSFER OF CREDIT

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

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

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

DOCTORAL PROGRAM IN PHYSICAL EDUCATION

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

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

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

Students seeking more specialized preparation in Sport and Exercise Psychology or Exercise Physiology refer to pages 19 - 20.

PROGRAM OF STUDY

The doctoral program in physical education, teaching and administration (generalist) consists of courses and learning experiences in the following five areas:

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

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

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

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

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

The actual number of semester hours is likely to be more than the minimum stated below. Flexibility is encouraged to provide for the particular educational needs of each student. The requirements in each case will be determined not only on the extent of graduate credit accumulated,

THE DOCTORAL DEGREE Continued

but with a view toward optimum preparation for the student in the intended field of service.

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

	S.H.
Physical Education	32-34
Research (including dissertation)	29
Dissertation Area	9
General Education	9
Electives	6-12
Minimum Total	90

DOCTOR OF PHYSICAL EDUCATION DEGREE WITH A SPECIALIZATION IN SPORT AND EXERCISE PSYCHOLOGY

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

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

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

PROGRAM OF STUDY

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

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

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

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

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

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

	S.H.
Sport and Exercise Psychology	12-20
Related Course work	32
Research	29
General Education	9
Electives	8-10
Minimum Total:	90

DOCTOR OF PHYSICAL EDUCATION DEGREE WITH A SPECIALIZATION IN EXERCISE PHYSIOLOGY

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

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

THE DOCTORAL DEGREE Continued

PROGRAM OF STUDY

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

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

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

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

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

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

	S.H.
Exercise Physiology	21
Related Course work	32-33
Research	29
General Education	9
Electives	4-6
Minimum Total:	95

TIME LIMITS

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

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

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

PUBLICATION

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

MAJOR PROGRAMS OF GRADUATE STUDY

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

Art Therapy program is designed to educate art therapists through a course of study that combines theory, practice, and studio work leading to a professional registration and licensure. Vocational opportunities are growing in a wide variety of settings.

Education programs are designed to meet the needs of part-time and full-time students interested in graduate programs that lead to licensure in education administration, early childhood education, elementary education, secondary education, and teacher of students with moderate disabilities. The department also accommodates students in Educational Studies (non-licensure), who want to focus their study in a particular area of education.

Exercise Science and Sport Studies has programs in Applied Exercise Science, Athletic Training, Exercise Physiology, Health Promotion/Wellness, and Sport and Exercise Psychology.

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

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

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

Physical Education and Health Studies has programs in adapted physical education, advanced level coaching, athletic administration, health education teacher licensure program, sport performance, physical education teacher licensure program, and physical education teaching.

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

Physician Assistant program is a five year entry-level program with students earning a bachelor of science degree and a master of science in physician assistant studies upon successful completion of the program. A graduate program for students with a bachelor's degree is also available. This would allow the student to complete the professional phase of the program in 27 months and be awarded a Master of Science degree in Physician Assistant Studies.

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

Sport Management and Recreation offers programs in recreation management, therapeutic recreation management, child-life, outdoor recreation management, and sport management.

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

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

ART THERAPY

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

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

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

Admission requirements:

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

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

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

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

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

Program description:

Students are required to take courses in art therapy, psychology, research, and studio art courses. During the second semester, students begin their practicum experience. Working with the fieldwork coordinator, students choose from a diverse selection of field placements. Graduate students work with individuals, families, and groups of all ages and abilities, including those with varying degrees of functional or organic impairment.

The program is committed to developing research skills in order to prepare students to be cognizant of advances in art therapy and related fields and to enable them to contribute to the field of art therapy. Students begin working on research projects in consultation with faculty during the first year of study.

The Studio Art Therapy Program is an option for those students who are not interested in licensure as a Mental Health Counselor. The undergraduate prerequisites, research requirements, program/concentration requirements, and electives are the same for both programs. The psychology requirement is PSYC 631: Psychopathology (3 s.h.). The program follows the guidelines set by the American Art Therapy Association.

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

Matriculation requirements:

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

Accreditation information:

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

Program standards:

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

Contact information:

Dr. Leslie Abrams, ATR-BC, LMHC
Director, Graduate Art Therapy Program
(413) 748-3599
email: Leslie_R_Abrams@spfldcol.edu

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

ART THERAPY Continued

CLINICAL ART THERAPY PROGRAM

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

Undergraduate prerequisites:

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

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

Program/concentration requirements:

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

Psychology

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

Art Studio Electives:

ATPY 510: Therapeutic Aspects of Clay	3
ATPY 603: Sculpture for the Art Therapist	2
ATPY 604: Printmaking for the Art Therapist	2
ATPY 605: Drawing and Mixed Media for the Art Therapist	2

ARTS 670: Advanced Ceramics	3
ARTS 678: Designing for the Web	3

Total: 4-6

Art Therapy Electives:

	S.H.
ATPY 607: The Psychology of Art and Artists	3
ATPY 608: Art Therapy for the Elderly	2
ATPY 613: Family Art Therapy II	3
ATPY 616: Art Therapy and Body Therapies	2
ATPY 619: Art Therapy with Special Needs Populations	3
ATPY 611: Computer Graphics for Persons with Disabilities	2
Total: 4-6	

Research requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
ATPY 626: Research Project in Art Therapy	3

Total: 8

Minimum total semester hours required: 64-66

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

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

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

STUDIO ART THERAPY PROGRAM

This program follows the guidelines set by the American Art Therapy Association.

Undergraduate prerequisites:

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

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

Program/concentration requirements:

ATPY 520: Counseling Theory and Practice of Art Therapy	3
ATPY 600: Art Therapy with Children and Adolescents	3

ART THERAPY Continued

ATPY 601: Art Therapy and Psychological Assessment Techniques	3
ATPY 602: Painting for the Art Therapist	3
ATPY 610: Ethical Issues in Art Therapy	3
ATPY 612: Family Art Therapy	3
ATPY 620: Group Counseling and Art Therapy	3
ATPY 625: Pre-Practicum in Art Therapy	2
ATPY 630: Multicultural Art Therapy	3
ATPY 682: Advanced Seminar in Art Therapy	3
ATPY 684: Practicum in Art Therapy (two semesters)	6

Total: 35

Psychology

PSYC 631: Psychopathology	3
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Total: 3

Art Studio Electives:

ATPY 510: Therapeutic Aspects of Clay	3
ATPY 603: Sculpture for the Art Therapist	2
ATPY 604: Printmaking for the Art Therapist	2
ATPY 605: Drawing and Mixed Media for the Art Therapist	2
ARTS 670: Advanced Ceramics	3
ARTS 678: Designing for the Web	3

Total: 4-6

Art Therapy Electives:

	S.H.
ATPY 607: The Psychology of Art and Artists	3
ATPY 608: Art Therapy for the Elderly	2
ATPY 613: Family Art Therapy II	3
ATPY 616: Art Therapy and Body Therapies	2
ATPY 619: Art Therapy with Special Needs Populations	3
ATPY 611: Computer Graphics for Persons with Disabilities	2

Total: 4-6

Research requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
ATPY 626: Research Project in Art Therapy	3

Total: 8

Minimum total semester hours required: 58-60

NOTE: Courses may change due to approval requirements of the American Art Therapy Association.

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

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

CERTIFICATE OF ADVANCED STUDY (CAS) IN ART THERAPY

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

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

Undergraduate and Graduate prerequisites:

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

CORE requirement:

*RSCH 610: Foundations and Methods of Research	3
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Program Requirements:

	S.H.
ATPY 520: Counseling Theory and Practice of Art Therapy	3
ATPY 600: Art Therapy with Children and Adolescents	3
ATPY 601: Art Therapy and Psychological Assessment Techniques	3
ATPY 610: Ethics Issues in Art Therapy	3
ATPY 612: Family Art Therapy <i>or</i>	3
ATPY 620: Group Counseling Techniques and Group Art Therapy	3
ATPY 630: Multicultural Art Therapy	3
ATPY 682: Advanced Seminar in Art Therapy	3
ATPY 684: Practicum in Art Therapy (2 semesters)	6
ATPY 631: Psychopathology	3

Total: 27

Choose Two Electives in:

Clinical Art Therapy or Studio Art Therapy:

Clinical Art Therapy Electives:

ATPY 607: The Psychology of Art and Artists	3
ATPY 608: Art Therapy for the Elderly	2
ATPY 613: Family Art Therapy II	3
ATPY 619: Art Therapy with Special Needs Populations	3

Studio Art Therapy Electives:

ATPY 510: Therapeutic Aspects of Clay	3
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EDUCATION DEPARTMENT PROGRAMS

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

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

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

Admission Requirements

The admissions requirements for the education graduate programs can be found on page 6.

Educator Licensure Information

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

Standards for Practicum Placement

To be eligible for practicum placement, students pursuing an initial license must meet the standards found on page 6 for all educator preparation programs.

1. Have an overall GPA of 3.0 or better.
2. Have scored a 70 or better on all required MTEL exams for license sought, i.e., Communication and Literacy Skills Test and the appropriate subject tests (where they are required).
3. Obtain a grade of "B" or better in designated methods courses:
 - Early Childhood - EDUC 551, 555 and 627
 - Elementary - EDUC 551, 552 and 627
 - Secondary - EDUC 585, 628 and 640
 - Teacher of Students with Moderate Disabilities - EDUC 542, 640, 673 and 683
4. Demonstrate the personal characteristics needed to become an educator (for example, responsible, dependable, hard working, professional, committed to the field of education, etc.)

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

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

Education Administration

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

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

The practicum experience (300 hours) takes place in the appropriate level school for the certificate (Pre K-6, 5-8, 9-12) and includes supervision from the college and supervising practitioner. Special consideration is given to the student's placement needs and the faculty offers support and assistance in finding internship sites. The student participates in all activities pertinent to administration within the school setting and has the option to complete two practica for both licenses. Degree available: M.Ed.

EDUCATION DEPARTMENT PROGRAMS Continued

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

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

Principal/Assistant Principal Course of Study

EDUC 607: Philosophical Foundations of Education	3
<i>Or</i>	
EDUC 619: Contemporary Issues in Education	3
EDUC 693: Leadership in a Diverse Society	3
EDUC 674: Curriculum Design and Evaluation for Administrators	3
EDUC 660: Adult and Professional Development	3
EDUC 621: School Law	3
EDUC 670: Group Process in Education	3
EDUC 690: Role of the Principal/Assistant Principal	3
EDUC 694: Principles of Supervision	3
EDUC 665: Administration Practicum- Principal/Assistant Principal	6
Total = 30	

Supervisor/Director Course of Study

EDUC 607: Philosophical Foundations of Education	3
<i>Or</i>	
EDUC 619: Contemporary Issues in Education	3
EDUC 693: Leadership in a Diverse Society	3
EDUC 674: Curriculum Design and Evaluation for Administrators	3
EDUC 660: Adult and Professional Development	3
EDUC 621: School Law	3
EDUC 670: Group Process in Education	3
EDUC 691: Role of Supervisor/Director	3
EDUC 694: Principles of Supervision	3
EDUC 672: Supervisor/Director Practicum	6
Total = 30	

Research Requirement

EDUC 626: Research Project 2
Total Semester hour requirement for program/concentration = 35

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

The Certificate of Advanced Study (CAS) is available for selected graduate students who wish additional study beyond the Master's degree (refer to p.17). A minimum of 32 credits is required for the CAS.

Educational Studies

The Educational Studies major is a flexible program designed to meet the needs of individuals who want to continue their education for professional development or to change careers. Students can choose to follow Plan A (M.Ed.), Plan B (M.S.) or Plan C (M.S.). Students have the option of designing a program (Focus Option) in consultation with their advisor (i.e., experiential education, instructional technology, school athletics, etc.), or choosing a concentration that leads to Massachusetts Educator Initial Licensure in Early Childhood Education, Elementary Education, Secondary Education or Teacher of Students with Moderate Disabilities¹.

All of these licensure programs are State of Massachusetts and NASDTEC approved.

¹*Applicants to the teacher of Students with Moderate Disabilities Initial Licensure Program need to have a current license as an Elementary or Secondary teacher or be simultaneously enrolled in the Elementary or Secondary Initial Licensure Program.*

Undergraduate Prerequisites: None.

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

Program Requirements:

EDUC 607: Philosophical Foundations of Education	3
<i>Or</i>	
EDUC 619: Contemporary Issues in Education	3
Total = 3	

Program Focus or Concentration

Requirements(selected in consultation with advisor):

Focus or Concentration	15–21
Electives	0–9
Total = 21–24	

Plan A Research Requirements:

Successful completion of The Master's Comprehension Examination is required with Plan A.

EDUC 626: Education Research Project	2
Minimum total semester hour requirement for Plan A = 32	
<i>Or</i>	

Plan B Research Requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4
Minimum total semester hour requirement for Plan B = 32	
<i>Or</i>	

Plan C Research Requirements:

RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
EDUC 626: Education Research Project	3

EDUCATION DEPARTMENT PROGRAMS Continued

Early Childhood Education: Teacher of Students With & Without Disabilities (PreK - 2)

The Graduate Level Initial Licensure Program in Early Childhood Education prepares early childhood educators to assume teaching positions in public schools, child care programs, private preschools and kindergartens, early intervention programs, family support and home visiting programs and inclusive early childhood settings. The knowledge base for the early childhood field has expanded substantially in the past five years, and the Springfield College program that leads to Licensure as an Early Childhood Teacher of Students With and Without Disabilities is established on that new knowledge base. All students entering the program will be required to meet the content area requirements as identified by the Massachusetts Department of Education.

In the Graduate Level Initial Licensure Program, early childhood educators gain the knowledge, skills and dispositions needed if all young children (from preschool through second grade) are to receive the kind of early education they deserve. The program addresses the need for tomorrow's teachers to be prepared to serve and to value a far more diverse group of young children and families than at any time in the past. Our program gives students the opportunity to student teach in inclusive early childhood settings which welcome young children with increasingly challenging disabilities and medical conditions. With the foundation provided by the required courses, including the pre-practicum and practicum field experiences, individuals completing the Graduate Initial Licensure Program in Early Childhood Education will draw from a continuum of teaching strategies in order to support the learning and development of all children.

Prerequisites:

An undergraduate degree in the liberal arts or in a field related to early childhood education (e.g., Psychology); a broad background in coursework related to the primary grade knowledge of the Massachusetts Curriculum Frameworks; documented experience in working with children between the ages of three and eight.

Massachusetts Tests for Educator Licensure Required:

All students in the Early Childhood Graduate Initial Licensure Program are required to pass the following exams with a score of 70 or better:

- Communication and Literacy Skills exam (prior to admission to the program)
- Early Childhood Subject exam (prior to practicum)
- Foundations of Reading exam (prior to practicum)

Program/Concentration Requirements:

	S.H.
EDUC 500: Introduction to Education: Creating a Learning Community	3
EDUC 551: Multicultural Curriculum Development for Early Childhood and Elementary	3

EDUC 555: Curriculum in Early Childhood Education and Care	3
EDUC 562: Introduction to Special Education	2
EDUC 609: Literature with Children	3
EDUC 627: Construction Management and Assessment of Literacy Programs	3
EDUC 630: Children with Disabilities	3
EDUC 667: Practicum ECED PreK-K	3
EDUC 669: Practicum ECED 1-2	3

Total semester hours for program/concentration = 26

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

Elementary Education (1 - 6)

The Graduate Level Initial Licensure Program in Elementary Education prepares elementary school teachers to create learning environments that support children in their transition to adolescence. The program offers a combination of courses that will lead to the Elementary Initial license upon successful completion of program requirements. All students entering the program will be required to meet the content area requirements as identified by the Massachusetts Department of Education.

The program reflects the need for educators to have increased awareness of the social and emotional needs of elementary students and the principles for creating safe and effective schools. Educators must not only be proficient in content area knowledge and pedagogy; they must also be able to understand the complex social and emotional context of their learners. With the foundation provided by the required courses, including the pre-practicum and practicum field experiences, individuals completing the Graduate Initial Licensure Program in Elementary Education will be able to create a learning environment which supports the positive social, emotional development and high academic standards that are now required within public schools.

Prerequisites:

Arts and Sciences coursework covering the Elementary Teacher Subject Matter Knowledge requirement in the Massachusetts Regulations for Educator Licensure. In general terms, this includes specific coursework in English, Mathematics, History and Social Science, Science, Technology/Engineering, Child Development, Visual and Performing Arts, Physical Education, and Health.

Massachusetts Tests for Educator Licensure Required:

All students in the Elementary Graduate Initial Licensure Program are required to pass the following exams with a score of 70 or better:

- Communication and Literacy Skills exam (prior to admission to the program)
- General Curriculum exam (prior to practicum)
- Foundations of Reading exam (prior to practicum)

EDUCATION DEPARTMENT PROGRAMS Continued

Program/Concentration Requirements:	S.H.
EDUC 500: Introduction to Education: Creating a Learning Community	3
EDUC 551: Multicultural Curriculum Development for Early Childhood and Elementary	3
EDUC 552: Curriculum Design and Implementation for Elementary	3
EDUC 562: Introduction to Special Education	2
EDUC 609: Literature with Children	3
EDUC 627: Construction, Management and Assessment of Literacy Programs	3
EDUC 668: Elementary Practicum	6
Total semester hours for program/concentration = 23	

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

Secondary Education

The Graduate Level Initial Licensure Program in Secondary Education prepares high school teachers to create learning environments that support young people in their transition to adulthood. The program offers a combination of courses that will lead to the Initial license in one of the following content areas: Biology, Business, Chemistry, Earth Science, English, Foreign Language (Spanish only), History, Mathematics, Political Science/Political Philosophy, and Visual Arts. All students entering the program will be required to meet the subject matter knowledge requirements stated in by the Massachusetts Department of Education licensure regulations.

It is recommended that students in this graduate level initial licensure program work full-time in an educational environment. These may include teaching in a classroom with a waiver or provisional license or a full-time internship within a secondary school. In each of these settings, a public school teacher and college faculty member will guide students to complete the requirements of the pre-practicum and practicum field experiences.

The interdisciplinary nature of the graduate level initial licensure program courses provide a wider frame of reference for the students as they develop a foundation in the theoretical, historical, social and political foundations of education. Faculty teaching courses within this program will use the field experience of the students to deepen the students' understanding of behavior management; reading strategies for content area learning; teaching methods; curriculum design; assessment and evaluation; inclusion of all students; special education; and learning and teaching through technology.

Prerequisites:

A Bachelor's degree in a content area appropriate to the license sought.

Massachusetts Tests for Educator Licensure Required:

All students in the Secondary Graduate Initial Licensure Program are required to pass the following exams with a score of 70 or better:

- Communication and Literacy Exam (prior to EDUC 585)
- Content exam appropriate to license sought (prior to practicum)

Program/Concentration Requirements:	S.H.
EDUC 562: Introduction to Special Education	2
EDUC 585: Secondary Methods, Assessment and Pre-practicum	3
EDUC 628: Teaching Reading and Writing in the Content Area	2
EDUC 640: Behavior Management for School Aged Children	3
EDUC 675: Culturally Responsive Curriculum Development and Implementation for Secondary Educators	3
EDUC 671: Learning, Teaching, and Technology	3
EDUC 664: Teaching Practicum Secondary	6
Total semester hours for program/concentration = 22	

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

Teacher of Students with Moderate Disabilities (TSMD) (PreK-8 or 5-12)

The Graduate Initial Licensure Program in TSMD prepares teachers to work effectively with students with mild and moderate disabilities. The program offers a combination of courses that lead to the Initial Licensure as a Teacher of Students with Moderate Disabilities. The interdisciplinary nature of the program provides a wide frame of reference for the students as they develop a foundation in the theoretical, historical, social and political foundations of special education. These academic courses and the pre-practicum and practicum provide ample opportunity for the graduate student to participate in self-evaluation, peer evaluation, and discussion with faculty and public school teachers. Because students are participating in the field placement while taking the academic courses, students are able to use these practical experiences to deepen their understanding of the skills and responsibilities of the teacher of students with moderate disabilities. A special emphasis is placed on: Reading and Language Arts instruction; Massachusetts Curriculum Frameworks; assessment of physical, social, emotional, intellectual and social development of children and adolescents; educational terminology for students with mild and moderate disabilities; preparation, implementation and evaluation of Individualized Education Programs; design and modification of curriculum, instructional materials, and educational environments for students with moderate disabilities; behavior management and transitional assistance for students with mild and moderate disabilities; services provided by other agencies and federal and state laws and regulations pertaining to special education.

Prerequisites:

A Massachusetts Initial Licensure as an Elementary or Secondary Teacher or simultaneously enrolled in the Springfield College Graduate Initial Licensure Program at that level; a course in child development; and an introductory course in Special Education.

Massachusetts Tests for Educator Licensure Required:

All students in the TSMD Graduate Initial Licensure Program are required to pass the following exams with a score of 70 or better:

EDUCATION DEPARTMENT PROGRAMS Continued

- Communication and Literacy Skills exam (prior to pre-practicum, EDUC 673)
- Content Area exam depends on grade level(prior to practicum)
- Foundations of Reading exam (prior to practicum)

Program/Concentration Requirements TSMD PreK-8:

EDUC 542: Educational Assessment and the IEP Process	3
EDUC 630: Children with Disabilities	3
EDUC 640: Behavior Management for School Aged Children	3
EDUC 656: Language Acquisition and Development	3
EDUC 673: Accommodations and Modifications of Curriculum for Students with Special Needs	3
EDUC 683: Learning Disabilities	3

EDUC 662: Teacher Practicum in Mild/Moderate Disabilities 3

Total semester hours for program/concentration = 21

Program/Concentration Requirements TSMD 5-12:

EDUC 542: Educational Assessment and the IEP Process	3
EDUC 628: Teaching Reading and Writing Across the Content Areas	2
EDUC 630: Children with Disabilities	3
EDUC 640: Behavior Management for School Aged Children	3
EDUC 656: Language Acquisition and Development	3
EDUC 673: Accommodations and Modifications of Curriculum for Students with Special Needs	3
EDUC 683: Learning Disabilities	3
EDUC 662: Teacher Practicum in Mild/Moderate Disabilities	3

EXERCISE SCIENCE AND SPORT STUDIES

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

Contact Person:

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

APPLIED EXERCISE SCIENCE

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

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

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

Undergraduate Prerequisites/competencies:

Mammalian Anatomy and Physiology I and II
 Sports First Aid and Injury Prevention
 Kinesiology
 Exercise Physiology
 Statistics or Assessment in Movement and Sport
 Management of Health Fitness Programs
 History or Philosophy of Physical Education and Sport Skills and Techniques

BASIC PROGRAM

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

CORE requirement:

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

Research requirements:

HPER 626:	Independent Study Proposal Design	2
*AEXS 692:	Independent Study in Applied Exercise Science	2
<i>Or</i>		
MSCI 624:	Laboratory Techniques in Movement Science	2
RSCH 620:	Educational and Psychological Statistics I	3
RSCH 612:	Proposal Design	2
RSCH 635:	Thesis	4
		Total: 4-11

* Successful completion of a capstone experience is required for this option.

Program requirements:

Exercise Science and Health Track

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

Strength and Conditioning Track

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

Exercise Science and Health Electives

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

Management/Business

AEXS 601:	Management of Health/Fitness Programs	3
HLTH 614:	Administration of Health Promotion Programs	4
MGTE 618:	Advertising	3
SMRT 652:	Public Relations: Principles, Cases, and Problems	3
<i>Or</i>		
HPER 645:	Marketing Issues in Sport and Recreation	3
<i>Or</i>		
HPER 679:	Personnel and Human Resource Management	3
HPER 627:	Facility Design, Operation and Maintenance	3

**EXERCISE SCIENCE AND
SPORT STUDIES
Continued**

Special Populations

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

Holistic/Complementary Medicine

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

Health

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

Nutrition/Metabolism

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

Exercise Physiology

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

Strength and Conditioning Electives

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

Nutrition/Metabolism

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

S.H.

Biomechanics

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

Coaching

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

Sport Administration

PHED 663: Athletic Administration	3
HPER 645: Marketing Issues in Sport and Recreation	3
<i>Or</i>	
SMRT 652: Public Relations: Principles, Cases, and Problems	3
HPER 627: Facility Design, Operation and Maintenance	3
HPER 679: Personnel and Human Resources Management	3
PSYC 657: Professional Studies in Athletic Counseling	1-3

Sport Psychology

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

Athletic Injury and Rehabilitation

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

Candidates in Applied Exercise Science are eligible for the M.S., M.Ed., or M.P.E. with completion of a thesis. Students who complete a non-thesis option are eligible for the M.Ed. or M.P.E.

ATHLETIC TRAINING

The graduate Athletic Training Program is designed for National Athletic Trainers Association Certified (ATC) or certification eligible athletic trainers and other athletic health care professionals. The program will allow students to focus on one of three concentrations: (1) Athletic Training Administration, (2) Athletic Training Professional Preparation, (3) Athletic Training Rehabilitation. The thirty-six semester hour program will provide students with a strong theoretical and research basis in their concentration. All students will be required to complete a fieldwork

EXERCISE SCIENCE AND SPORT STUDIES Continued

experience specific to their concentration and professional goals. Students who receive a grade of C+ or lower in any of three courses will be expected to move from the Athletic Training concentration to another program or area of concentration. NOTE: The program is not a NATABOC certification preparation program.

Undergraduate prerequisites/competencies:

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

Human Anatomy and Physiology I and II (with Lab)
Chemistry (with Lab)
Physics (with Lab)
Psychology
Nutrition
Exercise Physiology
Kinesiology/Biomechanics
Basic and Advanced Athletic Training
Therapeutic Modalities and Exercise
Statistics
Computers
Skills

BASIC PROGRAM

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

CORE requirement:

RSCH 610: Foundations and Methods of Research 3

Research requirement: 4-6

HPER 626: Independent Study Proposal Design 2

*ATRN 692: Independent Study in Athletic Training 2

Or

RSCH 612: Proposal Design 2

RSCH 635: Thesis 4

* Successful completion of a capstone experience is required with this option

Program requirements: 9

ATRN 582: Current Topics in Athletic Health Care Seminar 3

ATRN 586: Fieldwork in Athletic Training 3

RSCH 620: Educational and Psychological Statistics I 3

Concentration options:

Student selects one of three concentration options:

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

Athletic Training Administration: 18-20

Concentration requirements: 9

HPER 675: Legal Issues in Sport and Recreation 3

HPER 679: Personnel and Human Resource Management 3

PHED 633: Athletic Administration 3

Selectives: 9-11

PSYC 681: Group Dynamics 3

SMRT 677: Supervisory Management 3

MGTE 605: Managerial Supervision 3

HPER 645: Marketing Issues in Sport and Recreation 3

HPER 627: Facility Design, Operation and Maintenance 3

SMRT 652: Public Relations: Principles, Cases, and Problems 3

RSCH 618: Guided Individual Study 3

Athletic Training Professional Preparation 18-20

Concentration requirements: 9

ATRN 520: Athletic Training Clinical Education 3

EDUC 620: Higher Education Law 3

Or

EDUC 665: Higher Education in America 3

PHED 629: Curriculum Construction in Physical Education 3

Selectives: 9-11

SMRT 677: Supervisory Management 3

EDUC 630: Integrating Experiential Education 3

EDUC 660: Adult and Professional Development 3

PHED 629: Curriculum Construction in Physical Education 3

PHED 632: Analysis of Teacher Behavior in

Physical Education 3

PSYC 621: Theories of Personality 3

RSCH 618: Guided Individual Study 3

Athletic Training Rehabilitation 18-20

Concentration requirements: 12

ATRN 512: Advanced Therapeutic Exercise and Modalities 3

PHED 661: Functional Anatomy 4

MSCI 601: Advanced Exercise Physiology 3

MSCI 662: Skeletal Biomechanics 2

Selectives: 6-8

AEXS 670: Strength and Conditioning 3

AEXS 671: Strength and Conditioning Applications 1

AEXS 680: Advanced Strength and Conditioning 2

AEXS 675: Stress Management 3

MSCI 604: Neuromuscular Exercise Physiology 3

MSCI 606: Environmental Exercise Physiology 3

PHED 678: Sport and Exercise Psychology 3

PSYC 621: Theories of Personality 3

PTMS 608: Human Anatomy I 3

PTMS 609: Human Anatomy II 3

EXERCISE SCIENCE AND SPORT STUDIES Continued

RHDS 501: Human Development, Diversity and Disabling Conditions	3
RHDS 505: Rehabilitation Counseling: History, Philosophy, and Practice	3
RSCH 618: Guided Individual Study	3

Candidates in Applied Exercise Science are eligible for the M.S., M.Ed., or M.P.E. with completion of a thesis. Students who complete a non-thesis option are eligible for the M.Ed. or M.P.E.

SPORT AND EXERCISE PSYCHOLOGY

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

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

Undergraduate prerequisites:

Anatomy and Physiology I and II
Kinesiology/Biomechanics
Physiology of Exercise
Assessment in Movement and Sport
Heritage and Values of Movement and Sport
Skills and Techniques

BASIC PROGRAM

S.H.

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

CORE requirement:

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

RSCH 620: Educational and Psychological Statistics I	3
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RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

Total: 9

Program requirements:

MSCI 601: Advanced Exercise Physiology	3
MOST 624: Motor Learning and Control	3

Or

PHED 635: Motor Development and Analysis	3
PHED 620: Philosophy of Sport	3
PHED 658: Sport in American Culture	3
PHED 682: Seminar in Sport Psychometrics	2
PHED 678: Sport and Exercise Psychology	3
PHED 679: Applied Sport and Exercise Psychology	3

Total: 20

Graduate selectives:

4

Chosen from an approved list in consultation with program advisor

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

EXERCISE PHYSIOLOGY

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

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

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

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

EXERCISE SCIENCE AND SPORT STUDIES Continued

Undergraduate prerequisites/competencies:

Anatomy and Physiology I and II
Inorganic Chemistry
Organic Chemistry
Biochemistry
Physics
Kinesiology
Exercise Physiology
Electrocardiography (clinical track)
Exercise Testing and Prescription (clinical track)
Statistics
Selected Skills and Techniques

BASIC PROGRAM

Exercise Physiology Program Requirements:

Science and Research Track	36
Clinical Track	
Thesis	38-42
Non-thesis	37-41

CORE requirements:

RSCH 610: Foundations and Methods of Research	3
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Research requirements: Science and Research Track and Clinical Thesis Option

RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4
Total: 9	

Research requirements: Clinical Non-thesis Option

HPER 626: Independent Study Proposal Design	2
*MSCI 692: Independent Study in Clinical Exercise Physiology	2
Total: 2	

*Successful completion of a capstone experience is required with this option.

Exercise Physiology requirements (both tracks): 9

MSCI 602: Exercise Biochemistry	3
MSCI 603: Cardiovascular Physiology	3
MSCI 604: Neuromuscular Physiology	3

Science and Research track requirements: 9

MSCI 606: Environmental Physiology	3
MSCI 607: Pulmonary Physiology	3
MSCI 605: Seminar in Movement Sciences	1
MSCI 624: Laboratory Techniques in Movement Sciences	2

Clinical track requirements: 14-18

AEXS 613: Exercise for Special Populations	3
MSCI 672: Medical Physiology	3
MSCI 675: Graded Exercise Testing and Electrocardiography	3
MSCI 687: Internship in Clinical Exercise Physiology	5

Thesis option	2-6
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Non-thesis option	8-12
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PHTH 650: Clinical Pharmacology	3
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Selectives:

Science and Research Track	6
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Clinical Track	3
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Candidates in Applied Exercise Science are eligible for the M.S., M.Ed., or M.P.E. with completion of a thesis. Students who complete a non-thesis option are eligible for the M.Ed. or M.P.E.

HEALTH PROMOTION AND WELLNESS

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

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

General Admission:

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

Undergraduate Prerequisites:

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

- Mammalian Anatomy and Physiology
- CPR/First Aid Certification

Fieldwork:

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

BASIC PROGRAM

(minimum of 48 S.H. of graduate credit)

**EXERCISE SCIENCE AND
SPORT STUDIES
Continued**

CORE requirement:

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

Program requirements:

HLTH 610: Issues in Public Health	3
HLTH 612: Dimensions of Wellness	3
HLTH 614: Administration of Health Promotion Program	4
HLTH 601: Health Behavior	3
HLTH 580: Health Program Planning and Design	3
HLTH 686: Health Promotion/Wellness Management Fieldwork	6-9

Total: 22-25

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

	S.H.
AEXS 601: Management of Health/Fitness Programs	3
AEXS 611: Exercise and Public Health	3
AEXS 675: Stress Management	3
CISC 605: Introductory Computer Concepts for Research	3
HLTH 525: Human Disease	3
HLTH 588: Special Topics for the Classroom Professional	3
HLTH 560: Health Related Aspects of Aging	3
HLTH 570: Women's Health Care	3
HLTH 616: Health Law	3
HLTH 640: Techniques of Applied Nutrition	3
HLTH 682: Seminar in Health Promotion	1-3
MSCI 675: Graded Exercise Testing and Electrocardiography	3
MSCI 601: Advanced Exercise Physiology	3
MSCI 603: Cardiovascular Physiology and Exercise	3
PSYC 522: Interviewing and Counseling	3
PSYC 648: Training and Development in Organizations	3
PSYC 649: Communication and Motivation in Organizations	3
PSYC 545: Imagery, Hypnosis, and Self-Hypnosis	3
PSYC 621: Theories of Personality	3
PSYC 522: Principles of Counseling	3
PSYC 631: Psychopathology	3

PSYC 633: Introduction to Psychotherapy	3
PSYC 635: Psychology in Organizations	3
PSYC 652: Consulting Skills	3
PSYC 680: Group Dynamics	3
PSYC 662: Marital and Family Interaction	3
RCTR 630: Leisure Counseling	3
HPER 679: Personnel and Human Resource Management	3
SMRT 652: Public Relations: Principles, Cases, and Problems	3
RHDS 670: Rehabilitation Needs of the Aging	3
RHDS 675: Holistic Medicine	3
RHDS 676: Employee Assistance Programming	3
RHDS 685: Treatment Methods of the Alcoholic	3
RHDS 687: Alcoholism and Family Treatment	3
RHDS 689: Cardiac Rehabilitation	3
RHDS 699: Behavioral Medicine Approaches to Chronic Disease and Disability	3
RHDS 535: Counseling Theory and Techniques	3
RHDS 564: Organization and Administration	3
SOCI 635: Dynamics of Inequality	3
RSCH 720: Educational and Psychological Statistics II	3

Total: 11-19

Research requirements:

HPER 626: Independent Study Proposal Design	2
*RSCH 626: Research Project	3
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

* Successful completion of a capstone experience is required for this option.

Students who elect to write a thesis will be eligible for the M.S., M.Ed., or M.P.E. degree. Students who complete the non-thesis option will be eligible for the M.Ed. or M.P.E. degree.

HEALTH CARE MANAGEMENT

(Health Studies - See Physical Education p.42)

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

PROGRAM REQUIREMENTS

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

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

HEALTH CARE MANAGEMENT

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

Program requirements:

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

Research Courses:

RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3
RSCH 626: Research Project	3
Total:	8

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

Internship/Fieldwork experience: 3

Electives: Chosen in consultation with academic advisor 12

HEALTH CARE MANAGEMENT IN LONG-TERM FACILITIES

Core requirement:

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

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

Research Courses:

RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3
RSCH 626: Research Project	3
Total:	8

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

Internship/Fieldwork experience: 6

Electives: Chosen in consultation with academic advisor 6

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

HEALTHCARE MANAGEMENT Continued

Health selectives:

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

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

Management selectives:

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

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

** Management Special Topics Courses

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

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

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

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

This is a multifaceted program offered in cooperation with the Management Department. Combining course work from management, counseling, organizational psychology, and computer science with a fieldwork

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

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

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

OCCUPATIONAL THERAPY

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

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

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

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

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

Entry-Level Master's Degree Program in Occupational Therapy

Students in the entry-level program in occupational therapy learn to work with individuals whose abilities to engage in the everyday tasks of

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

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

Certified occupational therapy assistants with at least two years experience may be eligible to waive certain program requirements and/or substitute elective, independent study, or post-professional courses. (Inquiries about these program modifications should be directed to the Occupational Therapy Department Chair.)

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

Entry-Level Program Admission Requirements

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

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

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

OCCUPATIONAL THERAPY Continued

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

Graduate applicants must submit their complete applications and all required credentials by January 1 for guaranteed consideration for acceptance the following fall, though applications received after this date will be reviewed on a space-available basis. The application must include transcripts, references, a resume, completed prerequisite and experience worksheets, and a strong statement of personal and professional objectives. Applicants must also have observed, volunteered, or worked in an occupational therapy setting prior to application. Additional experience working with people in an educational or health care setting, especially in the capacity of full-time employment, is also strongly valued. Reference to these experiences will strengthen the applicant's personal statement. One letter of reference from an occupational therapist is also strongly recommended.

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

Physical Sciences, which must include:

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

Social Sciences, which must include:

- Introduction to Sociology 3 s.h.
- Introduction to Psychology 3 s.h.
- Abnormal Psychology 3 s.h.
- One elective social science 3 s.h.
(Human Development is strongly recommended)

English, including one composition course 6 s.h.

Introduction to statistics 3 s.h.

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

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

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

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

First Winter Term

OCTH 584: Clinical Education I	3
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First Spring

OCTH 505: Group Process	1
PHTH 609: Human Anatomy II	3
OCTH 513: Neuroscience & Occupation II	1
OCTH 520: Performance, Dysfunction & OT Adaptation in Infancy	3
OCTH 521: Performance, Dysfunction & OT Adaptation in Childhood	4
OCTH 525: Performance, Dysfunction & OT Adaptation in Adolescents	3
Total SH for semester	15

First Summer

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

Second Fall

OCTH 533: Occupation, Dysfunction & Adaptation in Adults III	4
OCTH 534: Occupation, Dysfunction & Adaptation in Adults IV	4
OCTH 550: OT Management	3
OCTH 582: Graduate Seminar	3
OCTH 620: Research in OT Practice	2
M.Ed. students attend pre-fieldwork seminar	0
Total SH for semester	16

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

Second Winter Term (Jan. through March)*

OCTH 586: Clinical Education II	10
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Second Spring (April through June)*

OCTH 587: Clinical Education III	10
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June

OCTH 587: Clinical Education III continued: 1 week seminar on campus	0
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Master of Education candidates are then eligible to receive the Master of Education in OT degree in August, and to apply to sit for the National

OCCUPATIONAL THERAPY Continued

Board for Certification in Occupational Therapy examination early in the fall. Students pursuing the Master of Science degree stay for an additional semester to complete their research course work, and then move on to their fieldwork, as shown:

Second Spring

RSCH 620: Educational and Psychological Statistics I	3
Research selective course (see Plan C on page 15 of the Graduate Catalog)	3
RSCH 626: Research Project	3
MS students attend pre-fieldwork seminar	0
Total 9	

Second Summer (June through Sept.)*

OCTH 586: Clinical Education II	10
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Third Fall (Sept. through Dec.)*

OCTH 587: Clinical Education III	10
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November or December

OCTH 587: Clinical Education III continued: 3-day seminar on campus	0
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Master of Science candidates are then eligible to receive the Master of Science in OT degree in December, and to apply to sit for the National Board for Certification in Occupational Therapy examination early in the winter.

Additional Fieldwork Options for Students in Either Degree Track:

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

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

Post-Professional Graduate Degree Programs in Occupational Therapy

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

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

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

These seminars address current issues in occupational therapy theory and practice, with the general objective of helping advanced level practitioners become most effective in their multiple service roles, as consultants, direct service providers, educators, trainers, research or clinical team members, administrators and advocates. Each seminar uses an informal group process model for class instruction. Participants review the most current and relevant professional and popular literature in preparation for class discussion and assignments. During seminar meetings, faculty present participants with carefully constructed case studies, stories, and simulations to facilitate participant engagement in active learning, using an adult educational model believed to enhance learning and promote critical thinking. Students are expected to demonstrate effective synthesis of theoretical and practical information in particular topic areas through participation in group projects, individual study and presentation of final projects during the seminar.

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

* The master of education (Plan A) requires students to participate in a research project, such as a written scholarly project, a community service project, an advanced clinical practicum in a specialty area, or OCTH 620, for a minimum of two semester hours.

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

Plan B	S.H.
• RSCH 620: Educational and Psychological Statistics I	3
• RSCH 612: Proposal Design	2
• RSCH 635: Thesis	4

This is a traditional thesis option that requires each student to develop and implement a research study independently with advisement by a thesis committee.

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

• RSCH 612: Proposal Design	2
• RSCH 620: Educational and Psychological Statistics I	3
• RSCH 626: Research Project*	3

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

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

The practice component of the program is the most flexible, allowing students to direct their study toward a particular practice area in which they wish to expand their knowledge. Working closely with his or

OCCUPATIONAL THERAPY Continued

her adviser, a student assembles a career development plan that includes eleven to eighteen semester hours of focus on a specialty area of practice.

This plan may include:

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

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

Post-Professional Program Admission Requirements

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

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

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

Professional certification: Applicants must have been initially certified by the National Board for Certification in Occupational Therapy (NBCOT; formerly the American Board for Certification in Occupational Therapy), as evidenced by a copy of the certificate. Certification need not

be active at the time of application, but must not have been revoked. Internationally educated therapists must either be initially certified by the NBCOT, or must provide evidence of eligibility to sit for the NBCOT examination.

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

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

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

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

PHYSICAL EDUCATION AND HEALTH STUDIES

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

At the master's level the candidate may earn a master of science, a master of education, or a master of physical education degree by pursuing and successfully completing a program of study in one of the following areas of concentration: Adapted Physical Education; Advanced Level Coaching; Athletic Administration; Sport Studies; or Physical Education Teacher Licensure. The physical education programs also include concentrated work in Sport Management and Sport and Exercise Psychology. These concentrations are listed under Sport Management and Recreation and Exercise Science and Sport Studies on p.65 and p.33, respectively.

The requirements for admission are as follows:

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

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

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

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

ADAPTED PHYSICAL EDUCATION

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

The purposes and objectives of adapted physical education are to:

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

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

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

Undergraduate prerequisite: Physical Education Teaching License or Certificate.

BASIC PROGRAM

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

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

Program requirements: **23-26**
PHED 562: Physical Education for Mentally Retarded 2
PHED 612: Concepts in Assessment and Remedial Exercise Therapy 3
PHED 661: Functional Human Anatomy 4
PHED 663: Adapted Physical Education and Recreation 3
PHED 695: Fieldwork in Adapted Physical Education 5-8
PSYC 518: Behavior Modification 3
RHDS 642: Behavioral Techniques for the Developmentally Disabled 3

Electives: **1-6**
Chosen from an approved list in consultation with program supervisor.

Research requirements: **4-9**
HPER 626: Independent Study Proposal Design 2
* PHED 692: Independent Study in Physical Education 2
Or
RSCH 620: Educational and Psychological Statistics I 3
RSCH 625: Thesis Seminar 2
RSCH 635: Thesis 4

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

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

ADVANCED-LEVEL COACHING

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

PHYSICAL EDUCATION Continued

ogy, biomechanics, motor learning and control, and sport psychology.

Undergraduate prerequisites:

Mammalian Anatomy and Physiology I and II	8
Sports First Aid and Injury Prevention	3
Kinesiology/Biomechanics	3
Physiology of Exercise	3
Statistics	3
* Skills and Techniques	2

BASIC PROGRAM

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

CORE requirement:

RSCH 610: Foundations and Methods of Research	3
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Program requirements: 15

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

Electives: Chosen from an approved list in consultation with program advisor. 9-14

Research requirements: 4-9

HPER 626: Independent Study Proposal Design	2
* PHED 692: Independent Study in Physical Education	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

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

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

ATHLETIC ADMINISTRATION

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

Undergraduate prerequisites

First aid and CPR (or equivalent)	
Prevention and Care of Athletic Injury	
Statistics	

rev. 7/15/03

Basic Program

(minimum of 36 s.h. of graduate credit)

Research Core Requirement

RSCH 610: Foundations and Methods of Research	3
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Athletic Administration Concentration

Requirements 9 s.h.

PHED 633: Athletic Administration	3
PHED 683: Seminar in Athletic Administration	2
PHED 686: Fieldwork in Athletic Administration	4

Program requirements 15 s.h.

HPER 627: Facility Design, Operations, and Maintenance	3
HPER 645: Marketing Issues in Sport and Recreation	3
HPER 675: Legal Issues in Sport and Recreation	3
HPER 678: Budgeting for Sport and Recreation	3
HPER 679: Personnel and Human Resource Management	3

Electives 0-5 s.h.

Chosen from an approved list in consultation with program advisor

Research Requirement 4-9 s.h.

HPER 626: Independent Study Proposal Design	2
*PHED 692: Independent Study in Physical Education	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

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

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

SPORT PERFORMANCE

The sport performance program is designed for students interested in studying the nature of sport from different disciplines including motor learning, motor development, and philosophy and psychology of sport.

Prerequisite:

Undergraduate degree.

BASIC PROGRAM

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

CORE requirement: S.H.

RSCH: 610 Foundations and Methods of Research	3
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Program requirements: 9

MOST 624: Motor Learning and Control	3
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PHYSICAL EDUCATION Continued

Or

PHED 635: Motor Development and Analysis	3
PHED 620: Philosophy of Sport	3
PHED 678: Sport Psychology	3

Choose one of the following concentrations: **9-12**

Motor Development

EDUC 607, 637, or SOCI 635:	3
PHED 635: Motor Development (required course)	3
PSYC 638: Adult Development and Learning	3
RHDS 670: Rehabilitation Needs of the Aging	3

Motor Learning

MOST 624: Motor Learning and Control (required course)	3
PSYC 632: Analysis of Teaching Behavior	3
PHED 613: Advanced Level Coaching	3
PSYC 501: Motivation and Learning	3
PHED 625: Seminar in Motor Learning	3

History and Philosophy (4 of 5)

PHED 520: Sport and Art	3
PHED 580: Female Athlete	3
PHED 581: History of Physical Education and Sport	2
PHED 648: Comparative Physical Education	3
PHED 658: Sport in American Culture	3

Pedagogy (one 3 credit course per category)

Curriculum Course (PHED 629; EDUC 555)	
Analysis/Assessment (PHED 632; HLTH 517)	
Instructional Methods (PHED 660; HLTH 502/603)	
Content Course (PHED 658; HPER 675; HLTH 588/535/610)	

Electives: **2-7**

Research requirements: **4-9**

HPER 626: Independent Study Proposal Design	2
*PHED 692: Independent Study in Physical Education	2

Or

RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

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

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

HEALTH STUDIES

HEALTH/FAMILY AND CONSUMER SCIENCES TEACHER LICENSURE PROGRAM

The teacher preparation program is for graduates who have earned undergraduate degrees in fields other than health education and who wish to complete the Massachusetts teacher licensure requirements in health/family and consumer sciences. Completion of this program will therefore allow graduate students to qualify for initial Massachusetts teacher licensure in Health/Family and Consumer Sciences (all levels).

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

Requirements for Admission:

1. A bachelor's degree with satisfactory record from an accredited college or university
2. Submission of Graduate Record Examination score taken within five years of the date of the application
3. An undergraduate major in physical education equivalent to that offered at Springfield College. If this preparation is incomplete, it must be made up by study in addition to master's degree requirements. Please refer to transcript analysis form in assessment section of folio

Standards for Practicum Placement:

All Health/Family and Consumer Sciences Teacher Licensure students must meet the following specific requirements along with those identified for Teacher Preparation Program Admission.

1. Meet or exceed a 3.0 professional cumulative index, consisting of any courses taken with the following prefixes: EDUC, HLTH, and PSYC.
2. Earn a grade of B or better in either HLTH 502 or HLTH 603.
3. Students must also receive a grade of B or better in pre-practicum in order to be eligible to begin the practicum experience.
4. Demonstrate the personal characteristics needed to become a teacher by:
 - A. having no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.
 - B. meeting the technical standards for the department (available form the PETA department office).

Contact Person:

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

Prerequisites:

Anatomy and Physiology I and II	S.H. 8
Growth and Development	3

PHYSICAL EDUCATION Continued

Families in Society	3
Consumer Health	3
Human Sexuality	3
Substance Use and Abuse	3
First Aid and Safety	3
Basic Nutrition	3
Teaching Methods	3
Multicultural Course (may substitute a graduate-level Course)	3
Pre-practicum	2

BASIC PROGRAM

Core requirement:

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

Program requirements:

EDUC 555: Early Childhood Education Curriculum and Care	3
HLTH 517: Organization, Administration, and Assessment for the School Health Program	3
HLTH 588: Special Health Topics for the Classroom-Grades Pre K-12	3
HLTH 525: Human Disease	3
HLTH 610: Issues in Public Health	3
PSYC 522: Interviewing and Counseling	3

Total: 18

Teaching Requirements (Non-licensed Teacher): 9

HLTH 684: Practicum Health/Family and Consumer Sciences PreK-8	3
HLTH 685: Practicum in Health/Family and Consumer Sciences 5-12	3
HLTH 502: Methods and Materials in Health/Family and Consumer Sciences	3

Teaching Requirements (Licensed Teacher): 6

HLTH 603: Teaching Methods and Learning Styles	3
HLTH 687: Health Clinical Teaching	3

Electives: 0-3

Research requirements:

HPER 626: Independent Study Proposal Design	2
**PHED 692: Independent Study—Physical Education	2

Or

RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

Total: 4-9

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

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

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

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

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

PHYSICAL EDUCATION TEACHER LICENSURE PROGRAM

Physical Education Teacher Licensure program is intended to meet the needs of those students who have earned undergraduate degrees in fields other than physical education and who wish to complete the Massachusetts Teacher Licensure requirements in physical education. Completion of this program will therefore allow graduate students to qualify for initial licensure in elementary physical education (PreK-8) or secondary level physical education (5-12).

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

Standards for Practicum Placement:

All graduate/postbaccalaureate Physical Education Licensure students must meet the following specific requirements along with those identified for Teacher Preparation Program Admission.

1. Meet or exceed a 3.0 professional cumulative index, consisting of any courses taken with the following undergraduate and graduate prefixes: EDUC, HLTH, MOSK, MOST, MSCI, PHED, PEAC, and PEPC (cumulative indexes will be from the last semester completed).
2. Earn a grade of B or better in the following course: PHED 510.
3. Students must also receive a grade of B or better in pre-practicum in order to be eligible to begin the practicum experience.
4. Demonstrate the personal characteristics needed to become a teacher by:
 - A. having no more than one negative evaluation on file or have met the prescription requirements of the Appraisal and Retention Committee.
 - B. meeting the technical standards for the department (available form the PETA department office).

Undergraduate prerequisites:

	S.H.
Anatomy & Physiology I and II	8
Physiology of Exercise	3
Kinesiology	3
Assessment in Movement and Sport	3
Heritage & Values of Movement and Sport	3
Adapted Physical Education	3

PHYSICAL EDUCATION Continued

Sports First Aid & Injury Prevention	3
Pre-practicum in Elementary or Secondary Physical Education	2
Physical Education Activity Courses	6

Wellness

Fitness for life (1 s.h.) & Aerobic Activities (.5 s.h.)

Team Sports and Individual/Dual Sports

3 selectives (1.5 s.h.)

Aquatics

WSI or Lifeguard (1 s.h.)

Dance/Rhythmic

Approaches to Dance (1 s.h.)

Outdoor/Leisure

Outdoor Adventure (.5 s.h.)

Movement Across Categories

Skill Themes (.5 s.h.)

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

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

Program requirements:

EDUC 607: Philosophical Foundations of Education	3
<i>Or</i>	
EDUC 619: Contemporary Issues in Education	3
<i>Or</i>	
EDUC 637: Social Justice and Diversity Issues	3
MOST 624: Motor Learning and Control	3
PHED 629: Curriculum Construction	3
PHED 632: Analysis of Teacher Behavior	3
PHED 635: Motor Development & Analysis	3
PHED 658: Sport in American Culture	3
PHED 660: Advanced Instructional Strategies	3
PHED 674: Budgeting and Liability in Physical Education and Athletics	3

Subtotal: 24

Pedagogy requirements:

PHED 510: Elementary & Secondary PE Teaching Methods	3
PHED 684: Practicum in Physical Education PreK-8	3 or 6
<i>And/Or</i>	
PHED 689: Practicum in Physical Education 5-12	3 or 6
 Research requirements:	 4-9
HPER 626: Independent Study Proposal Design	2
* PHED 692: Independent Study in Physical Education	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

Minimum program total: 37

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

PHYSICAL EDUCATION TEACHING (Approved Professional Licensure Program)

Prerequisites:

Physical Education License and at least one year teaching experience and a current Physical Education teaching position or three years Physical Education teaching experience.

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

Program requirements: 12

PHED 660: Advanced Instructional Strategies	3
PHED 663: Adapted Sports and Recreation	3
PHED 632: Analysis of Teacher Behavior	3
PHED 629: Curriculum Construction	3

Choose one of the following focus areas:

Advanced Level Coaching

MOST 624: Motor Learning and Control	3
PHED 613: Advanced Level Coaching	3
PHED 678: Sport and Exercise Psychology	3

Supervision

HPER 675: Legal Issues in Sport and Recreation	3
MOST 624: Motor Learning and Control	3
————— Supervision Selective	3

Adapted Physical Education

PHED 663: Adapted Physical Education and Recreation	3
PHED 612: Concepts in Assessment and Remedial Exercise Theory	3
PHED 661: Functional Anatomy and Kinesiology	4
PHED 695: Fieldwork in Adapted Physical Education	2

Research requirements:	4-9
HPER 626: Independent Study Proposal Design	2
* PHED 692: Independent Study in Physical Education	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4
Total: 32	

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

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

CERTIFICATE OF ADVANCED STUDY

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

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

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

Courses in physical education: **S.H. 12**

Electives: Courses approved by advisor

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

Liberal-cultural electives: **9**
Graduate courses with prefix other than HLTH, HPER, PHED, SMRT, and approved by advisor.

Administrative field experience and/or research requirement: **5**

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

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

PHYSICAL THERAPY

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

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

ADMISSION TO THE PROGRAM

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

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

Eight credits with laboratory:

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

Three credits each:

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

A minimum of twelve credits from:

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

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

Transcripts, references, a resume, completed prerequisite and experience worksheets, and a completed graduate application are all part of the graduate physical therapy application. All applicants must document a minimum of ten hours of volunteer, observational, or paid experience in physical therapy at a health care setting. Three letters of reference are required with one of these letters being from a physical therapist. A resume is also a required component of the application. Documentation of a plan for completion of any outstanding prerequisites must be submitted with the application.

Applications are reviewed on a rolling admission schedule beginning December 1 and continue until the class is filled. Review of the application begins once the Office of Graduate Admissions has received all official transcripts reflecting college-level work. Transcripts for fall semester courses that are in progress at the time of application are due by January 15.

	S.H.
Fall: (First Year)	
PHTH 503: Physical Therapy in the Health Care System	1
PHTH 602: Clinical Concepts in Physical Therapy I	3
PHTH 604: Clinical Medicine and Pathology	4
PHTH 608: Human Anatomy I	3
Graduate Elective	3
Subtotal: 11-14	

Spring: (First Year)	
PHTH 607: Clinical Concepts in Physical Therapy II	2
PHTH 609: Human Anatomy II	3
PHTH 615: Clinical Education Seminar	1
PHTH 616: Clinical Kinesiology	3
PHTH 666: PT Management of Patients with Cardiopulmonary Conditions I	2
Graduate Elective (optional)	3
Subtotal: 11-14	

PHYSICAL THERAPY Continued

Fall: (Second Year)

PHTH 620: Clinical Competency Laboratory I	1
PHTH 621: PT Management of Patients with Musculoskeletal Conditions I	4
PHTH 622: PT Management of Patients with Musculoskeletal Conditions II	4
PHTH 630: Neuroscience	3
PHTH 650: Clinical Pharmacology	3
RSCH 610: Foundations and Methods of Research	3
Subtotal: 18	

Winter: (Second Year)

PHTH 586: Clinical Education I	3
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Spring: (Second Year)

PHTH 623: PT Management for Patients with Acute Medical Conditions	3
PHTH 624: PT Management of Patients with Disorders of Upright Mobility	3
PHTH 625: Clinical Competency Laboratory II	1
PHTH 631: PT Management for Patients with Neuromuscular Conditions I	3
RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3
Subtotal: 15	

Summer: (Third Year)

PHTH 660: Education in Physical Therapy Practice	3
PHTH 665: PT Management of Patients with Neuromuscular Conditions II	4
PHTH 664: PT Management of Patients with Spinal Disorders	2
Subtotal: 9	

Fall: (Third Year)

PHTH 685: Clinical Education II	6
PHTH 686: Clinical Education III	6
Subtotal: 12	

Spring: (Third Year)

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

PHTH Selectives (choose one selective):

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

PHYSICIAN ASSISTANT

The mission of the Springfield College program is to educate students in spirit, mind, and body for leadership in clinical, community, and academic service to humanity, building upon the College's foundations of humanics and academic excellence. The Springfield College physician assistant program trains primary care physician assistants eligible for employment in a wide variety of medical settings and specialties.

This is a five-year entry-level program with students earning a bachelor of science degree and a master of science in physician assistant studies upon successful completion of the program. A graduate program for students with a bachelor's degree is also available. This would allow the student to complete the professional phase of the program in 27 months and be awarded a Master of Science degree in Physician Assistant Studies.

The program is divided into two distinct phases: a pre-professional phase in which students complete All-College Requirements and basic science program requirements; and the professional phase which includes 16 months of didactic education and 11 months of clinical rotations. The didactic year includes courses in clinical medicine, pharmacology, applied clinical skills, history taking and physical assessment, human anatomy, mental health issues, clinical decision making, foundations of research, advanced statistics, computer concepts in research, and seminar courses. Clinical education includes inpatient medicine, family medicine, psychiatry, pediatrics, obstetrics, and gynecology, surgery and emergency medicine.

Graduates of the program are eligible to sit for the National Commission of Certification of Physician Assistants (NCCPA) Certification Examination and apply for state licensure.

For more information about this program, contact Jennifer Hixon, M.S., P.A.-C., the Program Director of the Physician Assistant Program at (413) 748-3554 or the Admissions Office at (800) 343-1257.

¹ Accredited by the Accreditation Review Commission of Education for the Physician Assistant (ARC-PA)

Professional phase core/master of science PA curriculum

EMSM 251: Advanced Cardiac Life Support	1
PAST 310: PA Seminar V (UG)	1
PAST 320: PA Seminar VI (UG)	1
PAST 330: PA Seminar VII	1
PAST 512: History Taking and Physical Assessment I	4
PAST 513: Mental Health Issues in Primary Care	3
PAST 514: Principles of Clinical Decision Making	1
PAST 515: Human Anatomy I	1
PAST 521: Applied Clinical Skills I	3
PAST 522: History Taking and Physical Assessment II	4
PAST 523: Pharmacology I	2
PAST 524: Clinical Medicine I	6
PAST 525: Human Anatomy II	1
PAST 531: Applied Clinical Skills II	3

PAST 532: History Taking and Physical Assessment III	4
PAST 533: Pharmacology II	2
PAST 534: Clinical Medicine II	6
PAST 535: Human Anatomy III	1
PAST 543: Pharmacology III	2
PAST 544: Clinical Medicine III	6
PAST 640: PA Seminar VIII	1
PAST 650: PA Seminar IX	1
PAST 660: PA Seminar X	1
PAST 671: Inpatient Medicine	6
PAST 672: Family Medicine	6
PAST 673: General Surgery	6
PAST 674: Emergency Medicine	6
PAST 675: Obstetrics and Gynecology	6
PAST 676: General Pediatrics	6
PAST 677: Psychiatry	6
PAST 680: Preceptorship	6
RSCH 610: Foundations and Methods of Research	3
RSCH 620: Educational and Psychological Statistics I	3
PAST 626: PA Research Project	3
CISC 605: Computer Concepts in Research	3

Program Minimal 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*.

Sample Program by Year

	S.H.
First Year	
BIOL 121: Bioscience (UG)	3
BIOL 123: Bioscience Lab (UG)	1
CHEM 121: General Chemistry (UG)	3
CHEM 123: Chemistry Lab (UG)	1
ENGL 113: Written & Oral English (UG)	3
MATH 115	
or 125: College Algebra or Precalculus Math (UG)	3
CISC 105/130: Computer Science (UG)	3
PEAC XXX: PE Elective (UG)	1

PAST 101:	PA Seminar I (UG)	1
BIOL 122:	Bioscience (UG)	3
BIOL 124:	Bioscience Lab (UG)	1
CHEM 122:	General Chemistry (UG)	3
CHEM 124:	Chemistry Lab (UG)	1
ENGL 114:	Written & Oral English (UG)	3
PAST 102:	PA Seminar II (UG)	1
Fall and Spring Total:		31

Second Year

BIOL 250:	Human Structure & Function (UG)	3
BIOL 252:	Human Structure & Function Lab (UG)	1
BIOL 214:	Medical Microbiology (UG)	3
CHEM 211:	Organic Survey (UG)	3
PEAC XXX:	PE Elective (UG)	.5
PAST 221:	PA Seminar III (UG)	1
PSYC/MATH 211 or 215:	Statistics (UG)	3
BIOL 251:	Human Structure & Function (UG)	3
BIOL 253:	Human Structure & Function Lab (UG)	1
PAST 222:	PA Seminar IV (UG)	1
PEAC XXX:	PE Elective (UG)	.5
PSYC/RHDS 422/370:	Interviewing & Counseling (UG)	3
ACR XXX:	ACR Courses (UG)	8
Fall and Spring Total:		31
Year 1 and 2 Total:		62

Third Year (Fall Semester)

CHEM 331:	Biochemistry (UG)	3
PEAC XXX:	PE Elective (UG)	1
ACR XXX:	ACR Courses (UG)	16
Fall Total:		20
Total UG & ACLS:		82

Professional Courses

Third Year (Spring Semester)

CISC 605	Computer Concepts in Research (G)	3
RSCH 610	Research Methods (G)	3
RSCH 620	Educational & Psychological Statistics I (G)	3
PAST 626	PA Research Project (G)	3
PAST 310:	PA Seminar V (UG)	1
Spring Total:		13

Third Year (Summer Semester)

PAST 512	History & Physical I (G)	4
PAST 515	Human Anatomy Laboratory I (G)	1
PAST 524	Clinical Medicine I (G)	6
PAST 513	Mental Health Issues (G)	3
PAST 330	PA Seminar VII (UG)	1
PAST 523	Pharmacology I	2
Summer Total:		17

Fourth Year (Fall Semester)

PAST 522	History & Physical II (G)	4
PAST 525	Human Anatomy Laboratory II (G)	1
PAST 514	Principles of Clinical Decision Making (G)	1
PAST 534	Clinical Medicine II (G)	6
PAST 533	Pharmacology II (G)	2
PAST 521	Applied Clinical Skills I (G)	3
PAST 320	PA Seminar VI (UG)	1
Fall Total:		18

Fourth Year (Spring Semester)

PAST 532	History & Physical III (G)	4
PAST 535	Human Anatomy Laboratory III (G)	1
PAST 544	Clinical Medicine III (G)	6
PAST 531	Applied Clinical Skills II (G)	3
PAST 543	Pharmacology III (G)	2
EMSM 251	Advanced Cardiac Life Support (UG)	1
PAST 310	PA Seminar V (UG)	1
Spring Total:		18
Total for BS:		147

Fourth Year (Summer Semester)

PAST 672	Family Medicine (G)	6
PAST 673	General Surgery (G)	6
PAST 640:	PA Seminar (G)	1
Summer Total:		13

Fifth Year (Fall Semester)

PAST 674	Emergency Medicine (G)	6
PAST 675	Obstetrics & Gynecology (G)	6
PAST 676	General Pediatrics (G)	6
PAST 650	PA Seminar (G)	1
Fall Total:		19

Fifth Year (Spring Semester)

PAST 677	Psychiatry (G)	6
PAST 671	Inpatient Medicine (G)	6
PAST 680	Preceptorship (G)	6
PAST 660	PA Seminar (G)	1
Spring Total:		19
Total Grad.:		116

PSYCHOLOGY AND COUNSELING

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

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

Contact Person:

Dr. Ann Moriarty
Chair, Department of Psychology
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THE PROGRAMS AND CURRICULA

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

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

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

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

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

ATHLETIC COUNSELING

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

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

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

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

Contact Person:

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PSYCHOLOGY AND COUNSELING Continued

CORE requirement: S.H.

RSCH 610: Foundations and Methods of Research 3

Program/Concentration Requirements:

AEXS 675: Stress Management 3

Or

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

PSYC 570: Psychology of the College Age Adult 3

PHED 678: Psychology of Sport and Physical Education 3

PSYC 686: Fieldwork and Seminar 3-16

PSYC 654: Issues and Techniques in Counseling Athletes 3

PSYC 657: Professional Studies in Athletic Counseling 3

PSYC 672: Laboratory in Counseling Athletes 3

PSYC 622: Principles of Counseling 3

PSYC 685: Counseling Practicum 3

Although not required, it is highly recommended:

PSYCH 656: Life Skills Programming for Student-Athletes 3

Total: 30-43

Selectives: S.H.

ATRN 582: Seminar in Athletic Health Care 3

HLTH 612: Dimensions of Wellness 3

MSCI 601: Advanced Exercise Physiology 3

MSCI 640: Nutrition and Athletic Performance 3

PHED 580: Female Athlete 2

PHED 620: Philosophy of Sport 3

PHED 633: Athletic Administration 3

PHED 658: Sport in American Culture 3

PHED 661: Functional Anatomy and Kinesiology 4

PHED 679: Applied Sports Psychology 3

PHED 682: Sport Psychometrics 2

PSYC 501: Motivation and Learning 3

PSYC 540: Psychology of Sexual Behavior 3

PSYC 612: Psychopharmacology 3

PSYC 613: Professional Ethics 3

PSYC 614: Counseling Diverse Populations 3

PSYC 621: Theories of Personality 3

PSYC 631: Psychopathology 3

PSYC 633: Introduction to Psychotherapy 3

PSYC 638: Adult Development and Learning 3

PSYC 643: Career Development 3

PSYC 651: Student Personnel Administration in Higher Ed. 3

PSYC 652: Consultation and Organizational Behavior 3

PSYC 655: Current Issues in Student Personnel 3

PSYC 660: Introduction to Marriage and Family Therapy 3

PSYC 661: Systemic Family Therapy 3

PSYC 662: Marital and Family Interaction 3

PSYC 663: Structural Family Therapy 3

PSYC 680: Group Dynamics 3

RHDS 675: Holistic Medicine 3

RHDS 685: Treatment Methods in Substance Abuse
Rehabilitation 3

RHDS 687: Substance Abuse and Family Treatment 3

RSCH 618: Guided Individual Study 2-6

Total: 48

Research requirement:

Plan A: M.Ed.

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

Plan B: M.S.- Thesis is required

RSCH 612: Proposal Design 2

RSCH 620: Educational and Psychological Statistics I 3

RSCH 635: Thesis 4

Total: 9

Plan C: M.S.

PSYC 626: Research Project and two additional research courses 3

RSCH 612: Proposal Design 2

RSCH 620: Educational and Psychological Statistics I 3

Total: 8

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

CLINICAL MENTAL HEALTH COUNSELING

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

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

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

PSYCHOLOGY AND COUNSELING Continued

Contact Person:

Dr. Ann Moriarty
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E-Mail: Anna_Moriarty@spfldcol.edu

CORE Requirement:

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

Program/Concentration Requirements:

PSYC 622: Principles of Counseling	3
PSYC 631: Psychopathology	3
PSYC 588: Clinical Seminar in Assessment, Diagnosis, and Treatment Planning	3
PSYC 633: Psychotherapy	3
PSYC 612: Psychopharmacology	3
PSYC 623: Crisis Intervention	3
PSYC 614: Counseling Diverse Populations	3
PSYC 680: Group Dynamics	3
PSYC 613: Professional Ethics	3
PSYC 513: Psychological Testing	3
PSYC 639: Human Life Span Development	3
PSYC 645: Imagery, Hypnosis, and Self-Hypnosis	3
PSYC 685: Counseling Practicum	3
PSYC 686: Internship and Seminar	9
RSCH 618: Guided Individual Study	3

TOTAL = 51

Selectives:

PSYC 643: Career Development	3
PSYC 611: Psychology of Humor	3
PSYC 615: Child Development and Therapy	3
PSYC 660: Introduction to Marriage and Family Therapy	3
PSYC 588: Forensic Psychology	3
RHDS 685: Treatment Methods in Substance Abuse Rehabilitation	3
RSCH 618: Guided Individual Study	3

TOTAL = 9

Research requirement:

Plan A: M.Ed:

PSYC 626: Research Project

Plan C: M.S:

PSYC 626: Research Project	3
RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3

Total semester hour requirement for concentration: 60

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

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PROGRAM

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

Objectives:

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

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

Career Opportunities:

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

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

Contact Person:

Dr. Barbara Mandell
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E-Mail: Barbara_Mandell@spfldcol.edu

Undergraduate Prerequisites:

There are no prerequisites for the program

S.H.

CORE Requirement:

RSCH 610: Foundations and Methods of Research 3

PSYCHOLOGY AND COUNSELING Continued

Departmental Requirements:

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

Total: 6

Industrial/Organization Program Requirements S.H.

PSYC 635:	Psychology in Organizations	3
PSYC 688:	Conflict Mediation	3
PSYC 648:	Training and Development in Organizations	3
PSYC 652:	Consulting Skills	3
PSYC 650:	Organizational Development and Change	3
PSYC 680:	Group Dynamics	3
PSYC 673:	Human Factors in the Workplace	4
PSYC 649:	Communication and Motivation in Organizations	3
PSYC 686:	Fieldwork/Internship and Seminar	1-7
HPER 679:	Human Resources Management	3
SMRT 677:	Supervisory Management	3
MGTE 677:	Organizational Research	3

Total: 24-25

Electives (students may select up to 6 credits from the following selection of courses):

PSYC 513:	Psychological Testing	3
PSYC 638:	Adult Development and Learning	3
PSYC 643:	Career Development	3
PSYC 668:	Forensic Psychology	3
MGTE 605:	Managerial Supervision	3
MGTE 645:	Consumer Behavior	3
MGTE 675:	Entrepreneurial Studies	3
MGTE 678:	Business Law	3
MGTE 680:	Corporate Social Responsibility	3
MGTE 600:	Selected Applications of Accounting	3
SMRT 652:	Public Relations: Principles, Cases, and Problems	3
CISC 605:	Computer Concepts	3
CISC 610:	Statistical Applications of Computer Programming	3
RSCH 615:	Qualitative Research	3
AEXS 601:	Management of Health/Fitness Programs	3
AEXS 675:	Stress Management	3

Total: 6

Research Requirements (Students choose Option A or B):

(Option A) S.H.

RSCH 620:	Educational and Psychological Statistics I	3
RSCH 612:	Proposal Design	2
RSCH 635:	Thesis	4

Total: 9

(Option B)

RSCH 620:	Educational and Psychological Statistics I	3
RSCH 612:	Proposal Design	2
PSYC 626:	Research Project in Psychology	3

Total: 8

MARRIAGE AND FAMILY THERAPY

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

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

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

Contact Person:

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

Undergraduate Prerequisites: **None.**

CORE requirement:

RSCH 610:	Foundations and Methods of Research	3
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Departmental Requirements:

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

Total: 6

Marriage & Family Program Requirements

Human Development (3 courses required)		
PSYC 515:	Child Development and Counseling	3
*PSYC 631:	Psychopathology	3
PSYC 540:	Psychology of Sexual Behavior	3
**PSYC 639:	Human Life Span Development	3

Total: 9

Marital & Family Studies (3 courses required)

*PSYC 660:	Intro. to Marriage & Family Counseling	3
*PSYC 662:	Marital & Family Interaction	3
PSYC 664:	Couples Therapy	3
PSYC 560:	Rituals in Families	3
RHDS 587:	Substance Abuse & Family Treatment	3

Total: 9

PSYCHOLOGY AND COUNSELING Continued

Marital and Family Therapy (3 courses required)

*PSYC 663: Structural Family Therapy	3
*PSYC 667: Strategic Family Therapy	3
*PSYC 661: Systemic Family Therapy	3

Total: 9

Professional Studies (1 course required)

*PSYC 669: Professional Studies in Marriage & Family Therapy	3
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Clinical Experience (12 months/ 15 hours per week, minimum)

*PSYC 686: Fieldwork/Internship & Seminar	9
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Selectives:

**PSYC 513: Psychological Testing	3
**PSYC 680: Group Dynamics	3
RSCH 618: Guided Individual Study in Psychopharmacology	1
**PSYC 614: Counseling Diverse Populations	3
**PSYC 643: Career Development	3

Research Requirements:

Plan A: M.Ed.

Master's Comprehensive Examination

Plan B: M.S. - Thesis

RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3
RSCH 635: Thesis	4

Plan C: M.S.

PSYC 626: Research Project	3
RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3

Total: 60

DUAL MARRIAGE AND FAMILY THERAPY/ MENTAL HEALTH COUNSELING OPTION

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

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

* Required Course

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

Certificate of Advance Study- Minimum of 32 semester hours

SCHOOL GUIDANCE COUNSELING

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

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

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

The following program of study is subject to change.

This program is a State of Massachusetts and NASDTEC approved program.

Contact Person:

Dr. Lisa Fontes
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E-Mail: LFontes@spfldcol.edu

CORE requirement:

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

PSYC 513: Psychological Testing	3
PSYC 515: Child Development and Counseling	3
PSYC 601: Developmental School Guidance Counseling	3
PSYC 622: Principles of Counseling	3
PSYC 614: Counseling Diverse Populations	3
PSYC 665: Family Counseling in Schools	3
PSYC 643: Career Development and Counseling	3
PSYC 631: Psychopathology	3
EDUC/RHDS 683: Learning Disabilities	3
PSYC 683: Ethical School Counseling Practice Seminar	3
PSYC 684: Practicum in School Guidance	6
PSYC 685: Counseling Practicum	3
PSYC 645: Prevention and Group Counseling in Schools	3
PSYC 680: Group Dynamics	3

Or

EDUC 640: Behavior Management for School Aged Children	3
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Total: 48

PSYCHOLOGY AND COUNSELING Continued

Research requirement:

Plan A: M.Ed.

Master's Comprehensive Examination

Total: 48

STUDENT PERSONNEL ADMINISTRATION IN HIGHER EDUCATION

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

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

Undergraduate Prerequisites: None.

Contact Person:

Dr. Delight Champagne

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E-Mail: Delight_Champagne@spfldcol.edu

CORE Requirement:

RSCH 610: Foundations and Methods of Research	3
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Departmental Requirements:

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

Total: 6

Student Personnel Program Requirements:

PSYC 651: Student Personnel Administration in Higher Education	3
PSYC 570: Psychology of the College Age Adult	3

PSYC 655: Current Issues in Student Personnel	3
PSYC 686: Fieldwork/Internship and Seminar in Student Personnel (minimum two 3-credit internships)	6-12
EDUC 665: Higher Education in America	3
<i>Or</i>	
EDUC 620: Higher Education Law	3

Total: 18-24

Student Personnel Program Selectives (select 3):

PSYC 614: Counseling Diverse Populations	3
PSYC 638: Adult Development and Learning	3
PSYC 680: Group Dynamics	3
PSYC 643: Issues and Techniques in Career Development	3
PSYC 635: Psychology in Organizations	3
EDUC 665: Higher Education in America (If not taken to meet SPA Program Requirement)	3
EDUC 620: Higher Education Law (If not taken to meet SPA Program Requirement)	3

Total: 9

Research Requirements:

Plan A: M.Ed.

Portfolio

Plan B: M.S. - Thesis

RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3
RSCH 635: Thesis	4

Plan C: M.S.

PSYC 626: Research Project	
RSCH 612: Proposal Design	2
RSCH 620: Educational and Psychological Statistics I	3

Total = 60

Total semester hours requirement for concentration: 48

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

A Certificate of Advanced study (32 semester hours) is available in all concentrations in the Psychology Department.

REHABILITATION COUNSELING AND SERVICES

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

General Curriculum

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

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

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

Programs

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

Rehabilitation Counseling:

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

Rehabilitation Management and Administration:

Disability Management
Employee Assistance Administration

Rehabilitation Services Administration
Program Supervisor

Rehabilitation Services:

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

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

Eligibility

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

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

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

REHABILITATION COUNSELING AND SERVICES Continued

Management and Administration only. Students with acceptable previous employment experience, concurrent employment, or related background may plan a program of study within the scope of departmental and related offerings. This program is subject to departmental faculty approval and should be planned in consultation with a departmental faculty advisor. A minimum of thirty-six semester hours of graduate credit is required in this specialized program, although additional course work may be necessary. A minimum of three to five years of acceptable employment experience including a minimum of one year under the supervision of a CRC is required for CRC eligibility.

Certification: Students accepted to this program level normally have or are obtaining the professional experience necessary to become eligible for certification as a rehabilitation counselor (CRC) if required or desired. This program level, however, is not designed for certification eligibility, but rather is intended for those wishing to expand or complement existing background and experience. Those interested primarily in qualification for certification should consider Level I or Level II programs within the Rehabilitation Counseling programs.

Certificate of Advanced Study

Students who have completed the master's degree may pursue advanced course work leading to a Certificate of Advanced Study or Post-Master's Certificate (PMC) in a specialty area. Admission to this program is based on individual goals and objectives. Typically, students in this program seek to complement their existing educational and professional background, training, and experience; qualify for advanced position; or become eligible for certification or licensure. Programs are arranged individually with the student's faculty advisor. A minimum of thirty-two semester hours of graduate credit is required for the CAS; twelve to eighteen semester hours are required for PMC.

Accreditation Information

The Rehabilitation Counseling programs (Levels I and II) are approved and accredited by the National Council on Rehabilitation Education (CORE). Students completing all course work requirements (minimum: 48 s.h.) including research, general rehabilitation course requirements, practica, and internships are eligible for the national certification examination to become Certified Rehabilitation Counselors (CRC) and to apply for state licensure as a Rehabilitation Counselor (LRC). Depending on the concentration, students may also be eligible for additional certifications and licenses. For more information, see the information provided for individual concentrations.

Program Coordinators/Faculty and Telephone Numbers

Michael P. Accordino, D.Ed., CRC, LMHC Assistant Professor
748-3258 Room 102C
Psychiatric Rehabilitation and Mental Health Counseling

Allison Cumming McCann, Ph.D. Assistant Professor
748-3006 Room 107
Rehabilitation Counseling - General Casework

J. Patrick Decoteau, Ph.D., CRC/LRC Professor
748-3375 Room 110
Rehabilitation Counseling - General Casework

Bernard T. Graney, Ph.D. Professor
748-3320 Room 109
Pediatric and Developmental Disabilities

Robert L. Hewes, Ph.D., CRC Assistant Professor
748-3769 Room 108
Alcohol and Substance Abuse Counseling

Thomas J. Ruscio, CRC/LRC Department Chair
748-3566 Room 112
Management and Administration; Rehabilitation Counseling; General Cases; Rehabilitation Counseling for Deaf and Hard of Hearing; Special Services

Joseph F. Stano, Ph.D., NCC, CRC/LRC Professor
748-3375 Room 102B
Vocational Evaluation - Work Adjustment Specialist

Alcohol and Substance Counseling I

Prepares counselors and rehabilitation specialists to work with individuals and families affected by substance abuse/dependency and traumatic family environments. Focuses on intervention techniques, counseling, and therapeutic strategies for individuals and families in settings ranging from detoxification and residential/day treatment to intensive outpatient services and harm reduction strategies. In addition to being eligible to become a Certified Rehabilitation Counselor (CRC), graduates from the program will meet the educational requirements for the Certified Addictions Counselor/Certified Alcoholism and Drug Abuse Counselor (CAC/CADAC) in Massachusetts. This program has been designated and approved as an educational provider by the National Association of Alcoholism and Drug Abuse Counselors Association (NAADAC).

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

General Rehabilitation Counseling Requirements:

RHDS 501: Human Development and Disabling Conditions	3
RHDS 505: Rehabilitation History, Principles and Practices	3
RHDS 506: Casework Management Techniques	3
RHDS 535: Rehabilitation Counseling Theory	3
RHDS 542: Career Development and Placement Techniques	3
RHDS 545: Employment Strategies	3
RHDS 550: Psychosocial Assessment	3
RHDS 561: Medical Survey	3

REHABILITATION COUNSELING AND SERVICES Continued

Specific program requirements:

RHDS 680.02: Substance Abuse and Addictions Studies Institute	3
RHDS 685: Treatment Methods in Substance Abuse Rehabilitation	3
RHDS 687: Substance Abuse and Family Treatment	3
RHDS 696: Group Counseling	3

Electives (selected with approval of advisor)

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice	3
RHDS 586: Rehabilitation Internship	12

Research requirements:

For master of education degree:

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

For master of science degree:

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
RSCH 635: Thesis	4

Total Hours : 66

Or

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
*RSCH 626: Research Project	3

Total Hours: 65

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

Alcohol and Substance Counseling II

The primary objective of this program is to prepare students to work as counselors in a wide variety of detoxification and rehabilitation programs throughout the country. The focus is primarily on developing intervention techniques, counseling and therapeutic strategies for all aspects of rehabilitation programming from in-hospital acute treatment to residential/day treatment and career development. Excellent opportunities exist for clinical field placements. Graduates are employed in a variety of hospitals, clinics and treatment centers as well as in business and industry, especially in personnel risk management and employee assistance programs. Graduates from the program will meet the educational requirements for the Certified Addictions Counselor/Certified Alcoholism and Drug Abuse Counselor (CAC/CADAC) in Massachusetts but are not eligible for the certification in rehabilitation counseling (CRC).

Basic Program

CORE course:

RSCH 610: Foundations and Methods of Research	3	S.H.
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General rehabilitation counseling requirements:

RHDS 501: Human Development and Disabling Conditions	3
RHDS 506: Casework Management Techniques	3
RHDS 535: Rehabilitation Counseling Theory	3

Specific program requirements:

RHDS 680.01: Substance Abuse and Addictions Studies Institute	3
RHDS 686: Substance Abuse and Family Treatment	3
RHDS 692: Group Counseling	3

Clinical requirements:

RHDS 582: Rehabilitation Counseling Practice	3
RHDS 586: Rehabilitation Internship	12

Research requirement:

Plan A: Master of Education

RSCH 618: Guided Individual Study	3-6
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Total Hours: 39

Psychiatric Rehabilitation and Mental Health Counseling

Students primarily interested in working with mental health or psychiatric populations are offered a program in this growing and exciting area of rehabilitation. Emphasis is placed not solely on understanding and knowledge in psychopathology and psychotherapy but rather on concepts of growth and development, independent living, vocational rehabilitation, milieu and expressive therapies, and psychosocial support systems. A dual program concentration with Alcohol Substance Abuse is also available to students in this program. Graduates of this program are typically employed in hospitals, clinics, community mental health programs, vocational rehabilitation agencies, and private psychiatric facilities. In addition to being eligible to become a Certified Rehabilitation Counselor (CRC) after passing the designated exam, completion of this option results in eligibility to become a Massachusetts licensed Mental Health Counselor (LMHC) after completion of two years of acceptable employment and passing the required exam.

CORE requirement:

RSCH 610: Foundations & Methods of Research	3	S.H.
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General Rehabilitation Counseling Requirements:

RHDS 501: Human Development & Disabling Conditions	3	21
RHDS 505: Rehabilitation Counseling: History, Phil, & Practice	3	
RHDS 506: Case Management Techniques	3	
RHDS 535: Rehabilitation Counseling: Theory & Practice	3	
RHDS 542: Career Development & Job Placement Techniques	3	

REHABILITATION COUNSELING AND SERVICES Continued

RHDS 545: Employment Strategies	3
RHDS 550: Psychosocial Evaluation & Assessment	3
RHDS 561: Medical Survey	3

Clinical fieldwork requirements: 15

RHDS 582: Rehabilitation Counseling Practice	3
RHDS 586: Rehabilitation Internship I & II	12

Specific program electives: 18

RHDS 680.02: Multicultural Issues in Rehabilitation Counseling	3
RHDS 692: Group Counseling	3
RHDS 694: Psychiatric Rehabilitation	3
PSYC 612: Psychopharmacology	3
PSYC 631: Psychopathology	3

Research requirement:

For master of education degree:

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

For master of science degree:

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
RSCH 635: Thesis	4

Total Hours: 66

Or

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
*RSCH 626: Research Project	3

Total Hours: 65

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

Pediatric and Developmental Disabilities

Graduate students interested in this program prepare themselves to work with those individuals who have developmental disabilities or children with disabilities. Primary consideration is given to developmental theory and current practice, social learning, and behavioral techniques. Graduates usually become employed in special schools and developmental centers, early intervention programs, rehabilitation hospitals, and community agencies. In addition to being eligible to become a Certified Rehabilitation Counselor (CRC) after passing the designated exam, students who take specific courses may be certified as an Early Intervention Specialist or a Child Life Specialist after meeting specified requirements (see Specified Program Electives below). For those working in the field of Developmental Disabilities (DD) and who are not interested in licensure, a non CRC, M.Ed. is possible to achieve in a 36 credit individually planned program.

CORE requirement:

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

General requirements:

RHDS 501: Human Development and Disabling Conditions**	3
RHDS 505: Rehabilitation: History, Principles, and Practices	3
RHDS 506: Casework Management Techniques**	3
RHDS 535: Rehabilitation Counseling Theory	3
RHDS 542: Career Development and Placement Techniques**	3
RHDS 545: Employment Strategies	3
RHDS 550: Advanced Assessment Techniques**	3
RHDS 561: Medical Survey**	3

Specific program courses: 12

Required (6 S.H.):

RHDS 630: Children with Disabilities**	3
RHDS 664: Rehabilitation of the Developmentally Disabled**	3

Choices (6 S.H.):

RHDS 602: Implications of Disability on the Family**	3
RHDS 642: Behavioral Techniques for Developmentally Disabled**	3
RHDS 683: Learning Disabilities**	3

Or

RHDS 694: Psychiatric Rehabilitation	3
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Specific program electives (specific certification varies with certification sought): 3

EDUC 555: Current Development of Infant/Toddler	3
SMRT 674: Child Life Concepts	3
PSYC 515: Child Development Theory	3
EDUC 657: Organizational & Administrative of Early Childhood Ed.	3
SMRT 676: Child Life: Clinical Issues and Techniques	3

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice	3
RHDS 584: Clinical Practice II	3
RHDS 586: Internship	12

Research requirement:

For master of education degree:

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

REHABILITATION COUNSELING AND SERVICES Continued

For master of science degree:

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
RSCH 635: Thesis	4

Total Hours: 66

Or

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
RSCH 626: Research Project*	3

Total Hours: 65

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

** These courses are part of a 36 credit, non-certification/licensure program that is available for individuals currently working in DD-related agencies.

Rehabilitation Counseling for Deaf and Hard of Hearing

This program is designed to prepare students to work with individuals who are deaf or hard of hearing. Deafness and hearing disorders are among the highest specialty disabilities in need of rehabilitation services in the United States. The primary objective of this program is to develop and integrate the students' knowledge base and practitioner skills in the rehabilitation process with specific training in total communication, the deaf culture and rehabilitation practices, and procedures for the deaf and hearing impaired. Graduates of this program are typically employed as specialists in rehabilitation agencies, rehabilitation facilities, clinics, and related education and community programs.

CORE requirement:

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

General requirements:

RHDS 501: Human Development and Disabling Conditions	3
RHDS 505: Rehabilitation: History, Principles, and Practices	3
RHDS 506: Casework Management Techniques	3
RHDS 535: Rehabilitation Counseling: Theory and Techniques	3
RHDS 542: Career Development and Placement Techniques	3
RHDS 545: Employment Strategies	3
RHDS 550: Advanced Assessment Techniques	3
RHDS 561: Medical Survey	3

Specific program courses:

RHDS 661: Rehabilitation in Speech and Language Disorders	3
RHDS 662: Rehabilitation of the Hearing Impaired	3
RHDS 578: Manual Communication and Deaf Culture	3
RHDS 579: Advanced Manual Communication and Deaf Culture	3

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice	3
RHDS 584: Clinical Practice II	3
RHDS 586: Internship	12

Research requirement:

For master of education degree:

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

For master of science degree:

RSCH 620: Educational Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4

Total Hours : 66

Or

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
*RSCH 626: Research Project	3

Total Hours : 65

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

Rehabilitation Counseling General Casework

The primary objective of this program is to prepare students to work with a wide variety of physical, mental and emotional disabilities, illnesses, traumas, and other conditions. Emphasis is placed on knowledge and skills needed for diagnostic assessments, evaluation, interviewing, and counseling. Students are educated in the use of relevant information and dynamics for casework planning, case management, and client services. Typically, graduates of this program work as counselors, consultants, and specialists for employers in many different public and private settings. Usual responsibilities require the ability to work with various individuals, groups, families, schools, employers, physicians, and other professionals.

CORE requirement:

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

General requirements:

RHDS 501: Human Development and Disabling Conditions	3
RHDS 505: Rehabilitation: History, Principles, and Practices	3
RHDS 506: Casework Management Techniques	3
RHDS 535: Rehabilitation Counseling: Theory and Techniques	3
RHDS 542: Career Development and Placement Techniques	3
RHDS 545: Employment Strategies	3
RHDS 550: Advanced Assessment Techniques	3
RHDS 561: Medical Survey	3

REHABILITATION COUNSELING AND SERVICES Continued

Specific program elective: 3

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice 3
 RHDS 584: Clinical Practice II 3
 RHDS 586: Internship 12

Research requirement:

For master of education degree:

*RSCH 618: Guided Individual Study 3-6

Total Hours: 60

Vocational Evaluation - Work Adjustment Specialist

The primary objective of this program is to prepare students to work as rehabilitation evaluation and work adjustment specialists. Emphasis is placed on the knowledge and skills needed in the professional use of standardized educational-vocational and psychological tests, work samples, situational assessment, assessment of learning, and functional skills assessment. Typically, graduates of this program work as vocational evaluators and world adjustment specialists for employers in many different agencies. Usual responsibilities include the ability to assess clients and consumers in a variety of modalities and milieus, write comprehensive reports, recommend appropriate learning and behavioral rehabilitation plans, and work as a member of a post-acute team of rehabilitation and health care professionals. This program leads to eligibility for national certification as a Vocational Evaluator/Work Adjustment Specialist.

CORE requirement:

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

General requirements:

RHDS 501: Human Development and Disabling Conditions 3
 RHDS 505: Rehabilitation: History, Principles, and Practices 3
 RHDS 506: Casework Management Techniques 3
 RHDS 535: Rehabilitation Counseling: Theory and Techniques 3
 RHDS 542: Career Development and Placement Techniques 3
 RHDS 545: Employment Strategies 3
 RHDS 550: Advanced Assessment Techniques 3
 RHDS 561: Medical Survey 3
 RHDS 680.02: Multicultural Issues in Rehabilitation Counseling 3

Specific program courses:

RHDS 626: Philosophy and Principles of Vocational Evaluation 3
 RHDS 642: Behavioral Techniques for the Developmentally Disabled 3
 RHDS 683: Learning Disabilities 3
 RHDS 691: Neurological Rehabilitation 3
 RHDS 692: Group Counseling 3

Clinical fieldwork requirements:

RHDS 584: Clinical Practice II 3
 RHDS 586: Rehabilitation Internship I & II 12

Research requirement:

*RSCH 618: Guided Individual Study 3-6

Total Hours: 60

For master of science degree:

RSCH 612: Proposal Design 2
 RSCH 620: Educational Psychological Statistics I 3
 RSCH 635: Thesis 4

Total Hours : 66

Or

RSCH 612: Proposal Design 2
 RSCH 620: Educational Psychological Statistics I 3
 *RSCH 626: Research Project 3

Total Hours : 65

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

Management and Administration

Excellent opportunities exist for well-trained individuals to take leadership positions in the administration, supervision, management, and coordination of rehabilitation programs. Primary emphasis of this offering is in the development of planning, organizational and management skills, motivational theory and practice, and human resource development. Students completing this concentration become employed in a variety of public and private rehabilitation settings. Many opportunities currently exist in business and industry as well as public agency settings in such areas as personnel management and supervision, employee assistance programs, projects with industry, and insurance rehabilitation.

CORE requirement:

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

General requirements:

RHDS 501: Human Development and Disabling Conditions 3
 RHDS 505: Rehabilitation: History, Principles, and Practices 3
 RHDS 506: Casework Management Techniques 3
 RHDS 535: Rehabilitation Counseling: Theory and Techniques 3
 RHDS 542: Career Development and Placement Techniques 3
 RHDS 545: Employment Strategies 3
 RHDS 550: Psychological Evaluation and Assessment 3
 RHDS 561: Medical Survey 3

Specific program courses:

PSYC 635: Psychology in Business and Industry 3

REHABILITATION COUNSELING AND SERVICES Continued

PSYC 648: Training and Development in Organizations	3
MGTE 600: Selected Aspects of Accounting	3

Specific Program Elective: **3**

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice	3
RHDS 584: Clinical Practice II	3
RHDS 586: Internship	12

Research requirement:

For master of education degree:

*RSCH 618: Guided Individual Study	3-6
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Total Hours: 60

For master of science degree:

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
RSCH 635: Thesis	4

Total Hours: 66

Or

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
*RSCH 626: Research Project	3

Total Hours: 65 S.H.

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

SPECIAL SERVICES

Within the scope of departmental offerings and related offerings of other cooperating departments or programs, opportunities exist with faculty advisor guidance and assistance to develop a specialized program or specific individualized elective concentration. For example, specialty programs currently exist within some of the following areas: sensory disabilities (visual and hearing disorders), gerontological services, cardiac rehabilitation, and head injury rehabilitation. Students interested in this program option must arrange a planned program of study with faculty advisor and departmental approval.

CORE requirement:

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

RHDS 501: Human Development and Disabling Conditions	3
RHDS 505: Rehabilitation: History, Principles, and Practices	3
RHDS 506: Casework Management Techniques	3
RHDS 535: Rehabilitation Counseling: Theory and Techniques	3
RHDS 542: Career Development and Placement Techniques	3
RHDS 545: Employment Strategies	3

RHDS 550: Advanced Assessment Techniques	3
RHDS 561: Medical Survey	3

Specific program courses:

(Choose minimum of 12-15 s.h.; other offerings may be selected in consultation with faculty advisor)

RHDS 602: Parents and Family of the Disabled	3
RHDS 661: Speech/Language Disorders	3
RHDS 662: Rehabilitation of the Hearing Impaired	3
RHDS 670: Rehabilitation Needs of Aging	3
RHDS 671: Therapeutic Approaches of the Aging	3
RHDS 675: Holistic Medicine and Rehabilitation	3
RHDS 578: Manual Communication with Deaf	3
RHDS 680: Introduction to Linguistics	3
RHDS 689: Cardiac Rehabilitation	3
RHDS 699: Behavioral Medicine	3
RHDS 664: Organization and Administration	3

Clinical fieldwork requirements:

RHDS 582: Rehabilitation Counseling Practice	3
RHDS 584: Clinical Practice II	3
RHDS 586: Internship	12

Research requirement:

For master of education degree:

*RSCH 618: Guided Individual Study	3-6
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Total Hours : 60

For master of science degree:

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
RSCH 635: Thesis	4

Total Hours : 66

Or

RSCH 612: Proposal Design	2
RSCH 620: Educational Psychological Statistics I	3
*RSCH 626: Research Project	3

Total Hours: 65

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

Students should consult with their advisors to plan sequence of courses to be sure course prerequisites are appropriately met and to determine if specific requirements by certifying bodies have been changed.

SPORT MANAGEMENT AND RECREATION

Springfield College's philosophy of humanics has been the impetus behind the development of the philosophy, art, and skill in the recreative use of leisure and management of sport for over a century. At the turn of the century, a pioneer in the American sport and recreation movement named Luther Gulick envisioned a world in which sport and recreational activities are available to everyone.

Today, career opportunities abound in the fields of sport management and recreation. The Gross National Sports & Recreation Product represents a multi billion dollar industry. Opportunities for college graduates with sport management education and experience abound. Likewise, the recreation industry recognizes the need for well-prepared, knowledgeable individuals to create and manage high quality youth and community agencies, resorts, health clubs, private recreation businesses, armed forces, school, college and government recreation and fitness programs. One of the twenty faster-growing occupations in the United States is recreation management.

The graduate programs in the Department of Sports Management and Recreation provides preparation for sports management and recreation professionals in leadership, supervisory, and management positions.

Springfield College offers graduate programs in:

- Outdoor Recreation Management
- Recreation Management
- Sport Management
- Therapeutic Recreation Management

Contact Person(s):

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Sport Management and Recreation Department
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SPORT MANAGEMENT

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

The Sport Management curriculum includes course work in organizational theory, programming, business management, personnel management, sport marketing, legal issues, budgeting, and public relations. The program is designed to meet the interests and needs of students coming

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from a variety of undergraduate backgrounds. Individual course work and electives are determined on the basis of the candidate's educational experience, vocational training, needs, and interests.

BASIC PROGRAM

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

CORE requirement:

RSCH 610: Foundations and Methods of Research 3

Research requirements:

HPER 626: Independent Study Proposal Design 2

*SMGT 692: Independent Study in Sport Management 2

Or

RSCH 620: Educational and Psychological Statistics I 3

RSCH 612: Proposal Design 2

RSCH 635: Thesis 4

Total: 4-9

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

Department Core Requirements

S.H.

HPER 627: Facility Design, Operations, and Maintenance 3

HPER 645: Marketing Issues in Sport and Recreation 3

HPER 675: Legal Issues in Sport and Recreation 3

HPER 678: Budgeting for Sport and Recreation 3

HPER 679: Personnel and Human Resource Management 3

Program Requirements

SMRT ____ Elective (not required if doing thesis) 3

SMRT 607: Research in Sport and Recreation (equivalent of proposal course) 3

SMRT 652: Public Relations: Principles, Cases and Problems 3

SMRT 682: Graduate Seminar: Event Management 3

SMRT 685: Internship (4 s.h. if doing thesis; 480 hr minimum) 6

Total: 38

Or with thesis: 38

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

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

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

SPORT MANAGEMENT AND RECREATION Continued

RECREATION MANAGEMENT

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

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

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

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

Department Core Requirements S.H.
HPER 627: Facility Design, Operations, and Maintenance 3
HPER 645: Marketing Issues in Sport and Recreation 3
HPER 675: Legal Issues in Sport and Recreation 3
HPER 678: Budgeting for Sport and Recreation 3
HPER 679: Personnel and Human Resource Management 3

Program Requirements
SMRT ____ Elective (not required if doing thesis) 3
SMRT 607: Research in Sport and Recreation 3
(equivalent of proposal course)
SMRT 652: Public Relations: Principles, Cases and Problems 3
SMRT 682: Graduate Seminar: Event Management 3
SMRT 685: Internship (4 s.h. if doing thesis; 480 hr minimum) 6

** Prerequisite: Students without a Recreation Management undergraduate degree must take Program Planning, SMRT 435 and History and Philosophy of Recreation, SMRT 405.

Research requirements:

HPER 626:	Independent Study Proposal Design	2
*SMGT 692:	Independent Study in Sport Management	2
	<i>Or</i>	
RSCH 620:	Educational and Psychological Statistics I	3
RSCH 612:	Proposal Design	2
RSCH 635:	Thesis	4
	Total: 4-9	
	Program Total: 38	

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

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

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

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

THERAPEUTIC RECREATION MANAGEMENT

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

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

The Therapeutic Recreation Management program emphasizes and provides a variety of skills in clinical and nonclinical settings. Such settings include medical/surgical/psychiatric hospitals, senior centers, child-life programs, mental health agencies, shelter workshops, vocational

SPORT MANAGEMENT AND RECREATION Continued

training centers, correctional facilities and long-term care facilities and nursing homes serving persons with a variety of biopsychosocial disabilities. In addition to the clinical settings in Therapeutic Recreation, the Springfield College program is a leader in Community Based Therapeutic Recreation.

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

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

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

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

Prerequisite Requirements	S.H.
BIOL 130: Anatomy and Physiology I	3
BIOL 132: Anatomy and Physiology I Lab	1
SMRT 253: Processes and Techniques in Therapeutic Recreation	3
SMRT 272: Introduction to Therapeutic Recreation	3
PSYC 109: Human Development	3
PSYC 221: Abnormal Psychology	3
SMRT 405: History and Philosophy of Leisure and Recreation (if not Recreation UG)	3

Core requirement:

RSCH 610: Foundations and Methods of Research	3
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Program Requirements

HPER 679: Personnel and Human Resource Management	3
SMRT 607: Research in Sport and Recreation	3
SMRT 630: Leisure Counseling	3
SMRT 652: Public Relations: Principles, Cases and Problems	3
SMRT 673: TR Program for Persons with Disabilities	3
SMRT 674: Child Life Concepts and Theories in Working with the Hospitalized Child	3
SMRT 676: Child Life Clinical Issues & Techniques	3
SMRT 682: Graduate Seminar: Event Management	3
SMRT 685: Internship	6

One of the following is required:

SMRT 611: TR in the Community	3
<i>Or</i>	

SMRT 670: TR with Older Adults and Persons with Chronic Illness	3
Total:	38
Or with Thesis:	45

Child Life Specialist Certification

Additional Courses: S.H.

PSYC 515: Child Development and Therapy	3
SMRT 686: Child-Life Internship	3
Total:	44
Or with Thesis:	51

Research requirements:

HPER 626: Independent Study Proposal Design	2
*RSCH 626: Research Project	2
<i>Or</i>	
RSCH 620: Educational and Psychological Statistics I	3
RSCH 612: Proposal Design	2
RSCH 635: Thesis	4
Total:	4-9

* Successful completion of the Master's Comprehensive Examination is required with this option. This is to be taken after all courses above are completed and the student has a GPA of 3.0 at the beginning of the semester in which the Comprehensive Exam is given. No academic credit is given for the examination. A minimum of 38 graduate credit hours is required for a master of education degree for students who choose the Comprehensive Examination option. A minimum of 45 graduate credit is required for students who chose to write a thesis.

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

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

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

THERAPEUTIC RECREATION MANAGEMENT CHILD-LIFE SPECIALIST CONCENTRATION

Program requirements: S.H.

PSYC 515: Child Development and Therapy	3
SMRT 686: Child-Life Internship	3
Total:	6

SPORT MANAGEMENT AND RECREATION Continued

A minimum of 44 hours of graduate credit is required for a Master's of Education degree with a child-life concentration for those students who choose the Comprehensive Examination/Research Project option in the academic year 2002-2003. A minimum of 51 graduate credit is required for students who chose the thesis option.

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

Research requirements:		S.H.
HPER 626:	Independent Study Proposal Design	2
*RSCH 626:	Research Project	2
<i>Or</i>		
RSCH 620:	Educational and Psychological Statistics I	3
RSCH 612:	Proposal Design	2
RSCH 635:	Thesis	4
		Total: 4-9

OUTDOOR RECREATION MANAGEMENT

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

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

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

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

Prerequisite Requirements	S.H.
BIOL 260: General Ecology (BIOL 261-Lab)	4
EMSM 115: EMT	4
EMSM 374: Search and Rescue	2
SMRT 255: Introduction to Outdoor Recreation	3
SMRT 405: History and Philosophy of Leisure and Recreation (if not Recreation UG)	3

Core requirement:

RSCH 610: Foundations and Methods of Research	3
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Department Core Requirements

HPER 627: Facility Design, Operations, and Maintenance	3
HPER 675: Legal issues in Sport and Recreation	3
HPER 679: Personnel and Human Resource Management	3
SMRT 652: Public Relations: Principles, Cases, and Problems	3
SMRT 682: Graduate Seminar: Event Management	3

Program Requirements

SMRT ____ Elective (not required if doing thesis)	3
SMRT 607: Research in Sport and Recreation (equivalent of proposal course)	3
SMRT 619: Camp Program and Administration	3
SMRT 626: Park and Resource Management	3
SMRT 685: Internship	6
Total: 38	

GRADUATE INTERNSHIP EXPERIENCE

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

Graduate internships in **Recreation Management** and **Outdoor Recreation Management** are required for a minimum of twelve weeks full-time for a minimum of 480 hours in one setting. A wide range of opportunities is available throughout the United States, and internships have been done in other countries as well.

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

Graduate internships in Sport Management are required for a minimum of 12 weeks (480 clock hours) in one approved site.

The Sport Management and Recreation Office (Wilbraham Hall) maintains an A-Z schedule of placements for internships throughout the world. Graduate students have the opportunity to peruse this file throughout their tenure at Springfield College.

SOCIAL WORK

The School of Social Work prepares social workers for professional practice through a **single concentration in advanced generalist practice**. Students graduate well-equipped to work at the individual, family, group, organization, and community levels with knowledge-guided practice.

Mission:

Through the teaching of social work knowledge and practice the School of Social Work at Springfield College prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity and human rights.

Program options:

The School of Social Work offers a sixty-credit program leading to the master of social work (M.S.W.) degree through four options of study:

Master of social work weekday program (full-time, two years)- In this option, classes meet usually on Tuesdays and Wednesdays. In addition to classroom work, a field practicum is required in each of four semesters and participation in field seminars is required.

Master of social work weekend program (part-time, three years)- In this option, classes meet two weekends per month. In addition to classroom work, a field practicum is required in the fourth, fifth, seventh, and eighth semesters, along with field seminars.

Advanced standing program for highly qualified graduates of bachelor of social work (B.S.W.) programs (full-time, three semesters or part-time, three semesters)- The B.S.W. program must be accredited by the Council on Social Work Education (CSWE) and must have been successfully completed within five years of enrollment at the Springfield College School of Social Work.

The content and quality of weekday and weekend programs are the same. The schedule differs only to ensure the flexibility needed to accommodate employed students.

Master of social work/juris doctor (M.S.W./J.D.) combined program with Western New England College School of Law (full-time, four years)- This program allows the student to earn both degrees in less time than it would take to pursue each degree separately.

Admission requirements for the M.S.W. programs:

For admission to the Springfield College School of Social Work weekday, weekend, and advanced standing programs, a graduate candidate must have:

- A bachelor's degree from an accredited college or university that reflects a broad background in liberal arts, with at least twenty semester hours in the social, behavioral, and biological sciences with an emphasis on human biology. Social and behavioral sciences include anthropology, economics, education, history, political science, psychology, and sociology. Biological sciences include botany, biology, physiology, and zoology. The School looks favorably on transcripts that include course work in

writing and in research methods or statistics.

- A grade point average (GPA) of at least 2.5 for all undergraduate work and 3.0 in the last two years of academic work. Exceptions may be made by faculty on the basis of other evidence that demonstrates ability to succeed in graduate study in social work. Applicants who do not meet the GPA minimum will be considered for admission on probation if space is available.
- The personal capacity to work effectively with people to achieve professional standing.
- Social work experience as an employee, volunteer, or in an undergraduate field practicum.
- A personal statement describing (1) professional goals and reasons for pursuing a M.S.W. degree in this program; and (2) the education, professional/work experience, and personal characteristics that make the applicant a good candidate for an advanced generalist M.S.W. program.
- Three professional or academic references that address the applicant's ability, potential, and readiness for graduate education and professional social work practice.

Applicants to the advanced standing program must complete a supplemental application available from the School of Social Work.

Although all work for the M.S.W. is usually completed at the Springfield College School of Social Work, transfer credit may be awarded, course-by-course, for up to nine graduate credits earned at CSWE-accredited graduate programs in social work. Courses taken within five years of the anticipated date of completing the M.S.W. at Springfield College, and in which the student has earned a grade of B or better, are eligible for consideration following admission. No course credits are granted for life experience or previous work experience. The department will not grant transfer credit for graduate courses that were used for another awarded graduate degree.

Admission requirements for the M.S.W./J.D. combined degree program:

Applicants interested in the M.S.W./J.D. combined degree program must successfully meet the separate admission requirements of each institution and be accepted into the combined degree program. Neither the Springfield College School of Social Work nor the Western New England School of Law admits new students for the spring semester.

The combined degree program is open only to students in the full-time M.S.W. and J.D. Programs. Although admission to the combined degree program is usually decided at initial enrollment, it is possible to begin studies at the School of Law and then apply to the School of Social Work and enroll in the combined degree program, or vice versa. Applications to the second institution would need to be made before completion of the first year of studies at the first institution.

Deadlines:

The application for admission and all supporting credentials are due in the Office of Graduate Admissions by March 15. Applications received after the deadline will be considered only if space is available.

SOCIAL WORK Continued

Accreditation information:

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

The School of Social Work is accredited through 2005 by the Council on Social Work Education (CSWE), the official accrediting body for social work programs in the USA. This enables graduates to sit for professional social work licensure examinations in all fifty states.

The Western New England College School of Law, Springfield College's partner in the joint M.S.W./J.D. combined degree program, is accredited by the American Bar Association (ABA) and is a member of the Association of American Law Schools (AALS).

Contact names and telephone numbers:

Springfield College
Office of Graduate Admissions
263 Alden Street
Springfield, MA 01109-3797
Tel:(413) 748-3225
Web Site: <http://www.spfldcol.edu>

Mae E. Chillson, Admissions Coordinator
Springfield College School of Social Work
263 Alden Street
Springfield, MA 01109-3797
Tel:(413) 748-3060

Springfield College is committed to equal opportunity in employment and education. No student, employee, or applicant will be denied admission, employment, or access to program and activities because of race, gender, religion, age, color, national origin, disability status, or sexual orientation. This College policy is in concert with appropriate state and federal laws. Inquiries concerning the College's compliance with antidiscrimination laws should be addressed to: Equal Opportunity Officer, Office of Human Resources, Springfield College, 263 Alden Street, Springfield, MA 01109-3797. Reasonable accommodation is available upon request.

Curriculum overview:

The sixty credits are distributed across four sequences, two field practicums and seminars, and three electives, as follows;

- Human Behavior in the Social Environment sequence (three courses, eight credit hours).
- Social Work Practice sequence (four courses, twelve credit hours).
- Social Work Research sequence (three courses, nine credit hours).
- Social Welfare Policy sequence (three courses, nine credit hours).
- Foundation Field Practicum and Seminar (eight credit hours, 225 practicum hours per semester).
- Concentration Field Practicum Seminar (eight credit hours, 300 practicum hours per semester).
- Electives (three courses, six credit hours).

Guided by the School's mission, the master of social work curriculum is designed around a generalist foundation year and an advanced generalist concentration year. The first year provides students with theoretical perspectives across the four sequences, as well as grounding in fundamental skills in individual, family, group, and community intervention.

The advanced generalist concentration year is designed around "skill sets" that build on the foundation year. The curriculum provides students with opportunities to develop advanced clinical assessment, intervention, supervisory, and administrative skills in practice; mastery of diagnostic skills; a set of complex social action skills in policy; and finally, a set of research skills.

The focus on "skill sets" occurs within the context of three programmatic themes: social change, human rights, and social justice. In comparison to generalists, advanced generalists are able to assess more complex situations with individuals, families, groups, organizations, and communities and to intervene with more advanced, sophisticated practice skills.

Electives enrich the concentration year curriculum by providing students the opportunity to explore a specific area of advanced generalist practice in greater depth, depending upon individual interests, strengths, and/or needs. Elective courses include:

- Seminar in Social Work Practice with Diverse Populations
- Theories of Intervention and Psychotherapy
- Human Rights
- Contemporary Challenges in Child Welfare
- Substance Abuse in Social Work Practice
- Policy and Practice Issues in Aging
- Proposal Writing and Grant Acquisition
- Social Work in Education
- Legal Aspects of Social Work
- Mediation and Conflict Resolution
- Brief Treatment and Managed Care
- Social Work Practice with Children
- Family Treatment
- Therapeutic Applications of Adventure
- Loss and Bereavement
- Special Topics

The M.S.W./J.D. Combined Degree Program:

The full-time M.S.W./J.D. combined degree program is offered in partnership with Western New England College School of Law and provides students with the distinct advantage of being able to complete the program in four rather than the five years it would take if the degrees were pursued separately.

Having both a social and legal perspective effectively prepares graduates to meet the social work and legal challenges in many areas of practice, such as child welfare, education, mental health, individual and family practice, family mediation, services to the disabled, legal aid, criminal and juvenile justice, consumer protection, advocacy, employment, housing, community development, human rights, and evaluation of social service programs.

Curriculum and cross-credits: To be awarded the social work and law degrees, the student must complete the academic requirements of each institution, totaling 124 credits or semester hours. For the School of Social Work, sixty credits are required, twelve of which are taken at the

SOCIAL WORK Continued

School of Law. For the School of Law, eighty-eight credits must be earned, twelve of which are taken at the School of Social Work.

Those courses completed with a grade of B or better in the School of Social Work are eligible for transfer to the School of Law. In return, the School of Social Work accepts transfer credit from the School of Law for those courses completed with the average necessary to maintain good academic standing.

To transfer the twelve credits from the School of Law to the School of Social Work, the student must formally petition the Springfield College School of Social Work and the School of Graduate Studies. At the Western New England College School of Law, the student must obtain permission from the associate dean to have the twelve credits transferred from the School of Social Work. A student who commences but fails to complete the M.S.W./J.D. combined program cannot apply credit for courses completed at one school toward the degree granted at the other school.

Weekday sample curriculum sequence for the master of social work:

Fall of First Year:	S.H.
MSSW 601: Human Behavior in the Social Environment I	3
MSSW 611: Social Policy I	3
MSSW 621: Research I	3
MSSW 631: Social Work Practice I	3
MSSW 684: Field Practicum	3.5
MSSW 684L:Field Seminar	.5
Total: 16	

Spring of First Year:	S.H.
MSSW 602: Human Behavior in the Social Environment II	3
MSSW 612: Social Policy II	3
MSSW 622: Research II	3
MSSW 632: Social Work Practice II	3
MSSW 685: Field Practicum	3.5
MSSW 685L:Field Seminar	.5
Total: 16	

Fall of Second Year	S.H.
MSSW 603: Human Behavior in the Social Environment III	2
MSSW 623: Research III	3
MSSW 633: Social Work Practice III	3
MSSW 686: Field Practicum	3.5
MSSW 686L:Field Seminar	.5
MSSW Elective	2
Total: 14	

Spring of Second Year	S.H.
MSSW 613: Social Policy III	3
MSSW 687: Field Practicum	3.5
MSSW 687L:Field Seminar	.5
MSSW 634: Social Work Practice IV	3
MSSW Elective	2
MSSW Elective	2
Total: 14	

Weekend sample curriculum sequence for the master of social work:

Fall of First Year:	S.H.
MSSW 601: Human Behavior in the Social Environment I	3
MSSW 611: Social Policy I	3
Total: 6	

Spring of First Year:	S.H.
MSSW 602: Human Behavior in the Social Environment II	3
MSSW 621: Research I	3
Total: 6	

Summer of First Year	S.H.
MSSW 612: Social Policy II	3
MSSW Elective	2
Total: 5	

Fall of Second Year	S.H.
MSSW 631: Social Work Practice I	3
MSSW 684: Field Practicum	3.5
MSSW 684L:Field Seminar	.5
Total: 7	

Spring of Second Year	S.H.
MSSW 622: Research II	3
MSSW 632: Social Work Practice II	3
MSSW 685: Field Practicum	3.5
MSSW 685L:Field Seminar	.5
Total: 10	

Summer of Second Year	S.H.
MSSW 603: Human Behavior in the Social Environment III	2
MSSW Elective	2
MSSW Elective	2
Total: 6	

Fall of Third Year	S.H.
MSSW 623: Research III	3
MSSW 633: Social Work Practice III	3
MSSW 686: Field Practicum	3.5
MSSW 686L:Field Seminar	.5
Total: 10	

Spring of Third Year	S.H.
MSSW 613: Social Policy III	3
MSSW 634: Social Work Practice IV	3
MSSW 687: Field Practicum	3.5
MSSW 687L:Field Seminar	.5
Total: 10	

SOCIAL WORK Continued

ADVANCED STANDING SAMPLE CURRICULUM

Weekday option:

Weekday advanced standing students waive the first year and must take a total of 32 credits.

	S.H.
Summer	
MSSW 603: Human Behavior in the Social Environment III	2
MSSW 604: Human Behavior in the Social Environment IV	2
MSSW 610: Practice V	2
Total: 6	

Fall

MSSW 623: Research III	3
MSSW 633: Social Work Practice III	3
MSSW 686: Field Practicum	3.5
MSSW 686L: Field Seminar	.5
MSSW Elective	2
Total: 12	

Spring

MSSW 613: Social Policy III	3
MSSW 634: Social Work Practice IV	3
MSSW 687: Field Practicum	3.5
MSSW 687L: Field Seminar	.5
MSSW Elective	2
MSSW Elective	2
Total: 14	

Weekend option:

Weekend advanced standing students waive the first year and must take a total of 32 credits.

Summer

MSSW 603: Human Behavior in the Social Environment III	2
MSSW 604: Human Behavior in the Social Environment IV	2
MSSW 610: Practice V	2
Total: 6	

Fall

MSSW 623: Research III	3
MSSW 633: Social Work Practice III	3
MSSW 686: Field Practicum	3.5
MSSW 686L: Field Seminar	.5
MSSW Elective	2
Total: 12	

Spring

MSSW 633: Social Policy III	3
MSSW 634: Social Work Practice IV	4
MSSW 687: Field Practicum	3.5
MSSW 687L: Field Seminar	.5
MSSW Elective	2
Total: 13	

Summer

MSSW Elective	2
MSSW Elective	2
Total: 4	

Electives: Advanced Standing Students may take the electives in either the weekday or weekend programs.

M.S.W./J.D. Curriculum: Sample curriculum sequence for the M.S.W./J.D. combined degree program Year one or two-Springfield College School of Social Work:

	S.H.
MSSW 601: Human Behavior in the Social Environment I	3
MSSW 602: Human Behavior in the Social Environment II	3
MSSW 611: Social Policy I	3
MSSW 612: Social Policy II	3
MSSW 622: Research II	3
MSSW 631: Social Work Practice I	3
MSSW 632: Social Work Practice II	3
MSSW 684: Field Practicum	3.5
MSSW 684L: Field Seminar	.5
MSSW 685: Field Practicum	3.5
MSSW 685L: Field Seminar	.5
Total: 29	

Western New England School of Law:

Constitutional Law I	3
Contracts	6
Criminal Law	3
Civil Procedure	6
Property	6
Torts	6
Lawyering Process	2
Total: 32	

Year three- Western New England School of Law:

Business Organization	3
Constitutional Law II	3
Income Taxation	3
Evidence	3
Electives in Law	20
Total: 32	

**Year four- Springfield College School of Social Work and
Western New England School of Law:**

*MSSW 613: Social Policy III	3
<i>Or</i>	
*MSSW 623: Research III	3
MSSW 603: Human Behavior in the Social Environment III	2
MSSW 633: Social Work Practice III	3
MSSW 634: Social Work Practice IV	3
MSSW 686: Field Practicum	3.5
MSSW 686L: Field Seminar	.5
MSSW 687: Field Practicum	3.5
MSSW 687L: Field Seminar	.5
Electives in Law	12
Total: 31	

* To meet M.S.W. requirements, students must take either Social Policy III or Research III. Students who take Social Policy III must take a legal research course as one of the 12 elective credits in the School of Law. Students who take Research III must take a legal policy course as one the 12 elective credits in the School of Law.

GRADUATE COURSE DESCRIPTIONS

Graduate courses at Springfield College are numbered as follows:

500 level: Open to seniors and graduate students only*

600 level: Open to graduate students only

700 level: Open to certificate of advanced study and doctoral students only

The following is the minimum number of class hours of attendance required per semester to earn the indicated number of semester hours of academic credit:

Fifteen hours for 1 S.H.

Forty-five hours for 3 S.H.

Thirty hours for 2 S.H.

Sixty hours for 4 S.H.

Not every course in the following listing is offered annually. Definite information about course offerings and class hours is available at the time of registration through the Office of the Registrar. Insufficient enrollment or changing conditions may occasionally necessitate the cancellation of scheduled courses.

ANTHROPOLOGY

ANTH 621: Comparative Cultures 2 S.H.

This course is an analysis of the origin, history, structure, and effects of various contrasting culture patterns. Cultural differences in social systems, especially as manifested in value systems, are studied. Social processes inhibiting and accelerating change are also examined. Types of social change and the study of selected examples from primitive and modern societies are explored.

APPLIED EXERCISE SCIENCE

AEXS 601: Management of Health/Fitness Programs 3 S.H.

This course is designed to give students the basic skills necessary to develop and implement an employee health/fitness program. An emphasis is placed on management, facility development, programming, and leadership procedures. Prerequisite: Senior status in the health/fitness major (ninety-nine semester hours) and/or permission of instructor.

AEXS 611: Exercise and Public Health 3 S.H.

This course is designed to give students an overview of current knowledge regarding the relationships among physical activity, fitness, and health. Basic epidemiological principles and applications to the study of exercise and health are covered. Issues in the interpretation of literature, public health recommendations, and principles and strategies for exercise promotion are discussed. Format for the course is lecture/discussion. Prerequisites: MOST 303 and AEXS 260.

AEXS 613: Exercise for Special Populations 3 S.H.

This course provides an advanced level overview of the principles and practice of exercise testing and prescription in select special populations. Focus of the course is on exercise considerations for non-cardiac conditions. Laboratory exercises and clinical site visits are required. Prerequisite: AEXS 260.

AEXS 661: Electrocardiogram Interpretation and Graded Exercise Testing 3 S.H.

The purpose of this course is to continue general orientation to a cardiovascular health program; to review physical fitness knowledge techniques and interpretation; to increase understanding of monitored graded exercise testing; to provide skill training in the administration and interpretation of exercise testing protocol and procedures; and to introduce the student to cardiac rehabilitation program policies and procedures. Prerequisite: AEXS 260 or YMCA Physical Fitness Workshop or permission of instructor.

AEXS 670: Strength and Conditioning 3 S.H.

This course is designed to provide students with information for the design and implementation of a successful strength and conditioning program. Emphasis will be placed on assessment, description and analysis of sport movement, and designing weight training programs to enhance performance variables. This course will assist those students who desire to take the National Strength and Conditioning (CSCS) Exam. However, this course is not a preparation course for the exam.

AEXS 671: Strength and Conditioning Applications 1 S.H.

This course provides students with the appropriate setting in which to apply the principles of strength and conditioning which are taught in the AEXS 670 course. Emphasis is placed on assessment of athletic performance as well as the development of musculoskeletal flexibility, speed, agility, quickness, strength, and power. Prerequisite/Corequisite: AEXS 670.

AEXS 675: Stress Management 3 S.H.

This course provides comprehensive and advanced treatise of stress management. The concept of stress, the psychophysiology of stress, the measurement of stress, the relation of stress to mental and physical health and performance, prevention and intervention in stress management, and special topics related to stress are discussed. Prerequisite: BIOL 130-131, 132-133.

AEXS 680: Advanced Strength and Conditioning 2 S.H.

This course provides students with information to complement and illustrate material taught in AEXS 670. Emphasis is placed on theory and methodology of training and preparing athletes for competition. Prerequisite: AEXS 670.

AEXS 686: Fieldwork in Health/Fitness 1-8 S.H.

This course is a supervised field-based experience in an appropriate work site. The work experience is arranged on an individual basis and must reflect a new dimension consistent with career aspirations. The student becomes involved with on-the-job training through active observation and participation in programs, projects, and practices. Placement must be made and approved by the health/fitness program coordinator. Prerequisite: Program requirements completed or concurrent.

AEXS 692: Independent Study in Applied Exercise Science 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

ART THERAPY

ARTS 670: Advanced Studio in Ceramics 3 S.H.

This course is an advanced clay course including the use of the potter's wheel as a method of producing functional as well as sculptural objects. As basic skills are acquired, various advanced forms are introduced. Students may also choose to work in a purely sculptural tradition. Students experiment with various materials and building techniques, researching information with a multicultural view in conjunction with assigned projects. Prerequisite: ARTS 223 or permission of instructor.

ARTS 678: Designing for the Web 3 S.H.

This course teaches graduate students how to use professional level design programs to create a web site for upper level course projects. The methodologies and skills include design elements of a web page, the ability to create both still and animated graphics, and the ability to write in a concise professional manner. Emphasis is placed on applying traditional research documentation while presenting the project in a professional and visually exciting form.

ATPY 510: The Therapeutic Aspects of Clay 3 S.H.

This course demonstrates techniques and tools to utilize clay as a therapeutic medium. It introduces methods and theories of art therapy utilizing clay as a tool for healing. Technical and theoretical information is covered in depth, along with the integration of clay as a vehicle to express social and political concerns.

ATPY 520: Theory and Practice of Art Therapy 3 S.H.

This survey course covers the historical development and major theoretical trends in the art therapy field. Various therapeutic approaches in art therapy that apply to a variety of client populations comprise the essence of the course. Discussion, lectures, and experimental exercises are the foundation of the classroom experience.

ATPY 600: Art Therapy with Children and Adolescents 3 S.H.

This course focuses on preventive art therapy and treatment methods of various childhood psychological and behavioral disorders. Students review theories of child and adolescent development with special consideration of psychological issues occurring in childhood and adolescence. Case studies and hands-on experience with children enhance the practical application of art therapy with this age group.

ATPY 601: Art Therapy and Psychological Assessment Techniques 3 S.H.

Students explore assessment techniques available in treatment during individual and group art therapy sessions, including use of art materials, content analysis, and the evaluation process. Students study psychological assessments and appraisal techniques that have influenced the field of art therapy. Lectures focus on issues and principles of art therapy and psychological assessment; provide a historical perspective; focus on identification (DSM), etiology, and diagnosis using such techniques; and review basic intake procedures. Current issues and trends in psychological and art therapy assessments are evaluated. Prerequisite: ATPY 520.

ATPY 602: Painting for the Art Therapist 2 S.H.

This course focuses on the art of art therapy. The formal elements of art are utilized by artists/art therapists to help convey the motive and psychological atmosphere of their work. Students are required to develop work based on an extensive exploration or thematic approach addressing these concerns.

ATPY 603: Sculpture for the Art Therapist 2 S.H.

This course focuses on utilizing the elements of sculpture in the therapeutic milieu. Students explore a variety of innovative sculpture-making media and processes. They research and design techniques appropriate for healing. They also exercise these techniques to develop and extend their own artistic abilities and expressions.

ATPY 604: Printmaking for the Art Therapist 2 S.H.

In this course, students learn traditional and innovative printmaking techniques, utilize materials and equipment, and understand limits and advantages of printmaking as a therapeutic modality in clinical sites. Students are required to produce prints in various media, apply techniques to selected client populations in a written paper, and produce a final book project.

ATPY 605: Drawing and Mixed Media for the Art Therapist (CORE Course) 2 S.H.

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

ATPY 607: The Psychology of Art and Artists 3 S.H.

This course integrates concepts and theories of art education, art therapy, and art history. Students learn the parameters and potential fusion of these disciplines. Discussions of the analysis of art by nineteenth and twentieth century artists who experienced psychological problems, as well as the utilization of art history in therapeutic practice with clientele, are the essence of the course.

ATPY 608: Art Therapy for the Elderly 2 S.H.

This course teaches the student to utilize art therapy as a tool to work with the physical, psychological, and social needs of the elderly. It focuses on materials and methodologies that the art therapist uses to assist the elderly in expressing these needs nonverbally through the art process.

ATPY 610: Ethical Issues in Art Therapy 3 S.H.
Professional standards, legal obligations, and ethical conflicts in art therapy and mental health counseling are discussed and debated. Issues of managed healthcare and malpractice insurance are discussed. Additional topics include the interrelationship between psychotropic medication and artistic rendering, and research regarding the correlation between medication and creativity. Standards in clinical mental health counseling public policy are debated. Corequisites: ATPY 520 and PSYC 631.

ATPY 611: Computer Graphics for Persons with Disabilities 2 S.H.
This course focuses on computer graphics for therapeutic use with persons with disabilities. Students learn assistive technology and combine therapeutic interventions with clients and their knowledge of computer graphics. Students also explore computer graphics for their own artistic expression.

ATPY 612: Family Art Therapy 3 S.H.
This course introduces students to the use of art processes within the framework of systemic and contextual family therapy and familiarizes students with clinical family therapy models through the process of art therapy. Students develop clinical models and follow case studies utilizing art therapy with families or with an individual family member. The benefits and applications of art therapy with family therapy, within specific limitations of clinical settings, are examined. Prerequisite: ARTS 520 or permission of instructor.

ATPY 616: Art Therapy and Body Therapies 2 S.H.
This course is designed for students who are interested in how to incorporate body therapies in the practice of art therapy. Case studies are discussed depicting the connection between emotions held within the body and illness. Prerequisite: Consent of the Art Department.

ATPY 619: Art Therapy with Special Needs Populations 3 S.H.
This course is designed for individuals who are interested in working with multi-diagnoses individuals through art therapy. Various therapeutic approaches in art therapy, as well as psychological and educational aspects of providing services to special needs populations are discussed. Students discover how art therapy can be used as an educational tool as well as a therapeutic modality.

ATPY 620: Group Counseling Techniques and Group Art Therapy 3 S.H.
The purpose of this course is to synthesize general theories of group practice within an art therapy framework. Various types of groups, purposes, and theories are integrated with the theoretical applications of art therapy materials and modalities along with their symbolic manifestation. The course is didactic and experiential. Prerequisites: ATPY 520 and 625.

ATPY 625: Pre-Practicum in Art Therapy 2 S.H.
Practicum in art therapy is considered the core of art therapy training. Students observe an art therapist in practice and, by the end of the semester, co-lead groups in the field for a total of 100 hours. Students participate in biweekly supervision meetings. Clinical supervision, peer supervision, video supervision, and discussion of literature are a part of each meeting. Students learn to write clinical notes and organize case presentations.

ATPY 626: Research Project in Art Therapy 3 S.H.
This course is designed for individuals who are preparing a final research project. Students discover how research in art therapy can be designed and implemented. They learn that an integral part of being a professional art therapist is to be able to understand and produce responsible, ethical, and critical research. Prerequisites: RSCH 610, RSCH 620.

ATPY 630: Multicultural Issues in Art Therapy 3 S.H.
The social, political, and multicultural concerns that arise in the practice of art therapy are addressed in this course. Topics include, but are not limited to, multicultural issues in art assessment, art therapy treatment, ethics, family art therapy, and art therapy with various clientele.

ATPY 682: Advanced Seminar in Art Therapy and the Helping Professions 3 S.H.
This course provides information on advanced levels of art therapy practice as part of the helping professions. This course includes methods and materials, brief systems utilizing art therapy, professional identity and development, and integration into community resources and referrals options. Prerequisites: ATPY 520, ATPY 600, and ATPY 684.

ATPY 684: Practicum in Art Therapy 1-6 S.H.
Practicum in art therapy is 600 hours. This course provides practical involvement necessary for acquiring art therapy skills in a variety of clinical settings. Practicum experiences include a minimum of twenty-five hours of group supervision to be held on campus. The six credits are usually taken over a period of two semesters. Prerequisites: ARTS 520, 600, 625, and PSYC 631.

ATPY 688: Special Topics in Art Therapy 1-3 S.H.
This course examines various current professional issues, theories, mediums, and experientials in art therapy. Specific units concentrate on content areas that enhance and augment student learning beyond the basic graduate art therapy courses.

ATHLETIC TRAINING

ATRN 512: Advanced Therapeutic Exercise and Modalities 3 S.H.
This is an advanced course for students in the Athletic Training Rehabilitation Track in the Graduate Athletic Training Program. The topics included in this course concentrate on the use of therapeutic exercise and modalities in the rehabilitation of injuries to the physically active. Current research is an integral part of the course. Prerequisites: students in the Athletic Training Master's Degree program or permission of the instructor.

ATRN 520: Athletic Training Clinical Education 3 S.H.
Course content is divided into three modules: 1) Athletic Training Clinical Education, 2) Current Policies and Procedures in Clinical Education, 3) Clinical Instructor Educator (CIE) Seminar. Students explore these topics through seminar, research, class and web-based discussion. Prerequisites: students enrolled in the Athletic Training Master's Degree program or permission of the instructor.

ATRN 582: Seminar in Athletic Health Care 3 S.H.

This seminar format course examines current topics and issues in athletic health care. Topics include: prevention and management of injuries to the physically active, professional preparation, credentialing of the athletic trainer and reimbursement for athletic training services.

ATRN 586: Fieldwork in Athletic Training 3 S.H.

This fieldwork experience provides the athletic training graduate student the opportunity to gain clinical experience in one of three concentrations: 1) Athletic Training Administration, 2) Athletic Training Professional Preparation, and 3) Athletic Training Rehabilitation. Fieldwork experiences are supervised by NATABOC certified and state licensed athletic trainers. Prerequisite: students enrolled in the Athletic Training Master's Degree program.

ATRN 605: Athletic Injury Rehabilitation and Therapeutic Exercise 3 S.H.

This course introduces the athletic training student to athletic injury rehabilitation. It includes assessment skills, treatment goal development, and documentation techniques. The use of therapeutic exercise in injury rehabilitation is emphasized. Prerequisites: ATRN 226 and enrollment in the athletic training major. Non-majors need permission of the instructor.

ATRN 607: Athletic Injury Rehabilitation and Therapeutic Modalities 3 S.H.

This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 605) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise, and modalities in the treatment of athletic injuries. Prerequisites: ATRN 605 and enrollment in the athletic training major. Non-majors need permission of instructor.

ATRN 610: Administration and Education in Athletic Training 3 S.H.

This course examines the responsibilities of the athletic trainer as an educator and administrator. Concepts of learning theory, learning styles, and instructional strategies are presented. Topics include principles of administration, staffing, and supervision. The evolving role of athletic training in United States healthcare is also discussed. Prerequisites: Athletic training major, ATRN 305 and 384.

ATRN 688: Special Topics in Athletic Training 1-3 S.H.

This course provides an opportunity for discussion of specialized topics and current issues of relevance to Athletic Trainers. Topics are offered on a variable basis. A student may register for this course for credit more than once, provided the topic is different each time. Prerequisites: Athletic Training program or permission of instructor.

ATRN 692: Independent Study in Athletic Training 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

BIOLOGY**BIOL 608: Cell and Molecular Biology** 3 S.H.

This course studies the structure and function of cells and the molecular basis of cellular activity. Topics include cellular organelles, gene expression and protein synthesis, molecular biology, and recombinant DNA technology. Students must also register for BIOL 209. Prerequisites: BIOL 121-122, 123-124 and CHEM 221-222, 223-224. Organic chemistry and physics is recommended.

BIOL 609: Cell and Molecular Biology Laboratory 1 S.H.

This laboratory course emphasizes the methods of cell and molecular biology research. Topics include cell culture, DNA isolation and cloning, separation and identification of biological macromolecules, and data analysis and presentation. Students must also register for BIOL 608.

BIOL 611: Human Microscopic Anatomy 3 S.H.

The emphasis of this course is the microscopic structure of cells, tissues, and their organization into organs in the human body. The unique arrangements of tissues in each organ provides clues to understanding the functions of that organ. This course is beneficial to preprofessional students of medicine, dentistry, nursing, and allied health. Students must also register for BIOL 612. Prerequisites: BIOL 121-122, 123-124.

BIOL 612: Human Microscopic Anatomy Laboratory 1 S.H.

This laboratory course is designed to be taken concurrently with BIOL 611. Students learn to identify various human tissues and organs using the light microscope and related electron micrographs. Prerequisites: BIOL 121-122.

BIOL 620: Cellular Physiology 3 S.H.

This course emphasizes the amazing array of cellular activities that allow the human body to function. Students gain an appreciation of the elegance and precision of cellular interaction necessary to maintain human health. Students must also register for BIOL 621. Prerequisites: BIOL 121-122, 123-124, BIOL 250-251, 252-253 and CHEM 221-222, 223-224.

BIOL 621: Cellular Physiology Laboratory 1 S.H.

Students perform laboratory exercises that elucidate the important concepts in cell physiology. They gain experience using current laboratory methods including enzyme assays, protein gel electrophoresis, chromatography, and some recombinant DNA techniques. Students must also register for BIOL 620.

COMPUTER SCIENCE**CISC 605: Introductory Computer Concepts for Research** 3 S.H.

This is an introduction to computer concepts course for use by the graduate student. Content of this course includes demonstrations and hands-on experiences using such computer applications as: word processing, spreadsheet use and design, library searching, statistical and mathematical data reduction, on-line data acquisition, elementary programming, etc.

CISC 610: Statistical Applications of Computer Programming 3 S.H.

This is an introduction to computer programming for uses in research or educational environments. Emphasis is placed on the fundamentals of program design, development, testing, and documentation with statistical applications using FORTRAN. Coverage includes language syntax, input and output devices, editing, and problem analysis. An exposure to a statistical package is also included.

CISC 620: Microcomputer Applications in a Clinical Setting 3 S.H.

This course deals with those concepts and principles which govern the use of Microcomputers in a clinical setting. Emphasis is placed on the use of commercially available integrated software packages. Prior programming experience in a high-level language such as BASIC, Pascal or C++ is assumed. Prerequisite: CISC 165 or CISC 175 or the equivalent.

CISC 688: Special Topics in Computer and Information Sciences 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 applied perspective. Prerequisite: Permission of the instructor.

ECONOMICS

ECON 600: Economic Aspects of Healthcare Organizations 3 S.H.

This course introduces students to basic concepts of macroeconomics and microeconomics and examines the economic aspects of health services in terms of production, distribution, and institutional structure. Topics covered include: conditions affecting the demand for and the supply of medical care, delivery mechanisms, human resource management, the role of government regulation, and proposals to restructure the health care system in response to changing economic conditions.

EDUCATION

EDUC 500: Introduction to Education: Creating a Learning Community 3 S.H.

Students become acquainted with the field of education, the teaching profession, the diversity of learners in US schools, historical and philosophical foundations of education, the study and practice of teaching, and career options for educators. This course also explores the basic principles of classroom management as well as ways to support the development of healthy learning communities through equity and group responsibility.

EDUC 540: Integrating Experiential Education Across the Curriculum 3 S.H.

This course provides an overview of educational theory and practice of experiential learning, interdisciplinary curriculum design, and student-centered learning environments as they relate to a pluralistic secondary school population. Students explore current research on topics such as learning styles, community service learning, adventure education, expeditionary learning, interdisciplinary curriculum design, computer assisted learning, and the use of reflection as a tool for learning as they relate to the Common Core of Learning of the Massachusetts Curriculum Frameworks.

EDUC 542: Educational Assessment and the IEP Process 3 S.H.

This course examines how to choose and administer eligibility assessment tests for students who may have mild/moderate disabilities. Theories, concepts and methods of assessing physical, emotional, intellectual, and social development in childhood and adolescence are explained. Evaluations used by most schools systems and their impact on the writing and development of the I.E.P. will be discussed. Information on services provided by other agencies will be discussed. Focus is placed on non-discriminatory assessment systems.

EDUC 551: Multicultural Curriculum Development and Implementation for Elementary and Early Childhood Educators 3 S.H.

This course focuses on culturally responsive curriculum design and implementation with an emphasis on infusing multicultural concepts across the curriculum and the influence of culture on teaching, learning, and course content. The course covers curriculum development for elementary students with an emphasis on the significance of culture and its influence on teaching, learning, and content. Multicultural education theory provides a framework for designing curricula with a focus on the culture, strengths, and needs of a diverse student population. Constructivist and thematic approaches to curriculum development, effective teaching strategies, evaluation, and teaching resources are also addressed.

EDUC 552: Elementary Curriculum Development and Implementation 3 S.H.

This course, taken concurrently with a pre-practicum, presents students with an integrated approach to the teaching of social studies, science, and mathematics for the elementary school classroom. The course emphasizes the application of the MA Curriculum Frameworks and national standards. Current cognitive learning theory and instructional strategies are emphasized in the planning, instruction, and assessment of curriculum.

EDUC 555: Early Childhood Curriculum and Care 3 S.H.

Students examine the research for making thoughtful and informed decisions about early childhood education and care. Topics of study include: the importance of play; developing appropriate social/emotional, cognitive/language, and physical environments; working with infants, toddlers, preschoolers and primary-aged children; and the importance of working with families of young children. Students evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

EDUC 562: Introduction to Special Education 2 S.H.

This course provides an overview of all aspects of special education. Characteristics of students with mild to moderate special needs are explored using a case study model. State and federal legislation that regulate special education services provide the framework for exploring how students are screened and assessed for special needs and how to develop and implement an Individualized Education Plan.

EDUC 585: Secondary Methods, Assessment and Pre-Practicum 3 S.H.

This course deepens students' understanding of teaching and learning at the secondary level. The theoretical emphasis of the class focuses on learning and learning style theories. The practical emphasis focuses on when and how to implement specific teaching and assessment strategies to support the academic development of all students. The course includes a 45 hr. Pre-practicum.

EDUC 607: Philosophical Foundations of Education 3 S.H.

This course provides an introduction to some of the major philosophical approaches to education, including theories of multicultural education. Emphasis is on the importance of understanding and implementing, in a philosophically consistent way, a multi-ethnic approach to education in a pluralistic society.

EDUC 609: Literature with Children 3 S.H.

This course explores the characteristics of different genres in children's literature. Students compare and contrast similar myths and narratives from different cultures and geographic regions. Students identify, analyze and apply knowledge of structure, elements, and themes of fiction, non-fiction, and poetry in children's literature.

EDUC 619: Contemporary Issues in Education 3 S.H.

This seminar addresses contemporary issues in education including, but not restricted to, education policy, academic standards, social justice, multicultural education, special education, curriculum, and schools in a changing society. Readings of contemporary writings in education, interaction with guest speakers, and viewing of videos which cover current educational issues form the basis of classroom discussion. This course encourages critical thinking, the formulation of clear arguments, and active listening skills.

EDUC 620: Higher Education Law 3 S.H.

This course is an exploration of the legal issues that affect the administration of postsecondary institutions. The major focus is on issues pertaining to the various constituents (students, faculty, administrators) of colleges and universities. Legal cases are analyzed from the perspectives of law, education, and public policy. While the course is open to any graduate student, it is designed primarily for those who will be faculty or administrators in higher education.

EDUC 621: School Law 3 S.H.

This course examines issues of law that affect public schools today. Legal aspects of teaching, teachers' and students' rights, and a variety of other legal issues are introduced.

EDUC 626: Education Research Project 2 S.H.

This course builds on the research foundation established in Research 610, and specifically addresses educational research, including various qualitative methodologies (e.g., case study, observation, interviews, ethnography), with a focus on applied research methodology practical for educational settings (K-12 classrooms and schools, adult education, professional development, and other educational settings). Interpretation of research and its impact on professional practice will also be studied. Students will design, conduct, analyze and present a research project. Prerequisite: RSCH 610.

EDUC 627: Construction, Management, and Assessment of Literacy Programs 3 S.H.

Participants prepare to teach children how to read through analysis of the reading process and of different approaches to reading instruction. A balanced approach to literacy instruction is presented with an emphasis on assessment and adapting the teaching of reading and writing to meet the needs of learners. This course addresses the Initial licensure standard for early childhood, elementary and special education teachers in the Massachusetts Curriculum Frameworks in the English Language Arts.

EDUC 628: Teaching Reading and Writing in the Content Areas 2 S.H.

Competency in teaching science, mathematics, language arts and other disciplines requires strong reading and writing strategies. This course provides middle school and high school teachers with a foundation in teaching reading and writing. Students learn how to teach study skills, develop appropriate reading and writing assignments and assess reading difficulties to support lifelong literacy and learning.

EDUC 630: Children with Disabilities 3 S.H.

This course develops concepts related to students with moderate and severe special needs. Instruction encompasses issues relevant to the nature, causes and basic life and educational needs of children with moderate and severe delays. Terminology, modifications, and accommodations of services and supports are described and practiced. Intervention strategies are introduced for a wide array of special needs. Instructional approaches principles and strategies are identified and applied. Students learn to prepare and adapt curricular content and work with others in delivering services and supports based on "best practices."

EDUC 637: Social Justice and Diversity Issues 3 S.H.

This course provides students with an understanding of social justice and diversity issues as they relate to both traditional and non-traditional education settings, as well as the impact of social class, gender, race, ethnicity, religion, age, ability, sexual orientation, on education and related work places. Emphasis is placed on the importance of creating inclusive learning and working environments through greater awareness of diversity issues, increased understanding of social justice, and cross cultural skill development. Prerequisite: None.

EDUC 640: Behavior Management for School Aged Children 3 S.H.

This course presents methods and theory on behavior management issues in today's classrooms and the risk factors that influence anti-social behavior. Participants learn how to develop a multi-modal approach to behavior management that includes de-escalation techniques, classroom design and management strategies, cognitive restructuring, social skills instruction, community and family involvement, establishing routines, limits and anchor points, and crisis intervention. An emphasis is placed on applied research and practical application.

EDUC 655: Higher Education in America 3 S.H.

This course provides an examination of the landmark historical events in the development of higher education in America and the implications thereof. Some description of circumstances in differing types of institutions is developed. Some limited treatment of legal, financial, and social complexities which have evolved in recent years is given.

EDUC 656: Language Acquisition and Development 3 S.H.

This course provides an overview of the normal language acquisition and development process throughout the life span, with particular emphasis on birth through school age. The interrelationships among linguistic, neurophysical, cognitive, social, and cultural factors as they affect language acquisition are discussed. The student becomes familiar with various theories of language acquisition, the rule systems of the English language, stages of language development, and techniques for collecting and analyzing a language sample.

EDUC 660: Adult and Professional Development 3 S.H.

This course examines key issues of adult development and socialization as they relate to adult learning theories and an individual's professional growth in the education field. The course explores ways in which technology is used as both the context and content of professional development in today's education settings. This course provides an opportunity for students to participate in an electronic classroom and design a professional development program pertinent to their area of specialization. Prerequisite: None.

EDUC 661: Practicum 3-6 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage a classroom for 7 - 15 weeks. Students complete a minimum of 150 to 300 hours at the level appropriate to the license being sought. A seminar conducted by Springfield College faculty is included. Prerequisites: Advanced standing in a teacher preparation program and permission of the Office of Teacher Preparation and Certification.

EDUC 662: Teacher of Students with Moderate Disabilities Practicum 3 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage a classroom of students with moderate disabilities for 7 weeks. Students complete a minimum of 150 hours. This course is for students seeking licensure as a teacher of students with moderate disabilities who already possess a license in either elementary education or a secondary content area. A seminar conducted by Springfield College faculty is included. Prerequisites: Advanced standing in the Education Department and permission of the Office of Teacher Preparation.

EDUC 663: Middle School Practicum 3-6 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage a middle school classroom for 7 - 15 weeks. Students complete a minimum of 150 to 300 hours at the middle school level. This course is for students seeking licensure as a middle school teacher. A seminar conducted by Springfield College faculty is included. Prerequisites: Advanced standing in the Education Department and permission of the Office of Teacher Preparation and Certification.

EDUC 664: High School Practicum 3-6 S.H.

This is a supervised teaching experience under the guidance of an experienced, fully certified teacher at the high school level for a total of 150 to 300 hours. A seminar conducted by Springfield College faculty is included. Site assignments are made in consultation with and by permission of the Office of Teacher Preparation. Prerequisite: Advanced standing in the Education Department and permission of the Office of Teacher Preparation and Certification.

EDUC 665: Administration Practicum - Principal/Assistant Principal 6 S.H.

The administration practicum, necessary for licensure, is 300 hours of supervised work. The activities must meet the Massachusetts standards for principal/assistant principal role. The practicum is generally regarded as one of the most important experiences included in any administrative preparation program.

EDUC 667: Early Childhood Practicum PreK-K 3 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for 7 weeks. Students complete a minimum of 150 hours at the preschool to Kindergarten level (PreK-K). This course is for students seeking licensure as an early childhood teacher. At least one of the early childhood practices must be in a setting that includes children with special needs. A seminar conducted by Springfield College faculty is included. Prerequisite: Advanced standing in the Education Department and permission of the Office of Teacher Preparation.

EDUC 668: Elementary Practicum 3-6 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage an elementary classroom for 7-15 weeks. Students complete a minimum of 150-300 hours at the elementary level. This course is for students seeking licensure as an elementary teacher. A seminar conducted by Springfield College faculty is included. Prerequisites: Advanced standing in the Education Department and permission of the Office of Teacher Preparation.

EDUC 669: Early Childhood Practicum 1-2 3 S.H.

This culminating experience gives students the opportunity to plan, organize, and manage an early childhood classroom for 7 weeks. Students complete a minimum of 200 hours at the grade 1 - 2 level. This course is for students seeking licensure as an early childhood teacher. At least one of the early childhood practices must be in a setting that includes children with special needs. A seminar conducted by Springfield College faculty is included. Prerequisites: Advanced standing in the Education Department and permission of the Office of Teacher Preparation.

EDUC 670: Group Process in Education 3 S.H.

The purpose of this course is to train future administrators in a range of group process skills that can be utilized in organizations. Major attention is given to group process analysis, evaluation, and intervention in organizational contexts. Students also learn a variety of designs and facilitation techniques for promoting effective teamwork in organizations.

EDUC 671: 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.

EDUC 672: Administration Practicum – Supervisor/Director 6 s.h.

The administrative practicum, necessary for licensure, is 300 clock hours of supervised work. The activities must meet the Massachusetts Standards for the Supervisor/Director. The practicum is generally regarded as one of the most important experiences included in any administrative preparation.

EDUC 673: Accommodations and Modifications of Curriculum for Students with Special Needs 3 S.H.

This course prepares teachers to design curriculum and use appropriate instructional strategies that address the needs of children with mild and moderate disabilities. Participants learn to teach content area material through the use of teaching strategies tailored to capitalize on the learning strengths of the individual student. A 45-hour pre-practicum is embedded in the course.

EDUC 674: Curriculum Design and Evaluation for Administrators 3 S.H.

Participants engage in the development of curriculum, with special emphasis on design, implementation, and evaluation from the perspective of the principal and/or curriculum supervisor.

EDUC 675: Culturally Responsive Curriculum Design and Implementation for Secondary Education 3 S.H.

Students engage in the development of curricula, emphasizing design and implementation, and to a lesser extent, evaluation. The course is grounded in multicultural education theory and the Massachusetts Curriculum Frameworks. Students develop an understanding of the implications of culture, strengths and developmental needs of middle and high school students on curriculum development. The significance of racism and other forms of oppression, and their influence in the classroom are presented in all explorations.

EDUC 676: Curriculum Design and Evaluation for Early Childhood Education/Elementary Education 3 S.H.

Participants engage in the development of curriculum, with special emphasis on design, implementation, and evaluation.

EDUC 683: Learning Disabilities 3 S.H.

This course is used to examine theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

EDUC 688: Special Topics in Education 1-4 S. H.

This course provides an opportunity for concentrated exploration and experience in a specialized or current area of relevance to both preservice and inservice educators. Topics are offered on a variable basis. A student may register for this course for credit more than once, provided the topic is different each time. Prerequisite: Education major or permission of instructor.

EDUC 690: Role of the Principal/Assistant Principal 3 s.h.

This course identifies those skills that are essential to effective principals and assistant principals. Among the topics and skill competencies to be examined are school organization, curricular needs, program and staff development, strategies for institutional change, fiscal management and budget concerns, and leadership styles.

EDUC 691: The Role of Supervisor/Director 3 s.h.

This course identifies those skills that are essential to effective supervisors and directors. Among the topics and skill competencies to be examined are school organization, curricular needs, program and staff development, strategies for institutional change, fiscal management and budget concerns, and leadership styles.

EDUC 693: Leadership in a Diverse Society 3 S.H.

This course, with tomorrow's leaders in mind, examines appropriate and current leadership skills which will create effective organizations and builds a knowledge base of the multi-diversified groups and subgroups with whom an administrator (i.e. principal, assistant principal, supervisor, or curriculum specialist) must interact. Participants demonstrate the requisite skills that are necessary for effective leadership with diverse populations through the study of social justice issues in society. Prerequisite: None.

EDUC 694: Principles of Supervision 3 S.H.

This course studies major problems confronting supervisors in improving instruction, including interpreting educational objectives to staff and public, coordinating education programs, teacher supervisor relations, mentoring, evaluating instruction, and supervision of student teachers.

ENGLISH**ENGL 508: Designing for the Web** 3 S.H.

This course teaches graduate students how to use professional level design programs to create a web site for upper level course projects. The methodologies and skills include design elements of a web page, the ability to create both still and animated graphics, and the ability to write in a concise professional manner. Emphasis is placed on applying traditional research documentation while presenting the project in a professional and visually exciting form.

ENGL 635: Literacy, Hypermedia, and Modern Communication 3 S.H.

Students in this course explore the relationship of technology and communication focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the work place. Students work towards a definition of literacy and an understanding of its underlying technological basis. They trace literacy's historical evolution from oral to pictorial and graphic to print, focusing on the noetic demands and impact of that evolution. With hands-on use of the technology, the course investigates the shift from paper-bound to electronic literacy, particularly as embodied in hypertext and hypermedia. Cross-listed as CISC 335.

ENGL 659: The Contemporary Novel 3 S.H.

This course seeks to investigate the novel from the point at which traditional courses in American and European literature terminate. Current novels are read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture.

ENGL 667: Shakespeare 3 S.H.

This course is designed to develop the student's appreciation of Shakespeare as a master dramatist through a study of selected tragedies, comedies, and histories. The plays selected are concerned with the classic problems which beset humankind. The emphasis shifts yearly from the tragedies to comedies, with histories incorporated each year.

FRENCH

FREN 611: Intermediate French 3 S.H.

This course is an advanced study of the French language and a review of all verb forms, which concentrates on conversational ability. Literary and cultural studies are used as a basis for conversation. Students completing this course should be able to take part in fairly sophisticated discussions in the French language and should appreciate cultural differences. Classes are conducted entirely in French using the video series *French in Action*. Prerequisite: FREN 112 or three to four years of high school French.

FREN 612: Advanced Intermediate French 3 S.H.

This course focuses on the ability to communicate efficiently in everyday life situations such as telephoning long distance, planning a trip, writing business letters, or operating a computer terminal. The review of grammar and the acquisition of vocabulary are framed in cultural contexts. Discussions are conducted in French. Intensive classroom participation is required. Prerequisite: FREN 112 with a B+ average or FREN 611 or permission of the instructor.

HEALTH STUDIES

HLTH 502: Methods and Materials in Health/Family and Consumer Sciences 3 S.H.

Students in this class analyze the theory, practice, and planning process for school health education. The readings, discussions, observations, lesson planning, practice teaching, unit planning, and critical analysis emphasize quality interactive teaching and professionalism in health education.

HLTH 505: Curriculum Construction and Instruction 3 S.H.

This course analyzes the essential components of and procedures for the development of a written pre-K–12 comprehensive health education curriculum. Students critically review current general and specific curricula in light of various teaching possibilities and environments for health education.

HLTH 517: Organization, Administration, and Assessment for the School Health Program 3 S.H.

This course examines administrative relationships, procedures, and assessment techniques involved in the conduct of school health programs. Areas of study include: general policies, services and delivery systems, environment, reliability, personnel duties, curriculum development, and instruction. An emphasis on aligning program objectives and assessment strategies with the current Massachusetts Comprehensive Health Education Frameworks (MCHEF) comprise a significant segment of required assignments.

HLTH 525: Human Disease 3 S.H.

This course examines a wide range of contemporary health problems. The health professional examines the epidemiology and pathology of major diseases and their attendant psychosocial implications. Prevention and control are discussed within ethical issues identified for study. Prerequisites: BIOL 101, 130-131, HLTH 103, or permission of instructor.

HLTH 560: Health-Related Aspects of Aging 3 S.H.

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

HLTH 570: Women's Health Care 3 S.H.

This course is designed to consider those personal health topics of special interest and applicability to women. The focus is upon the role of self-understanding and self-help in promotion of health and well-being. Prerequisite: Permission of the instructor.

HLTH 580: Health Program Planning and Design 3 S.H.

This course provides an overview of assessment, planning, implementing, and evaluating public and community health administration, education, and promotion programs. Students develop their abilities in setting goals and objectives, coordinating and administering health services, and communicating health education, needs, concerns, and resources.

HLTH 588: Special Health Topics for the Classroom Professional 3 S.H.

This course is designed for the classroom professional (pre-K-12) to study the special health issues and problems that arise in assisting students to change lifestyles or cope with special health needs. Through this course, students are better able to apply the communication and interpersonal skills necessary for promoting health and wellness.

HLTH 601: Health Behavior 3 S.H.
This course presents a theoretical basis for the analysis and interpretation of health behavior. Research and literature in areas such as sociocultural and environmental factors associated with health behaviors, and planning and developing effective programs are reviewed.

HLTH 603: Teaching Methods and Learning Styles 3 S.H.
This course analyzes the theories, practices, and planning processes for school health education. Readings, discussions, observations, lesson planning, practice teaching, and critical analysis emphasize quality teaching and professionalism in the health education field. The course analyzes how to teach students with special needs and how to develop, plan, and implement IEPs. Prerequisite: Permission of instructor.

HLTH 610: Issues in Public Health 3 S.H.
Selected contemporary issues in the field of public health are examined, including social, psychological, political, and community problems in the provision of healthcare services, payment of healthcare, and development of health manpower. Specific issues examined vary each year.

HLTH 612: Dimensions of Wellness 3 S.H.
This course examines the dimensions of wellness: spiritual, physical, intellectual, career, emotional, and social. Emphasis is on self-responsibility and a holistic approach to wellness and illness. Students review wellness programs, identify assessment instruments, and learn to apply this knowledge to the achievement of a healthful way of living.

HLTH 614: Administration of Health Programs 4 S.H.
This course is designed to teach students how to implement, manage, and evaluate health promotion programs in the public and private sectors. The components of a comprehensive health promotion program are examined and the relationship of health promotion to healthcare cost containment, employee productivity, and absenteeism are covered. Methods of quantifying program effectiveness and techniques for improving the student's employment market ability are examined. Prerequisite: HLTH 601.

HLTH 616: Health Law 3 S.H.
This course is designed to provide an analytical framework to enable the understanding of the legal and ethical climates within which the health care institution operates. Emphasis is placed on the legal and ethical concepts which bear most heavily upon current healthcare problems, planning, and decision-making activities of the healthcare profession.

HLTH 640: Techniques of Applied Nutrition 3 S.H.
This course is a study in applied nutrition as related to human health. Health issues related to nutritional deficiencies and excesses, and related therapies are discussed. Practical applications of sound nutritional principles are the focus of this course. Prerequisite: Permission of instructor.

HLTH 682: Seminar in Health Promotion 1-3 S.H.
This seminar considers problems and provides advanced study in health promotion and wellness management programs. A graduate student, with permission of the advisor, may register for this seminar only two times.

HLTH 684: Practicum in Health/Family & Consumer Science PreK-8 3 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified health educator for a minimum of seven weeks at the Pre-K-8 level. Site assignments are made in consultation with and by permission of the Office of Teacher Preparation. This course is for students seeking health/family & consumer science licensure at the elementary level. Prerequisites: Advanced standing in Physical Education Teaching and Administration, and a pre-practicum.

HLTH 685: Practicum in Health/Family & Consumer Science 5-12 3 S.H.
This is a supervised practicum under the direct guidance of a teacher-certified health educator for a minimum of seven weeks at the 5-12 level. Site assignments are made in consultation with and by permission of the Office of Teacher Preparation. This course is for students seeking health/family & consumer science licensure at the secondary level. Prerequisites: Advanced standing in Physical Education Teaching and Administration, and a pre-practicum.

HLTH 687: Health Clinical Teaching 3 S.H.
This is a supervised fieldwork experience under the direct guidance of a certified health educator for a minimum of 150 clock hours. This course is for students seeking health/family and consumer science licensure. Prerequisites: Teacher Licensure; 3.0 GPA in graduate coursework.

HEALTH, PHYSICAL EDUCATION, AND RECREATION (HPER)

HPER 626: Independent Study Proposal Design 2 S.H.
This seminar assists students in completing their independent study proposal for a Master's in Education (M.Ed.) or Master's in Physical Education (M.P.E.) within the School of Health, Physical Education and Recreation. Students are required to complete the full proposal and prepare for data collection for their study. Prerequisite: RSCH 610.

HPER 627: Facility Design, Operations, and Maintenance 3 S.H.
This course acquaints students with the scope and complexity of the design, operation and upkeep of sport and recreation facilities. The students develop an awareness of the wide variety of disciplines necessary for the construction and competent administration of major sport and recreation venues including stadium, golf courses, aquatic centers, ski areas, playing fields, ice arenas and other facilities and areas common to the sports world.

HPER 645: Marketing Issues in Sport and Recreation 3 S.H.
This course provides the student with basic knowledge and understanding of sports marketing and promotions on the educational, recreational, and professional levels. Attention is given to a history of sports marketing, definition of terms, principles of marketing, strategic market planning, and evaluation of sports marketing programs. Components of the course include developing products, sponsorships, special event fundraising, public relations, utilizing television, and radio networking.

HPER 675: Legal Issues in Sport and Recreation 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 sport management profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.

HPER 678: Budgeting for Sport and Recreation 3 S.H.

This course focuses on the nature and concerns of sport management and recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, collaborative teams, organizational structure, and facility operations are included.

HPER 679: Personnel and Human Resource Management 3 S.H.

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

MATHEMATICS

MATH 688: Topics in Mathematics and Computer Sciences 3 S.H.

This course covers advanced and new topics in mathematical analysis and computer sciences, with emphasis on applications, theoretical and practical, that are not covered in other courses, but are of current interest and relevance. Prerequisite: Permission of Instructor.

MANAGEMENT AND ECONOMICS

MGTE 600: Selected Applications of Accounting 3 S.H.

This course offers an in-depth study of accounting for the graduate student with no previous accounting background. The emphasis is on the preparation, interpretation, and use of financial statements for profit and nonprofit organizations. A management-oriented approach to accounting procedures is utilized.

MGTE 605: Managerial Supervision 3 S.H.

This course deals with the concept of management skills in the area of supervision—setting objectives and accomplishing them through the efforts of others. The class time is primarily used to develop supervisory skills experientially. Prerequisites: MGTE 215.

MGTE 610: Financial Management of Healthcare Organizations 3 S.H.

This course explores specific skills in modern financial management. The course covers the fundamental skills of identifying financial weaknesses and problem-solving in the healthcare sector. Special emphasis is on fund raising, budget control, and fund management. Analytical skills are enhanced in the subject areas of profitability and asset management. Financial reporting criteria are discussed and case study analysis is included.

MGTE 618: Advertising 3 S.H.

This course introduces the richness and variety of the real world of advertising. A study is made of advertising lessons in marketing, campaign objectives, creative strategy, planning, and evaluative research. Thought provoking, real-world concepts and controversies are approached to personally involve students in the practical applications of advertising. Prerequisite: MGTE 121 or 325 or permission of the instructor.

MGTE 620: Strategic Management of Healthcare Organizations 3 S.H.

This course explores specific issues and concepts in long-term strategic planning to ensure exemplary healthcare delivery. Skills in identifying opportunities and weaknesses in organizational development in the healthcare sector are taught. Special emphasis is on organizational and human resource development, client-based needs assessment, and asset utilization.

MGTE 630: Management in Long-Term Healthcare Organizations 3 S.H.

This course studies the problems of organizational effectiveness in long-term healthcare organizations and the impact of public policy, accreditation, regulation, and reimbursement on their operating policies and practices.

MGTE 640: Quantitative Methods 3 S.H.

This course helps students apply certain mathematical principles for use in business and economics. Much attention is given to problem solving to allow students to gain experience with mathematical notation and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. Prerequisite: MGTE 360.

MGTE 645: Consumer Behavior 3 S.H.

This course is designed to examine the use of consumer behavior research and theory as a central element of business strategy, especially in marketing. Students study the activities involved in obtaining, consuming, and disposing of products and services. Prerequisites: MGTE 121 or 325, ECON 205, and either PSYC 101 or SOCI 101, or permission of instructor.

MGTE 675: Entrepreneurial Studies 3 S.H.

The course covers the theoretical and practical points of starting new organizations. The course covers financing options, personnel management, opportunity recognition, wealth creation, sociological impact, the economics of entrepreneurialism, rates of return generated on invested capital, resource requirement planning and projections, growth management, entrepreneurial success strategies, various case studies, and the writing of an actual business plan. Prerequisites: MGTE 210 or 211, MGTE 315, ECON 200, MATH 115 or equivalent, or permission of the instructor.

MGTE 677: Organization Research 3 S.H.

This course provides academic and practical skills in various types of data acquisition and associated analysis within organizational settings. The course focuses on quantitative and analytical techniques that are utilized by the industrial psychologist practitioner as outlined by the Society for Industrial and Organizational Psychology. The administration of questionnaires, interviews, training evaluation, attitude surveys, sampling procedures, survey research, formulation of research-based conclusions, and ethical standards are covered. Prerequisites: RSCH 610 and 620.

MGTE 678: Business Law 3 S.H.

This course explores basic legal principles and engages the student in an intensive study of the law of contracts and selected aspects of business-related subjects, including sales, negotiable instruments, business organization, consumer, and anti-trust law. Examples and case studies from business, nonprofit, health agencies, and professional sports are included. Prerequisite: MGTE 150.

MGTE 680: Corporate Social Responsibility 3 S.H.

This course examines the multiform problems and issues that are typical of the business and society interface and the initiatives taken by businesses to resolve those issues. Students learn how to identify issues and stakeholders and how to formulate and implement social-issues strategies and to integrate them with business strategy. Prerequisites: PHIL 225 and MGTE 150 or permission of the instructor.

MGTE 688: Special Topics 3 S.H.

This course consists of a series of one semester hour graduate seminars which focus on current topics in healthcare management; students choose three in consultation with an advisor. Topics of current interest to students are offered on a variable basis. A list of topics includes, but is not restricted to: home healthcare, health insurance, occupational medicine, death and dying, managing a health maintenance organization, health policy, facilities planning, hospital administration, managing a CCRC, hospice management, and negotiation skills.

MGTE 694: Management of Compensation and Benefits 3 S.H.

This course focuses on managing employee compensation in contemporary organizations. Students examine the current state of compensation decision-making and learn how to apply theoretical and research developments in their decisions. Specific content includes strategic perspectives associated with the design of compensation systems as well as the determinants of individual compensation packages. Prerequisites: RCTR/MGMT 479 or permission from instructor. Cross-listed as PSYC 694.

MOVEMENT SCIENCES

MSCI 601: Advanced Exercise Physiology 3 S.H.

This course takes an in-depth look at the physiological responses and adaptations to acute and chronic exercise. Topics that are covered include the physiology of the skeletal, muscle, cardiorespiratory, endocrine, and renal systems. In addition, environmental effects, ergogenic aids, gender differences, and training procedures are studied. Prerequisite: MOST 303 or equivalent. CHEM 331 or permission of instructor.

MSCI 602: Exercise Biochemistry 3 S.H.

This course covers the biochemical principles responsible for the release of energy from carbohydrates, fats, and proteins during exercise. Biochemical changes associated with acute exercise, chronic training, and endocrine control of metabolism are also covered. Prerequisite: MOST 303, CHEM 331, or permission of instructor.

MSCI 603: Cardiovascular Physiology and Exercise 3 S.H.

This course provides the students the opportunity to study cardiovascular function both at rest and during exercise. The effect of both acute and chronic exercise on cardiovascular function is studied both in lecture and during a laboratory component. The relationship of pulmonary function to cardiovascular function is also reviewed. Prerequisite: MOST 303 or permission of instructor.

MSCI 604: Neuromuscular Functional Exercise 3 S.H.

This course examines the integration of neural and muscular aspects of human movement, the effects of acute and chronic exercise on neuromuscular function, and factors which influence neuromuscular function. Prerequisites: MOST 303 and MSCI 624.

MSCI 605: Seminar: Movement Science 1 S.H.

This course involves discussion of current research and literature related to selected problems in movement science. Topics are selected on the basis of current trends as well as students' interests and needs.

MSCI 606: Environmental Physiology 3 S.H.

This course provides the student the opportunity to study the various forms of environmental stress and how the human organism responds physiologically to them. Students study how physical performance is affected by environmental stressors such as heat, cold, altitude, and the hyperbaric environment both in lecture and in a laboratory component. Prerequisites: MOST 303 and MSCI 624 or permission of instructor.

MSCI 607: Pulmonary Physiology & Exercise 3 S.H.

This course provides students the opportunity to study pulmonary physiological function both at rest and during exercise. The effect of chronic exercise on pulmonary function is studied both in lecture and during a laboratory component. The effect of acute exercise is also studied. The relationship of cardiovascular function to pulmonary function is also presented. Prerequisite: MSCI 603 or permission of instructor.

MSCI 624: Laboratory Techniques in Movement Science 1-3 S.H.

This modularized course provides students with demonstrations and hands-on experiences utilizing selected laboratory techniques from the movement sciences. Specialized sections of the course are offered to fulfill the needs of students in a number of movement science related areas including: biomechanics, exercise physiology, motor learning, cardiac rehabilitation, physical therapy, and sports injury prevention and management. Prerequisites: MSCI 319 and 303.

MSCI 640: Nutrition and Athletic Performance 3 S.H.

This course focuses on the relationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting body composition and weight control are covered. Prerequisites: Permission of instructor and HLTH 261.

MSCI 642: Qualitative Biomechanics of Movement 3 S.H.

This course examines qualitative biomechanical concepts of human and related animal movements. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. The student becomes familiar with determining and applying biomechanical principles based on aided and unaided observation and measurements taken using commonly available equipment. Prerequisite: MSCI 319.

MSCI 645: Exercise and Aging 3 S.H.

This course provides information on the aging process and how this process is impacted by exercise. The focus is on children and the geriatric population. Prerequisites: BIOL 130, 131, 132, 133 or permission of instructor.

MSCI 651: Quantitative Biomechanics of Movement 3 S.H.

The process of quantitative biomechanical analysis is examined, with emphasis on human motion and its mechanical interaction with the environment. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. Instruction is provided in cinematographer and force platform laboratory procedures for use in kinematics and kinetic analysis projects. Prerequisites: MSCI 319 and MSCI 642 or permission of instructor.

MSCI 652: Data Acquisition and Signal Analysis in Movement Sciences 2 S.H.

This course is designed to present theory and procedures used in computerized, real-time data acquisition and subsequent signal analysis. Practical experience is gained through the use of hardware and software packages designed for that purpose. Applications are drawn from representative data acquisition tasks used in movement sciences research. Prerequisite: BASIC or FORTRAN computer programming experience or permission of instructor.

MSCI 653: Presentation Techniques and Technologies in Movement 1 S.H.

This course is designed to present the theory and application of technology to facilitate effective verbal and nonverbal components of professional presentations.

MSCI 662: Skeletal Biomechanics 2 S.H.

This course is an evaluation of biomechanical principles as applied to skeletal structures. Concepts from statics and dynamics are applied to bone and joint structures, which enhance students' understanding of the dynamics of human motion. Prerequisite: Permission of instructor.

MSCI 672: Medical Physiology 3 S.H.

This course focuses on the pathophysiology of selected diseases. The diseases covered include cardiac, pulmonary, and renal disease. This information is important for those who have an interest in clinical exercise physiology. Prerequisite: MSCI 603.

MSCI 675: Graded Exercise Testing and Electrocardiography 3 S.H.

This course is designed to instruct students in the acquisition and interpretation of both resting and exercise electrocardiograms. Students are taught to identify various supraventricular and ventricular dysrhythmias. This course is also designed to acquaint students with the procedures involved with exercise testing and prescription for healthy and diseased populations. Prerequisite: AEXS 260, MSCI 603 or permission of instructor.

MSCI 684: Fieldwork in Sports Nutrition 1-2 S.H.

This course is designed to give students an opportunity to apply the scientific principles that they gained in the MSCI 440/640 course (Nutrition and Athletic Performance). Students are assigned to an athletic team to assist members of that team in developing a better understanding of the role that nutrition plays in enhancing their performance. Prerequisite: MSCI 440/640 or permission of instructor.

MSCI 687: Internship in Clinical Exercise Physiology 2-6 S.H.

In this course, graduate students have the opportunity for hands-on application of their didactic instruction. Students are exposed to a variety of clinical experiences as they interact with patients having or recovering from cardiac, pulmonary, metabolic, musculoskeletal, neuromuscular, immunological/hematological conditions at an approved site. Prerequisites: AEXS 613, MSCI 603, MSCI 672, MSCI 675.

MSCI 692: Independent Study in Clinical Exercise Physiology 2 S.H.

This course is designed to meet the non-thesis master's degree requirement in health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, a review of literature, or other appropriate activity. A written proposal and an oral presentation are required. Prerequisite: Approval of major advisor and faculty supervisor.

MOVEMENT AND SPORT STUDIES**MOST 610: Assessment in Movement and Sport 3 S.H.**

This course is designed to present to the student various assessment tools in the psychomotor, cognitive, and affective domains used in movement science and sport. An introduction to research in movement science and sport and basic statistical analysis are presented. A practical experience in administering a test, including the writing of an article suitable for a research journal, is involved.

MOST 624: Motor Learning and Control 3 S.H.

This course is designed to present information concerning fundamental concepts in motor learning and control. Topics include stages of skill acquisition, neurological bases of movement, motor integration, feedback, motor memory, conditions of practice, attention, and perception. Laboratory sessions are designed to enhance the understanding of topics covered. Prerequisites: MOST 224 and 610 or permission of instructor.

MOST 629: Heritage and Values of Movement and Sport 3 S.H.

This course is designed to teach students about the cultural heritage and values of human movement and sport from a philosophical and historical perspective. A close examination is made of important time periods of the past that have affected current attitudes, understanding, knowledge, and behavior.

OCCUPATIONAL THERAPY

OCTH 501: 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: Occupational therapy major or permission of instructor.

OCTH 503: Preclinical Education 2 S.H.

The practicum provides occupational therapy students with observational experiences in area clinics. Professional ethics, standards of practice, uniform terminology, and interpersonal skills are practiced and discussed during weekly seminars. Prerequisite: Occupational therapy major or permission of instructor.

OCTH 505: 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 intervention to promote insight and improved interpersonal interaction skills. Prerequisite: OCTH 501.

OCTH 512: Neuroscience and Occupation I 3 S.H.

This course presents the neurological foundations of human performance, behavior, and emotion through lecture and laboratory formats. Students engage in collaborative analysis of clinical examples to better understand the structure, function, and development of the nervous system and its influence on functional tasks throughout the lifespan. Prerequisite: Occupational therapy major.

OCTH 513: Neuroscience and Occupation II 1 S.H.

This seminar is a continuation of OCTH 512 in which students engage in collaborative analysis of neurological disorders and begin to practice assessment procedures related to function of the nervous system. Topics discussed relate to concurrent courses in the occupational therapy curriculum, with a focus on occupational performance throughout lifespan. Cases studied are drawn from prior fieldwork, concurrent occupational therapy courses, texts, videos, and computer software. Prerequisite: OCTH 512.

OCTH 520: Performance, Dysfunction, and Occupational Therapy Adaptation in Infancy 3 S.H.

This course presents the theory and scope of practice in occupational therapy for the prenatal through school age period. Human performance is emphasized and related to normal and dysfunctional processes affecting growth, development, self care, play/leisure, and family functioning. Techniques for occupational therapy assessment and intervention in sensory, perceptual, motor, cognitive, emotional, and social skill development are studied. Prerequisite: PHTH 308/608, OCTH 412/512 or permission of the instructor.

OCTH 521: Performance, Dysfunction, and Occupational Therapy Adaptation in Childhood 4 S.H.

Through the study of human performance from preschool through school age, emphasis is given to normal and dysfunctional processes which may affect growth and development, learning, self care, play/leisure, and family functioning. Techniques for assessment and intervention in sensory, perceptual motor, cognitive, emotional, and social skill development are emphasized and practiced in laboratory experiences with particular attention to skills needed in the school system. Prerequisite: PHTH 308/608, OCTH 412/512, and OCTH 520.

OCTH 525: Development, Dysfunction, and Occupational Therapy Adaptation in Adolescents 3 S.H.

This course involves the study of human performance from school age through young adulthood, emphasizing normal and dysfunctional processes which may affect growth and development, learning, self-care, leisure, peer relations, and family functioning. Various theories and occupational therapy frames of reference are utilized in understanding the life tasks of adolescents. Intervention strategies are covered and practiced in a one-hour weekly lab. Prerequisites: OCTH 501 and 350.

OCTH 531: Occupation, Dysfunction, and Adaptation in Adults I 3 S.H.

This course is the first in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practice related to the physical domain of human occupation. Techniques for occupational therapy interventions, emphasizing a neurodevelopmental approach, are reviewed and practiced in laboratory experiences. This course is concurrent with OCTH 532. Prerequisites: OCTH 520 and 521, PHTH 608 and 211.

OCTH 532: Occupation, Dysfunction, and Adaptation in Adults II 3 S.H.

This is the second in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses the operational use of psychosocial occupational therapy theories within the context of traditional psychiatric theories. Occupational therapy interventions, emphasizing therapeutic use of self, engagement in activity, and psychosocial evaluations are practiced. This course is concurrent with OCTH 531. Prerequisites: OCTH 501 and 505.

OCTH 533: Occupation, Dysfunction, and Adaptation in Adults III 4 S.H.

This is the third in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practice related to the physical domain of human occupation. Techniques for occupational therapy intervention, emphasizing biomechanic, rehabilitative, and human occupation approaches, are reviewed and practiced. Prerequisite: OCTH 531.

OCTH 534: Occupation, Dysfunction, and Adaptation in Adults IV 4 S.H.

This is the fourth in a four-course sequence that examines occupational function, dysfunction, and adaptation in adults. This course specifically addresses clinical pathology, theory, and practice related to the psychosocial domain of human occupation. Psychiatric diagnoses are explored, along with occupational therapy techniques for assessment and intervention. Students have the opportunity to experience group leadership roles in the community. This course is concurrent with OCTH 533. Prerequisite: OCTH 532.

OCTH 535: Development and Occupational Therapy Adaptation for the Older Adult 3 S.H.

Aging includes a variety of physical and psychosocial changes and increased risks for dysfunctions. Students discuss myths and facts surrounding these issues and the roles occupational therapists play to facilitate normal health during this part of life. A short field experience is required. Prerequisite: OCTH 501.

OCTH 536: Occupational Therapy for the Older Adult 1 S.H.

Techniques and issues specific to occupational therapy and older persons are explored, including evaluation, treatment, reimbursement, and other special issues. Students with a great deal of work and/or academic experience related to older persons tailor this course with the professor to fit their individual needs. Prerequisite: Permission of professor and OTRC.

OCTH 550: Occupational Therapy Management 3 S.H.

This course examines the development of occupational therapy programs and departments emphasizing strategic planning, marketing, budgeting, staffing, reimbursement, and federal and state licensing regulations. Managing staff, consulting to agencies, writing grant proposals, and utilizing resources are also explored. Prerequisites: OCTH 501 and 503.

OCTH 582: Graduate Seminar 3 S.H.

This course provides a discussion of professional ethics and current issues in the field. Personal values and attitudes, and their relationship to the provision of patient care, are explored as they relate across the spectrum of cultures, classes, and current events. Prerequisite: Occupational therapy major.

OCTH 584: Clinical Education I 3 S.H.

This course is a combination of a supervised field experience in one or more health care settings where occupational therapy is practiced, and a series of seminars. It provides experiences in beginning occupational therapy clinical skills of evaluation, observation, treatment planning, implementation, and clinical reasoning. Students may take this course more than once. Prerequisites: OCTH 401/501 and OCTH 303/503.

OCTH 585: Individualized Fieldwork in Occupational Therapy 1-6 S.H.

This course provides additional Level I fieldwork to explore particular clinical interests or to address specific performance issues identified in OCTH 584. The student and an occupational therapy faculty member develop specific objectives for an individualized clinical experience which includes regular supervision with a faculty member and a clinical supervisor, with readings, special projects, written assignments, and presentations. Prerequisite: OCTH 584.

OCTH 586: Clinical Education II 10 S.H.

A two-hour weekly seminar, designed to assist in the academic to field work transition, is followed by an intensive twelve week (or the equivalent) field experience in an accredited facility. In these settings, students practice application of occupational performance theories and clinical reasoning with a case load of clients. Prerequisite: Permission of instructor.

OCTH 587: Clinical Education III 10 S.H.

This intensive course consists of a 480-hour (usually twelve weeks full time) supervised field experience and a fifteen hour follow up seminar. In sequence, this is the second, required Level II fieldwork experience (as defined by AOTA). During Level II fieldwork, students have the opportunity to learn about the application of occupational therapy theory to practice in assessment, planning, treatment, and administration. Students are also exposed to the applications of professionalism, ethics, and clinical reasoning through reflective practice. Prerequisite: OCTH 586.

OCTH 592: Individual Study in Occupational Therapy 1-4 S.H.

This course provides students with the opportunity to engage in individualized study with an occupational therapy faculty member. The student may explore particular academic or professional interests, beyond or within the requirements of the occupational therapy curriculum. The learning experience may include guided study in a particular professional specialty area, a small research project, or independent reading or writing on a topic related to the field. This course may be taken more than once. Prerequisite: Occupational therapy major.

OCTH 601: Theory and Practice of Human Occupation 3 S.H.

Theories, philosophies and clinical reasoning focusing on health through human occupations are evaluated and related to students' own OT practice areas. Students also explore the value of occupation and evidenced based practice in occupational therapy and develop their own individualized plans to expand these components in their current work. Prerequisites: Enrollment in OT or permission of instructor.

OCTH 620: Research in Occupational Therapy Practice 2 S.H.

Using a case-based approach, students in this course gain experience in searching for, summarizing, and analyzing the literature underlying the evaluation and treatment of individuals with specific conditions and needs. Students observe experienced clinicians working with clients in that area and then work in small groups to analyze and interpret field notes to compare observed practice guidelines supported by evidence. Prerequisite: RSCH 610.

OCTH 650: Understanding, Evaluating and Improving Clinical Practice 3 S.H.

This seminar style course applies advanced management and research principles to the clinical practice of Occupational Therapy. Students review and critique relevant literature, design a program evaluation, learn specific computer skills and prepare a management report. Case examples from the experience of course participants as well as the instructor are used to facilitate discussion and problem solving.

OCTH 673: Clinical Supervision in Occupational Therapy 3 S.H.

This course combines seminar, workshop, and fieldwork formats to focus on the art and science of supervision in occupational therapy practice and to build on students' skills and knowledge of effective, individualized supervision approaches. Students reflect on readings and observations from site visits to relate the philosophy of occupational therapy to their education and supervision of students and clinicians in field settings. Prerequisites: Permission of instructor.

OCTH 674: Clinical Education Administration 3 S.H.

This seminar examines legal and professional requirements of occupational therapy clinical education with emphasis on current issues such as the impact of changes in healthcare on occupational therapy fieldwork programs. Students participate in classroom and field-based activities in order to learn techniques for developing and implementing innovative programs. Prerequisites: Permission of instructor.

OCTH 682: The Challenge of Contemporary Practice 3 S.H.

This seminar style course is designed to explore contemporary occupational therapy practice. Students review the current state of OT practice, explore the social and economic contributions to the delivery of services, examine philosophical and conceptual trends in the field and the future practice environments. Special attention is given to the relationships between organizational behavior regarding change, the philosophy and core values of OT, and marketing and promotion. Prerequisites: Enrollment in OT Program or permission of instructor

OCTH 686: Specialty Clinical Education 0 S.H.

This optional fieldwork goes beyond the traditional requirement and offers students the opportunity to explore and perfect occupational therapy skills in a specialty area of practice. It is designed to strengthen students' skills in a specialty area which demands refined expertise. Prerequisite: Permission of instructor. Fee.

OCTH 688: Special Topics Course in OT: Single Case Research Design 2 S.H.

This course encourages collaborative learning among entry level OT students, experienced practitioners from the community, and faculty mentors as they work in clinical research teams over one semester. It begins with a two day workshop to introduce methods of single-case research and to form teams to begin developing research projects. The class continues to meet throughout the semester as students implement their projects. Students present project results at a research symposium and complete manuscripts suitable for submission to professional journals. Prerequisite: Occupational therapy major or permission from instructor.

PHYSICAL EDUCATION

PHED 510: Elementary and Secondary Physical Education Teaching Methods 3 S.H.

This course is designed to help graduate students further their pedagogical content knowledge and to introduce principles of curriculum development for grades pre-K through 12. This course is open only to graduate students enrolled in the Teacher Certification Program for non-provisionally certified graduate students in physical education.

PHED 520: Sport and Art 3 S.H.

The historical and contemporary relationship of sport and art is explored by examining sport as the subject matter of the artist's work, selected pieces of testimony and essays which reveal the occurrence of aesthetic experiences in sport, sport as the medium to produce a work of art, and questions posed by scholars about the nature of sport and art and their possible relationship.

PHED 522: Organization and Administration of Aquatics 2 S.H.

Leadership problems of organization, administration, and supervision of pools and aquatic programs are presented. Also included are standards of health, supervision, maintenance, and operation of pools; survey studies of the status of personnel and programs in representative cities and organizations; training for professional and lay aquatic leaders; programs for schools, colleges, camps, and civic recreational centers; financing; publicizing; motivating attendance; and legal relations.

PHED 523: Organization and Administration of Intramurals 2 S.H.

This course analyzes the total aspects of organizing and administering an intramural sports program on the high school, junior college, and college/university levels. Leadership qualities, financing, publicizing, liabilities, tournament preparation, equipment, motivational aspects, and the role of coeducational activities are among some of the topics discussed.

PHED 550: Workshop in Physical Education 1-2 S.H.

This course provides an opportunity for group thinking and discussion on problems of organization, administration, and conduct of programs of physical education. Provisions are made for students to work individually or in small groups toward the solution of problems of their own choosing. **Please note:** A student may register for this course for credit more than once, provided the area to be included is different each time. Prerequisite: Undergraduate major in physical education or permission of instructor.

PHED 562: Physical Education for the Mentally Retarded and Those with Associated Disorders 2 S.H.

This course studies the characteristics and needs of the mentally retarded. Disorders associated with mental retardation are presented, and the focus is on theory, current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. Prerequisite: Senior or graduate status.

PHED 580: The Female Athlete 3 S.H.
This course, through a review of related materials, lecture, and discussion, is designed to examine the female in the sport milieu from “herstorical,” legislative, social, psychological, biomechanical, physiological, and nutritional perspectives. Course format is lecture/discussion.

PHED 581: History of Physical Education and Sport 2 S.H.
Designed to explore the history of physical education and sport within the context of man’s cultural development, this course includes interpretations of exercise, sport, and dance from 1600 B.C. to the present.

PHED 612: Concepts in Assessment and Remedial Exercise Theory 3 S.H.
This is an application of appropriate exercise programs for individuals with specific rehabilitation needs. It includes testing and evaluation, indications and contraindications of exercise, crutch and wheelchair management, use of adaptive equipment, and specific pathology.

PHED 613: Advanced Level Coaching: Methods and Issues 3 S.H.
In this course, graduate students examine the role and responsibilities of the coach in intercollegiate and elite athletics. Major topics include ethics, recruiting, staffing, practice design, and governing body regulations. Prerequisite: Previous playing experience at the college level or previous coaching experience at the interscholastic level or above.

PHED 620: Philosophy of Sport 3 S.H.
The ethical, aesthetic, epistemological, axiological, and metaphysical dimensions of sport are studied. Prerequisite: Undergraduate course in philosophy.

PHED 625: Seminar in Research in Motor Learning 3 S.H.
This seminar involves an in-depth study of current research topics in the field of motor learning with specific application to the field of physical education. Specific content areas vary, but major areas of emphasis include feedback, transfer, perception, and current motor learning theories of skill acquisition. Prerequisite: MOST 624.

PHED 629: Curriculum Construction in Physical Education 3 S.H.
This course provides an opportunity for graduate students, especially those preparing themselves for administrative positions, to undertake a practical experience in physical education curriculum construction.

PHED 630: Curriculum and Instruction Seminar 2 S.H.
This course provides opportunities for advanced students to study and research selected topics in curriculum theory and make practical application of the processes of curriculum development and instructional implementation.

PHED 632: Analysis of Teacher Behavior in Physical Education 3 S.H.
This course provides graduate students with an introduction to current research and literature in the analysis of teacher behavior. It provides opportunities for students to practice various analytic techniques currently being utilized in physical education teacher behavior research.

PHED 633: Athletic Administration 3 S.H.
Problems and standards connected with the administration of school and college athletics are considered, as well as relationships with state and national athletic foundations and with conferences for athletics. The course is designed to prepare the graduate student to organize and administer a program of intramural sports on both the public school and collegiate levels.

PHED 635: Motor Development and Analysis 3 S.H.
This course is an examination and analysis of perceptual motor factors which affect cognitive, psychological, social, and physical development throughout the lifespan. Topics include prenatal development, patterns of growth and development, reflexes, information processing, gender differences, adult regression, and remediation programs.

PHED 640: International Relations Through Physical Education 2 S.H.
The contribution to worldwide understanding which might be made through health, physical education, and recreation is explored; development of national programs, physical education in other countries, and the contributions which Springfield College graduates can make to the development of other countries are studied. Emphasis is placed on governmental and other programs designed to promote international understanding, and the role of international competition is discussed.

PHED 648: Comparative Physical Education 3 S.H.
This course presents systematic analysis and comparisons of various physical education systems in different parts of the world, with special emphasis on the impact of historical, political, societal, religious, cultural, and economic influences on past and present practices.

PHED 658: Sport in American Culture 3 S.H.
This course offers the graduate student an opportunity to inquire into the nature, meaning, and expression of sport with particular emphasis on American culture.

PHED 660: Advanced Instructional Strategies 3 S.H.
This course is designed to extend the knowledge and skills of experienced teachers in instructional strategies and techniques which are generic in physical education. Lecture sections are focused upon advanced concepts underlying successful teaching. Laboratory sessions are devoted to hands-on, practical applications and observational assessments of lecture concepts in a controlled environment and in field-based classes.

PHED 661: Functional Anatomy and Kinesiology Applied to Disabling Conditions 4 S.H.
This course exposes students to functional anatomy and kinesiology for use in the evaluation of persons with special needs. The nervous system, skeletal-muscular systems, arthrology, and myology are reviewed as applicable to abnormal motor function. Prerequisites: BIOL 130, 131.

PHED 663: Adapted Physical Education and Recreation 3 S.H.

This is a theory course which presents a study of prevalent physically handicapping conditions with special emphasis on relevant legislation, research, muscular and motor dysfunction, and adaptation of activity/equipment for amelioration and remediation through physical activity. Prerequisite: PHED 308.

PHED 676: Current Literature and Research in Physical Education 2 S.H.

This is a critical analysis of recent literature and research in physical education. Readings and assignments are organized around problems significant in present day education. Seminar method is employed.

PHED 678: Sport and Exercise Psychology 3 S.H.

This course is designed to provide the student with the theory basis of human behavior in sport settings with an emphasis on the cognitive aspects of behavior. Areas to be discussed are sport personology (including personality, motivation, achievement, and attributions), anxiety/arousal, attentional focus, and social/cultural manifestations of sport (including humanism, youth sport, aggression, cooperation/cohesion, and leadership).

PHED 679: Applied Sport and Exercise Psychology 3 S.H.

This course provides opportunity for investigations into current skill enhancement techniques from sport psychology. Direct application in sport through classroom learning and supervised field experience is emphasized. Performance enhancement techniques, including goal setting, imagery and relaxation, self talk, attributions, visualization, and mental practice, are employed as the student practices psychological skills training with an athlete. Prerequisite: PHED 678.

PHED 682: Seminar in Sport Psychometrics 2 S.H.

This course is designed to provide students with information about the theoretical basis of sport specific psychological inventories. There are opportunities to define and understand others' feelings and attitudes and to relate these to non-observable (cognitive) processes and observable behaviors through an examination of selected inventories with demonstrated efficacy in the sport milieu. Prerequisites: RSCH 610 and PHED 678.

PHED 683: Seminar in Athletic Administration 2 S.H.

This course explores in-depth, relevant problems in administering school and collegiate athletic sport programs. Required of all students enrolled in the program for athletic administration, it should be taken after or concurrent with PHED 633.

PHED 684: Practicum in Physical Education PreK-8 3-6 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-8 level. Site assignments are made in consultation with and by permission of the Office of Teacher Preparation. This course is for students seeking physical education licensure at the elementary level. Prerequisites: Advanced Standing in Physical Education Teaching and Administration, and a pre-practicum.

PHED 685: Internship in Advanced Level Coaching 2-4 S.H.

In this course, graduate students have an opportunity to utilize the knowledge base acquired in the coaching program and to practice their coaching skills with intercollegiate or elite athletes. Prerequisite: PHED 613.

PHED 686: Graduate Field Experience 2-4 S.H.

Supervised experiences are arranged on an individual basis. The student is expected to be involved in the conduct of programs through active observation and participation. This experience is to be fitted to the student's career development and supervised by a qualified person.

PHED 687: Internship in Sport and Exercise Psychology: Performance Enhancement 1-3 S.H.

In this course, doctoral students have the opportunity to apply the principles and theories of sport and exercise psychology in different settings and utilize a variety of performance enhancement techniques with coaches, athletes, and exercisers in a supervised setting. A minimum of 135 hours of supervised experience is required. Prerequisites: PHED 679 and permissions of the instructor.

PHED 688: Special Topics: Professional Seminars 1-3 S.H.

This course is devoted to the analysis and synthesis of selected problems, issues, or special topics facing physical education and sport. Students may take a maximum of four semester hours in PHED 550 and PHED 688 within a master's program.

PHED 689: Practicum in Physical Education 5-12 3-6 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 assignments are made in consultation with and by permission of the Office of Teacher Preparation. This course is for students seeking physical education licensure at the secondary level. Prerequisites: Advanced Standing in Physical Education Teaching and Administration, and a pre-practicum.

PHED 692: Independent Study in Physical Education 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

PHED 695: Fieldwork in Adapted Physical Education 2-6 S.H.

Students are introduced to a variety of programs and handicapped/disabled populations. A minimum of three placements is required. Emphasis is placed on public school adapted physical education programs, with additional placements in recreational, geriatric, clinical, and social agencies. The course is limited to students in the master's degree adapted physical education program, with two semester hours in the fall, and three semester hours in the spring.

PHED 696: Administrative Field Experience 2-6 S.H.
This course provides administrative field experience for students enrolled in the Certificate of Advanced Study program in physical education. Students may elect to complete the experience within one semester or during several semesters.

PHED 705: Instructional Effectiveness in Higher Education 3 S.H.
This course is designed to strengthen the pedagogical content knowledge of doctoral students preparing to teach in higher education. Effective instructional strategies and curriculum development are presented and practiced.

PHED 710: Doctoral Seminar 2 S.H.
This course provides a forum for addressing contemporary issues related to higher education, physical education and sport. Trends and issues within each of these areas serve as the basis for discussion and exploration. Challenges in the conduct of research and publication are also investigated. This course is required of all doctoral students in the D.P.E. Degree program.

PHED 718: Seminar in Teaching in Higher Education 3 S.H.
This seminar is designed for doctoral students to prepare for entry to a higher education teaching career. The course includes an examination of issues, roles and privileges associated with teaching and administration in higher education.

PHED 731: Professional Preparation in Physical Education 2 S.H.
This course considers problems involved with teacher preparation in physical education and health education. It aims to provide students with background to assume responsibility for professional education in physical education. Major topics considered include admission requirements, professional subject matter, degree requirements, faculty, facilities, and evaluation. Topics are treated on both the graduate and undergraduate level.

PHYSICAL THERAPY

PHTH 503: Physical Therapy in the Health Care System 1 S.H.
This course focuses on the roles and responsibilities of a physical therapist within the health care system. Methods of health care delivery and issues of access, availability, and financial coverage are examined. Prerequisite: Physical therapy major or permission of instructor.

PHTH 586: Clinical Education Experience I 3 S.H.
This is the first clinical education experience in the application of basic physical therapy procedures, introduction to the medical care system, and patient-therapist relationships under the direction and supervision of a qualified physical therapist. Prerequisites: PHTH 602, 604, 607, 608, 609, and 620-622.

PHTH 602: Clinical Concepts in Physical Therapy I 3 S.H.
This course provides an introduction to physical therapy practice skills. Theories and application of clinical concepts prepare the student for professional practice. Students are expected to attain a minimal level of competency in selected fundamental clinical skills. Prerequisite: Physical therapy major.

PHTH 604: Clinical Medicine and 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, and pediatrics. Prerequisite: Physical therapy major or permission of instructor.

PHTH 607: Clinical Concepts in Physical Therapy II 2 S.H.
This is a final introductory course in physical therapy prior to the Clinical Science and Practice sequence and a continuation of the first clinical concepts course. Topics addressed prepare the student for professional practice by covering specific diagnostic conditions and engaging the student in writing activities. Students are expected to attain a minimal level of competency in goniometric measurement of joints. Prerequisites: PHTH 503, 602.

PHTH 608-609: Human Anatomy I and 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 dissections of human cadavers. Prerequisite: Physical therapy or occupational therapy major or permission of instructor.

PHTH 615: Clinical Education Seminar 1 S.H.
This course is designed to prepare students for their initial clinical affiliation. It introduces students to the psychosocial aspects of physical therapy, communication, and the structure of clinical education programs. Prerequisite: PHTH 503.

PHTH 616: Clinical Kinesiology 3 S.H.
The focus of this course is the study of functional anatomy using a regional approach in which joint and muscle function 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 608 and PHYS 210 & 211 (or equivalent); corequisite is PHTH 609.

PHTH 620: Clinical Competency Laboratory I 1 S.H.
This course utilizes case studies and group discussion to maximize integration of physical therapy clinical theory and professional practice material, enhance comprehensive problem solving, and promote evaluation skills. Prerequisite: Concurrent registration in PHTH 621 and 622.

PHTH 621: Physical Therapy Management of Patients with Musculoskeletal Conditions I 4 S.H.

Manual muscle testing, thermal agents and clinical electrophysiology are the examination and intervention 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 602 and 607.

PHTH 622: Physical Therapy Management of Patients with Musculoskeletal Conditions II 4 S.H.

This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. Prerequisites: PHTH 602 and 607.

PHTH 623: Physical Therapy Management for Patients with Acute Medical Conditions 3 S.H.

Patient/client management of patients with acute medical conditions related to the circulatory, endocrine, and integumentary systems is the focus of this course. Functional limitations and disability as a result of pathophysiological system alterations across the lifespan are covered. Students are expected to use scientific evidence to support patient management strategies. Prerequisites: PHTH 586, 666.

PHTH 624: Physical Therapy Management of Patients with Disorders of Upright Mobility 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, and functional mobility with an emphasis on the management of selected conditions of limb amputation and medical illness. Prerequisites: PHTH 620, 621, 622, and 586.

PHTH 625: Clinical Competency Laboratory II 1 S.H.

This course utilizes case studies and group discussion to maximize integration of physical therapy, clinical theory and professional practice material, enhance comprehensive problem solving, and promote evaluation skills. Prerequisite: Concurrent registration in PHTH 623 and 624.

PHTH 626: Applied Research in Physical Therapy 3 S.H.

In a small group, students conduct a supervised investigation of a selected problem related to the field of Physical Therapy. Student groups develop a formal research proposal, organize, analyze, and present data and findings from the investigation. Presentation of the findings is done in written form, poster presentation, and podium presentation to faculty, peers, and clinicians. Prerequisites: RSCH 610, RSCH 620, and the permission of the instructor.

PHTH 630: Neuroscience 3 S.H.

This course presents basic neuroanatomy and neurophysiology with an emphasis on issues that have clinical relevance to physical therapy rehabilitation. Emphasis is placed on developing an understanding of human performance and motor control. Prerequisite: Physical therapy major or Occupational Therapy major or permission of the instructor.

PHTH 631: PT Management for Patients with Neuromuscular Conditions I 3 S.H.

This course addresses patient/client management concepts for individuals with neuromuscular conditions. Functional limitations and disability with motor and sensory function are addressed through selected conditions across the lifespan. Emphasis is placed on the neurological examination, motor function, sensory function, motor development, and spinal cord injury management. Prerequisites: PHTH 630, 586.

PHTH 650: Clinical Pharmacology 3 S.H.

This course provides an introduction to basic principles of pharmacology, including pharmacokinetic and pharmacodynamic considerations. Students become familiar with classes of drugs used in the management of disorders of the nervous, musculoskeletal, cardiovascular, respiratory and endocrine systems, as well as those used for infectious and neoplastic diseases. Prerequisites: BIOL 121/122, or BIOL 130/131, CHEM 121/122 or CHEM 101/102 or permission of instructor.

PHTH 660: Education in Physical Therapy Practice 3 S.H.

Education in physical therapy occurs with patients, families, colleagues, and the public, through individual, group, collaborative, and consultative presentation. The focus of this course is on the development of objectives, learning experiences, and evaluation of teaching in physical therapy practice. Students have the opportunity to develop, present, and evaluate instructional materials for use across settings in physical therapy practice. Prerequisites: PHTH 503, PHTH 615, and final year physical therapy major, or permission of instructor.

PHTH 664: Management of Patients with Spinal Disorders 2 S.H.

This course provides a foundation for physical therapy management of patients who have spinal disorders. Students are introduced to exercise and manual techniques to help alleviate spine related pain. The theoretical approaches of Cyriax, McKenzie and Osteopathic techniques are incorporated into an integrated approach for managing patients with cervical, lumbar or sacroiliac joint impairments. Prerequisites: Successful completion of PHTH 620-625, 630, 631, 666, 586 or permission of instructor.

PHTH 665: Physical Therapy Management of Patients with Neuromuscular Conditions II 4 S.H.

This course provides a foundation in theoretical and practical approaches to the physical therapy management of adult and pediatric patients with neuromuscular dysfunction. Emphasis is placed on the application of motor learning, motor control and movement diagnosis theories to intervention for patients with movement dysfunction. Students develop skill in a variety of functional retraining and therapeutic exercise approaches. Prerequisites: PHTH 620-625, 630-631, and 666.

PHTH 666: Physical Therapy Management of Patients with Cardiopulmonary Conditions 2 S.H.

Patient/client management concepts pertaining to cardiopulmonary impairments are 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. Prerequisite PHTH 604. Co-requisite: PHTH 623 or permission of instructor.

PHTH 673: Administration and Management in Physical Therapy 3 S.H.

This course introduces students to basic concepts and principles of management as they apply to the administration and direction of physical therapy services. Included are development planning and design, fiscal management, principles of supervision, legal issues, and quality assurance. Prerequisites: Successful completion of PHTH 685 and 686 or permission of instructor.

PHTH 675: Niche Practices in Physical Therapy 2 S.H.

This course introduces the student to niches that are being created in the continually evolving job market in Physical Therapy. Students learn about the Physical Therapy approach to primary and secondary prevention as well as wellness strategies for some of the more innovative settings in which Physical Therapy is practiced. Prerequisites: Successful completion of PHTH 686 and 687 or permission of instructor.

PHTH 680: Advanced Orthopedics 3 S.H.

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

PHTH 681: Clinical Ergonomics 3 S.H.

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

PHTH 682: Pediatric Neurology 3 S.H.

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

PHTH 683: Sports Physical Therapy 3 S.H.

This course is designed for the physical therapy student interested in developing advanced skills and competence in prevention and management of sport-related injuries. Prerequisite: Physical therapy major or permission of instructor.

PHTH 684: Adult Neurology 3 S.H.

This course explores the theoretical basis for the evaluation and treatment of patients with neurological impairments. Current theories of motor learning, motor control, and motor development will be used as the framework for this process. Evaluation procedures, findings, and their implications for therapeutic intervention will be discussed. The format will include patient demonstrations. Prerequisite: Physical therapy major or permission of instructor.

PHTH 685-686: Clinical Education Experience II-III 6-6 S.H.

These courses provide clinical experiences of eight weeks duration in an approved health care setting center. 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 for physical therapy management. Prerequisites: All PHTH courses through PHTH 665.

PHTH 687: Clinical Education Experience IV 2 S.H.

This is the last clinical education experience in a series of four clinical education courses. This course is designed to have students continue to increase problem solving skills and further develop effective and efficient approaches for physical therapy patient management. Prerequisites: PHTH 685 and 686.

PHTH 690: Service Learning in Physical Therapy 1 S.H.

Students participate in a community service project relevant to the field of Physical Therapy. Students are introduced to service learning and then develop service learning projects under the auspices of faculty working within the Campus Rehabilitation Clinic. Students have the opportunity to conduct an abbreviated needs assessment, provide intervention, measure outcomes and present their project to their peers. Students may collaborate with other PT students and PTA students.

PHTH 692: Individual Study in Physical Therapy 1-3 S.H.

This course provides an opportunity for the student to work on an individual basis with a faculty member in the Department of Physical Therapy. The student will be responsible for designing objectives and selecting methods of study with the direction of the faculty member. The learning experience may include specialized study, research, and clinical applications that further his/her personal and professional growth in physical therapy. Prerequisite: Physical therapy major.

PHYSICIAN ASSISTANT

PAST 512: History Taking and Physical Assessment I (Summer) 4 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 330, 513, 515, 523, and 524.

PAST 513: Mental Health Issues in Primary Care (Summer) 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. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 330, 512, 515, 523, and 524.

PAST 514: Principles of Clinical Decision Making (Fall) 1 S.H.

This course defines and analyzes the application of biostatistics to current epidemiological studies in medicine. Students examine clinical decision-making models and analyze selected published medical study reports for the appropriateness of their conclusions. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 320, 521, 522, 525, 533, and 534.

PAST 515: Human Anatomy Laboratory I (Summer) 1 S.H.

This course is the first in a series of three courses designed to provide a broad exposure to the gross and microscopic anatomy of the human body as it relates to physical assessment and clinical medicine. The body structures related to the head, eyes, ears, nasopharynx, neck, chest, and endocrine system are examined. Prerequisites: Acceptance into the professional phase of the PA Program. Co-requisites: PAST 330, 512, 513, 523, and 524.

PAST 521: Applied Clinical Skills I (Fall) 3 S.H.

This course is designed to teach students how to perform skills most commonly used in clinical practice. These include interpretation of EKGs, nasogastric intubation, and male and female catheterization. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 514, 522, 525, 533, and 534.

PAST 522: History Taking and Physical Assessment II (Fall) 4 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: Successful completion of all previous PAST courses. Co-requisites: PAST 514, 521, 525, 533, and 534.

PAST 523: Pharmacology I (Summer) 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 dermatology, respiratory, ENT, ophthalmology, and endocrine systems are examined in detail. Prerequisites: Matriculation into the professional phase of the program. Co-requisites: PAST 512, 513, 515, and 524.

PAST 524: Clinical Medicine I (Summer) 6 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 512, 513, 515, and 523.

PAST 525: Human Anatomy Laboratory II (Fall) 1 S.H.

This course is the second in a series of three courses designed to provide a broad exposure to the gross and microscopic anatomy of the human body as it relates to physical assessment and clinical medicine. The body structures related to the cardiovascular, gastro-intestinal, renal, genitourinary, and reproductive systems are examined. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 514, 521, 522, 533, and 534.

PAST 531: Applied Clinical Skills II (Spring) 3 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 all previous PAST courses. Co-requisites: PAST 532, 535, 543, 544, and EMSM 251.

PAST 532: History Taking and Physical Assessment III (Spring) 4 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. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 531, 535, 543, 544, and EMSM 251.

PAST 533: Pharmacology II (Fall) 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, and blood-forming systems, as well as pregnancy and childbirth, gastrointestinal and renal are examined in detail. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 514, 521, 522, 525, and 534.

PAST 534: Clinical Medicine II (Fall) 6 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 all previous PAST courses. Co-requisites: PAST 514, 521, 522, 525, and 533.

PAST 535: Human Anatomy Laboratory III (Spring) 1 S.H.

This course is the third in a series of three courses designed to provide a broad exposure to the gross and microscopic anatomy of the human body as it relates to physical assessment and clinical medicine. The body structures related to the nervous and musculoskeletal systems are examined. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 531, 532, 543, 544, and EMSM 251.

PAST 543: Pharmacology III (Spring) 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 and modalities for musculoskeletal, neurology, pain management, gerontology, surgery, medical emergencies, HIV and pediatrics are examined in detail. Prerequisites: Successful completion of all previous PAST courses. Co-requisites: PAST 531, 532, 535, 544, and EMSM 251.

PAST 544: Clinical Medicine III (Spring) 6 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 all previous PAST courses. Co-requisites: PAST 531, 532, 535, 543, and EMSM 251.

PAST 640: 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: Successful completion of all previous PAST courses.

PAST 650: PA Seminar IX 1 S.H.

This seminar course examines the impact of national and state health care policies on the delivery on health care and the health issues associated with violent crimes. Students continue Grand Rounds presentations.

PAST 660: 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.

PAST 671: Inpatient Medicine 6 S.H.

The inpatient medicine clerkship is a six week clinical experience that provides the foundation for clinical evaluation and treatment of general medical patients. Training includes assessment of inpatient populations and their medical problems. Students learn clinical presentation of general medical problems, evaluation, therapeutic intervention, and methods of documentation. Responsibilities include, but are not limited to, daily morning and work rounds and in-hospital overnight call. Prerequisites: Successful completion of all ACRs and all fourth year PAST courses.

PAST 672: Family Medicine 6 S.H.

The family medicine clerkship is a six week clinical experience that provides the principles of clinical diagnosis and management of general medical problems in the adult and pediatric 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 fourth year PAST courses.

PAST 673: General Surgery 6 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 fourth year PAST courses.

PAST 674: Emergency Medicine 6 S.H.

This course is a six 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 fourth year PAST courses.

PAST 675: Obstetrics and Gynecology 6 S.H.

This is a six week clerkship with the purpose of providing 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 fourth year PAST courses.

PAST 676: General Pediatrics 6 S.H.

Pediatrics is a six 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 fourth year PAST courses.

PAST 677: Psychiatry 6 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 fourth year PAST courses.

PAST 686: Preceptorship 6 S.H.

The preceptorship is a six 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 care 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 fourth year PAST courses.

POLITICAL SCIENCE

POSC 630: United States Foreign Policy 3 S.H.

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

PSYCHOLOGY

PSYC 501: Motivation and Learning 3 S.H.

An examination of major theories and issues is covered from both a historical and contemporary perspective. Stress is put on the scientific, experimental approach to understanding the nature of learning and motivation. Detailed analysis of classical and instrumental conditioning, reinforcement theory, punishment, and the contributions of Skinner, Hull, and Tolman, are but a few areas investigated.

PSYC 505: Physiological Psychology 3 S.H.

The physiological bases of a variety of behaviors are studied. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. Prerequisite: PSYC 101.

PSYC 506: Psychology of Diversity 3 S.H.

This course examines the ways in which culture influences behavior and perception, and is concerned with understanding psychological principles as either universal or culture specific. Standard areas of psychology, cognitive development, language acquisition, emotion, abnormal behavior, and social psychology are explored from a cross-cultural perspective.

PSYC 507: History of Modern Psychology 3 S.H.

This course explores the growth and development of psychology and whether it is a science, a philosophy, or a loosely connected field of study. The great thinkers and various schools of thought that make up psychology are examined, with special emphasis on the political, social, and cultural climate which allowed for their origin and inevitable decline. Additionally, the history of psychology at Springfield College is elaborated to show the contributions that our college has made.

PSYC 508: Cognitive Psychology 3 S.H.

This course presents the basic concepts of cognitive psychology. Areas include psycholinguistics, cognition, and information processing. Other areas explored are memory, thought, categorization, and neural networks. Current and future trends in the field are examined with special consideration of their application to problem solving enterprises.

PSYC 510: Special Topics in Counseling 2-3 S.H.

This course examines various current professional issues, topics, and techniques in the area of counseling services. Specific units concentrate on content areas that enhance and augment students' learning beyond the basic, traditional counseling courses. This course may be taken for up to six semester hours of credit.

PSYC 513: Psychological Testing 3 S.H.

This course establishes an understanding of the problems involved in the measurement of abilities, achievement, attitudes, interests, behavior, and personality. Methods of test construction and the concepts of reliability and validity are considered.

PSYC 515: Child Development and Counseling 3 S.H.

This course examines the bio-psychosocial development of children and adolescents. Learning, normal development, and play therapy techniques are covered.

PSYC 518: Behavior Modification 3 S.H.

This course is designed to help students in psychology and other fields develop skills in identifying, assessing, and treating behavioral problems. At the end of the course students should be able to do the following: define behavior theory, identify fundamental behavioral models, recognize major contributors to behavior theory, apply the techniques of behavior therapy, assess different behavioral problems, and generate appropriate treatment strategies for behavioral problems.

PSYC 522: Interviewing and Counseling 3 S.H.

This course is designed to help students in education, recreation, health fitness, and psychology, develop helping and listening skills. The class combines lecture and practical experiences in order for students to gain a conceptual framework for the use and treatment methods in counseling.

PSYC 540: Psychology of Sexual Behavior 3 S.H.

This course studies all forms of human sexual behavior, with emphasis on attitudes and practical concerns, such as interpersonal relationships, emotional involvement, and sexual difficulties, failures, and therapy.

PSYC 545: Imagery, Hypnosis, and Self-Hypnosis 3 S.H.

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of those techniques as a tool in human helping professions. Topics covered include: the mind/body relationship, healing and pain management, neurolinguistic programming, criminal investigation, sports skill enhancement, and ethical and legal considerations.

PSYC 560: Rituals in Families 3 S.H.

This course provides an overview of the functions of rituals as well as a model of assessment. Daily events, such as tucking a toddler into bed, holiday celebrations, family traditions, and cultural/religious rites of passage are highlighted. The power of these rituals to create and shape reality, express values and emotions, facilitate transitions, and promote healing is demonstrated through lecture, use of popular movies, and class participation.

PSYC 570: Psychology of the College-Age Adult 3 S.H.

Covering ages 17 to 25, this course deals with psychological and social development in this critical period. Principle dimensions and conditions influencing development are examined. Relevant research findings are related to the student's current circumstances and stage of development.

PSYC 582: Coordinating Seminar 3 S.H.

In this seminar, students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisite: Twenty-four semester hours of psychology.

PSYC 601: Developmental School Guidance Counseling 3 S.H.

This course presents the philosophy, principles, and practices of Developmental School Guidance Counseling, and recent research in the field. Students learn about the roles and functions of counselors at the elementary, middle, and high schools levels. This course focuses on academic guidance including the Curriculum Frameworks, MCAS, standardized testing and test interpretation, and counselors' roles in special education, college counseling, and post-secondary options.

PSYC 611: Psychology of Humor 3 S.H.

Psychology of humor provides a theoretical and practical basis for the role and use of humor in our society. This course explores the positive use of humor in areas of education, health and wellness, creativity, and as social commentary. It also investigates the negative uses of humor in society in areas such as racism, sexism, and ethnicity.

PSYC 612: Psychopharmacology 3 S.H.

This course examines the role of psychiatric medication in the treatment of psychiatric disorders. Topics include the neurological basis of mental disorders, pharmacokinetics, and specific medications used in the treatment of mood, anxiety, and psychotic disorders. In addition, the role of biological treatment of organic disorders is investigated.

PSYC 613: Professional Ethics 3 S.H.

This course provides a foundation for the ethical practice of counseling. The focus is on ethical decision-making through an understanding of legal and ethical standards of practice for counselors and psychologists and self-examination. Issues such as client rights, confidentiality, dual relationships, duty to warn, and ethical consideration of special populations are studied.

PSYC 614: Counseling Diverse Populations 3 S.H.

This course examines the complex interplay of values, expectations, and social and political forces that influence the counselor/client relationship. Students learn about multicultural counseling competency in mental health agencies, schools, and other settings. Students improve their ability to counsel members of specific ethnic groups and gay men and lesbians.

PSYC 621: Theories of Personality 3 S.H.

This course emphasizes the dynamics of human behavior and the application of these principles in a better understanding of one's life. A variety of theorists from the major schools of thought (psychoanalytic, behavioral, and existential/humanistic) are covered so that students are able to examine their own assumptions about people.

PSYC 622: Principles of Counseling 3 S.H.

The course provides graduate students with opportunities to learn and acquire basic counseling skills that can be used in a variety of settings. Participants survey major approaches to counseling in order to further their knowledge of human behavior and the change process. Particular emphasis is placed on understanding the dynamics underlying various therapeutic techniques and fostering the ability to establish a strong working alliance.

PSYC 623: Crisis Intervention 3 S.H.

This course examines crisis intervention techniques used in the treatment of children, adolescents, and adults in hospital and community agency settings. Topics such as suicide and risk assessment, polysubstance abuse, spousal battery, psychotic disorders, anxiety disorders, and post-traumatic stress syndrome, violence, and bereavement are explored in light of current crisis intervention strategies.

PSYC 626: Research Project in Psychology 3 S.H.

This course builds on the research foundation established in Research 610, and specifically addresses applied research within the discipline of psychology. Interpretation of research and its impact on professional practice are studied. Students participate in the design, implementation and interpretation of a research project. Prerequisites: RSCH 610.

PSYC 627: Individual Intelligence Testing 4 S.H.

This course features instruction and supervised practice in the administration and interpretation of the Wechsler scales. The history, purpose, interpretation, strengths, and weaknesses of these scales are reviewed. Each student gives no less than five tests on each of the Wechsler scales (WAIS, WISC-R, WPPIS). A total of twenty satisfactory tests are required. The course format includes lecture, demonstrations, and videotaped testing sessions.

PSYC 631: Psychopathology 3 S.H.

Employing a biological, psychodynamic, behavioral, humanistic, cognitive, and sociocultural approach, various types of pathology across the lifespan are examined, emphasizing descriptive characteristics, etiology, and treatment. This course focuses on the use of the DSM-IV, interpretation of case histories, and awareness of moral/ethical aspects of labeling or acknowledging psychopathology.

PSYC 633: Introduction to Psychotherapy 3 S.H.

This course explores the major psychotherapies, ranging from psychoanalysis through person-centered therapy to neurolinguistic programming, and integrates their techniques into the theory of relative causation. Prerequisites: PSYC 621, 622, 631, or equivalent, or permission of instructor.

PSYC 635: Psychology in Organizations 3 S.H.

This class aims to help students understand the nature and problems of personnel administration and to evaluate ways in which psychological theory and techniques may be applied to the improvement of human relations in business and industry. Major topics include motivation, attitudes, and morale; psychological and other devices for selection; placement and development of personnel; analysis and evaluation of jobs and job performance; communication; training and supervision; employee services and programs.

PSYC 638: Adult Development and Learning 3 S.H.

This course introduces students to current information related to adult development and learning. Life stage, life phase, and life event theories are examined, as well as research concerning learning during the adult years. Implications for teaching, counseling, and serving adult students are discussed. A special emphasis is placed on adult transitions and the change process.

PSYC 639: Human Life Span Development 3 S.H.

This course examines the major theories of Human Life Span Development from birth to death. This course investigates each age group from a cognitive, physical, psychosocial, and cultural developmental perspectives with a focus on age specific issues that impact development.

PSYC 643: Career Development and Counseling 3 S.H.

This course provides a framework for career development interventions across a variety of professional settings. Theory and research perspectives related to career development over the life span are offered as a basis for individual and group work in career planning, guidance, and employment counseling. Current issues such as college counseling, employment trends, assessment, multiculturalism, and the use of technology in career advisement are addressed.

PSYC 645: Prevention & Group Counseling in Schools 3 S.H.

In this course students develop skills in preventing and intervening with violence, substance abuse, mental illness, and child maltreatment. Topics include group guidance and leadership, changing the school climate, consultation, and referrals. Students learn about the relationship of counselors to other professionals in pupil personnel services, the school system, and the community. Students complete a 60-hour pre-practicum in a school.

PSYC 648: Training and Development in Organizations 3 S.H.

This course is designed as a practicum in developing and conducting training programs. Specific topics include training needs assessments, training evaluation, program design, as well as presentations skills. A major focus is to provide students with the knowledge and skills necessary to create and implement training and development strategies that result in measurable improvement in individual and organizational performance.

PSYC 649: Communication and Motivation in Organizations 3 S.H.

This course examines the communications processes and motivational theories and practices in organizations. Specific areas addressed are communication modes and channels, nonverbal communications, listening skills, and individual, group, and organizational communication issues. Theories of motivation and their implementation in the workplace are also addressed.

PSYC 650: Organizational Development and Change 3 S.H.

This course examines the process of planned organizational change. Students are introduced to several organizational development techniques, including team building, job enrichment, survey feedback, Quality of Work programs, and the quality-control circle. Class demonstrations and participatory activities help students experience organizational change strategies.

PSYC 651: Student Personnel Administration in Higher Education 3 S.H.

This is an introduction to various forms of organizations and functions in student personnel work in higher education. Student development theory is analyzed and its utilization is examined in a variety of settings, including admissions, counseling, financial aid, residence life, and career development.

PSYC 652: Consulting Skills 3 S.H.

This course examines management, motivational, and leadership theories and their applications in a variety of settings. Change strategies, organizational development, and the role of the consultant are emphasized.

PSYC 654: Issues and Techniques in Athletic Counseling 3 S.H.

This course examines current counseling strategies used with members of sport teams at high school, college, and professional levels. Participants explore current research in three main areas: motivation and skill development, psychosocial development, and career maturity. Class demonstrations, counseling experiences, and field visits are designed to enhance learning.

PSYC 655: Current Issues in Student Personnel 3 S.H.

This course provides an in-depth study of current trends, issues, and problems facing the student personnel field today. Students will explore demographic, social, financial, ethical, legal, and professional issues through research, readings in current periodicals, class presentations, and discussion.

PSYC 656: Life Skills Programming for Student-Athletes 3 S.H.

This course offers students an overview of various life skills (i.e., career development, study skills, goal setting, time management, health, values clarification, etc.). Students are introduced to teaching skills and methods. They are given opportunities to do presentations on topics of their interest so that they may teach or offer workshops on life skills to student-athletes.

PSYC 657: Professional Studies in Athletic Counseling 1-3 S.H.

This course is designed to prepare athletic counseling students for their roles as professionals in the field. Areas of study include professional ethics, record keeping, NCAA guidelines, working as part of an interdisciplinary team, and legal issues.

PSYC 660: Introduction to Marriage and Family Therapy 3 S.H.

This course introduces students to the history of marriage and family counseling, major interpretive systems, current theoretical issues, counseling techniques, and practices. While the course focuses on helping students understand these cognitive elements, it also provides for some direct experience with counseling techniques and assessment instruments.

PSYC 661: Systemic Family Therapy 3 S.H.

This course explores recent developments in family systems theory and therapy. Specifically, the course reviews theories of first and second-order cybernetics, constructivism, and “post-Milan” models of systemic family therapy, including the reflecting team. Class activities include class discussion, role-play exercises, and video taped examples of systemic family therapy. Prerequisite: PSYC 667 or permission of instructor.

PSYC 662: Marital and Family Interaction 3 S.H.

This course examines the family in a life-cycle framework. The interaction patterns of individuals before marriage, in the marital dyad, and as members of a family are presented as valuable constructs for the understanding and treatment of the family unit.

PSYC 663: Structural Family Therapy 3 S.H.

This course presents concepts related to the formation and resolution of human problems from the structural family therapy perspective. Students learn the basic theory and skills used in assessing and treating problematic families. Prerequisites: PSYC 660, 662, or permission of instructor.

PSYC 664: Couples Therapy 3 S.H.

This course is designed for students who have mastered basic counseling skills and marriage and family theory. Specific dynamics that became important when working with couples are explored. Students are asked to demonstrate the use of counseling techniques in simulated couple counseling situations. Prerequisites: PSYC 685 and 660, or permission of instructor.

PSYC 665: Family Counseling in Schools 3 S.H.

This course is designed to help school counselors assess family systems, establish school/family partnerships, and work together with parents and other school personnel to help children and youth succeed. Students learn how to conduct qualitative research with families on their relationship with schools, and develop their consultation and family counseling skills.

PSYC 667: Strategic Family Therapy 3 S.H.

The purpose of this course is to teach students the theory and application of three specific models of strategic family therapy as developed by the Mental Research Institute, Haley and Madanes, and the Milwaukee Group. Students have the opportunity to videotape family role plays and design strategic team interventions, utilizing the live supervision approach with the three models. Prerequisites: PSYC 660, 662, and 663, or permission of instructor.

PSYC 668: Forensic Psychology 3 S.H.

This course examines the interaction between the fields of psychology and criminal justice. This course is designed to examine the many roles a psychologist might assume within the criminal justice system. This course is designed to cover several topics including eyewitness testimony, courtroom psychology, critical incident counseling, NGRI pleas and a variety of other interdisciplinary topics in order to provide students with a wealth and breadth of information. Therefore, the goal of this course is to gain a better understanding of the interaction between several disciplines that combine to create the field of Forensic Psychology.

PSYC 669: Professional Studies in Marriage and Family Therapy 3 S.H.

This course is designed to prepare marriage and family therapy students for their roles as professionals in the field. Areas of study include professional ethics, licensure or certification, professional organizations, legal issues, family law, and independent practice. In addition to these professional issues, attention is given to personal factors in professional development including the interaction of career with family.

PSYC 672: Laboratory in Counseling Athletes 3 S.H.

This course is designed for athletic counseling students who wish to improve their career development, counseling, and skill building techniques with athletes. Participants have an opportunity to practice strategies to enhance their effectiveness in counseling this unique population. Prerequisite: PSYC 654 or permission of instructor.

PSYC 673: Human Factors in the Workplace 4 S.H.

This course is designed as an overview and practicum in the study of organizational ergonomics. The major goal is to provide students with a broad understanding of the worker’s relationship with technology and the design of the workplace environment. The course involves contemporary human factors theory, concepts, principles, and research techniques. A hypermedia laboratory allows students the opportunity to apply ergonomic principles using computer simulations.

PSYC 680: Group Dynamics 3 S.H.

This is an examination of and experience in basic group processes. Emphasis is on knowledge of group dynamics, skill building as group leaders, and participation in a group experience. Awareness of self and others at increasingly open and honest levels of communication is encouraged without the intensity of encounter approaches.

PSYC 681: Work Group Dynamics 3 S.H.

This course is designed to teach students how to be effective work team members and leaders. Students learn the theoretical and experiential aspects of the dynamics of work groups. By forming intact semester project work teams, students actively assess work group dynamics and behaviors, practice inter- and intra-group communications, manage group conflicts, and develop group facilitation and leadership skills.

PSYC 683: Ethical School Counseling Practice Seminar 3 S.H.

In this course students engaged in their Practicum in School Guidance Counseling discuss their work and receive group supervision. Students learn about the ethical and legal guidelines relevant to school counseling, and the steps required to resolve typical dilemmas, including mandatory reporting, confidentiality, school records, grouping, professional obligations and limitations, special education law, and children's rights to schooling. Prerequisites: PSYC 601, 622, 645, and permission of the instructor. Co-requisite: PSYC 684.

PSYC 684: Practicum in School Guidance 3-6 S.H.

This course brings graduate students face-to-face with the daily responsibilities undertaken by school guidance counselors. In a supervised environment, students are involved in all facets of guidance counseling. They work with students, administrators, teachers, parents, and other constituencies. They engage in group and individual interventions. Students are challenged to apply classroom knowledge to the practice of school guidance. Prerequisites: PSYC 601, 645, & permission of the Director of School Guidance.

PSYC 685: Counseling Practicum 3 S.H.

This course provides an opportunity for skill-building experience in the application of counseling methods in a closely supervised laboratory situation. Each student is seen individually and in group seminar on a weekly basis for discussion and videotape evaluation of counseling interviews. Prerequisite: PSYC 622.

PSYC 686: Fieldwork/Internship and Seminar 1-16 S.H.

Supervised field experience is considered to be an integral part of preparation for professional activity. The specific nature of the fieldwork/internship experience varies with the submajor and goals of the student and depends upon approval by the respective graduate program director. Students receive regular supervision from competent professionals in the field and attend a weekly fieldwork/internship seminar with the faculty. Each semester hour of credit is based upon fifty clock hours of fieldwork/internship plus a weekly one-and-a-half hour seminar. The minimum number of credits required varies with the submajor.

PSYC 694: Management of Compensation and Benefits 3 S.H.

This course focuses on managing employee compensation in contemporary organizations. Students examine the current state of compensation decision-making and learn how to apply theoretical and research developments in their decisions. Specific content includes strategic perspectives associated with the design of compensation systems as well as the determinants of individual compensation packages. Prerequisites: RCTR/MGMT 245 or permission from instructor. Cross-listed as MGTE 394.

REHABILITATION AND DISABILITY STUDIES

RHDS 501: Human Development, Diversity and Disabling Conditions 3 S.H.

This course is designed to assist students to gain an understanding of the world of persons with disabilities. The social, psychological, and cultural aspects of illness, trauma, and various impairments are examined. The nature, meaning, and dynamics of disability are explored in relation to the normal course of human development.

RHDS 505: Rehabilitation Counseling: History, Philosophy, and Practice 3 S.H.

This course is an introduction to the history, philosophy, and principles of rehabilitation counseling. Emphasis is placed on an understanding of the rehabilitation process as it relates to people with disabilities, the rehabilitation teams, and interagency relationships. Students become familiar with private/public sector roles and functions of rehabilitation counselors through lectures, readings, group discussion, and selected exercises.

RHDS 506: Casework Management 3 S.H.

This course is an introduction to case management and caseload management procedures, techniques, and issues. The relationship of evaluation, counseling, vocational rehabilitation, independent living, and utilization of community resources is investigated. Casework recording and management skills, including computer applications and technology for caseload management, are presented.

RHDS 535: Rehabilitation Counseling: Theories and Techniques 3 S.H.

Students are provided with an overview of counseling theories and practices as they pertain to the rehabilitation process. Emphasis is given to the students' development of counseling skills and techniques which are used to influence and support consumer change and rehabilitation efforts.

RHDS 542: Career Counseling and Development for Special Populations 3 S.H.

This course is an examination of career development theories and placement procedures utilized by rehabilitation counselors in both private and public settings. Topics considered include transitional and supported employment strategies, job analysis, job modification and/or restructuring, job-seeking skills training, vocational evaluation, and the transferability of job skills.

RHDS 545: Employment Strategies and Techniques in Rehabilitation 3 S.H.

This course provides an examination of employment strategies used by special educators and rehabilitation counselors in both private and public settings. Topics considered include community-based employment and training programs, transition from school-to-work models, use of occupational information to facilitate the placement process, person-centered counseling, informed choice, community resource providers, and exposure to state and national legislation related to employment of youth and adults with disabilities. An experiential component of the class requires students to complete several hands-on exercises including development of hypothetical transition and job placement plans.

RHDS 550: Psychosocial Evaluation and Assessment 3 S.H.

In this course students experience opportunities for the application of counseling methods in a closely supervised laboratory situation. Each student is seen individually and in a group seminar on a weekly basis for discussion, skill building experiences, and videotape evaluation of counseling interviews. Discussion topics include intake, career counseling, assessment feedback, and adjustment counseling.

RHDS 561: Medical Survey for Rehabilitation Counselors 3 S.H.

This course is presented by medical professionals and others acquainted with the total rehabilitation process. Emphasis is placed on interpreting and understanding medical information, evaluation, and alternative treatment techniques for typical disability cases. The role and responsibilities of physicians and other members of a rehabilitation team is also stressed.

RHDS 564: Rehabilitation Organization and Administration 3 S.H.

This is an analysis of the administrative and organizational structure of representative rehabilitation agencies. Emphasis is given to the role of rehabilitation counselors in program evaluation, management, and innovation. Also included is an examination of the counselor's functions in relationship to other professionals, support personnel, supervisors, and administrators.

RHDS 578: Introduction to Manual Communication/Issues of Deaf Culture 3 S.H.

Designed as an introduction to sign language, fingerspelling, and deaf culture, this course is used to present a brief history of American Sign Language and related systems. Students learn etiologies of hearing loss and develop an appreciation for an alternative culture as they develop beginning sign language skills.

RHDS 579: Manual Communication and Culture 3 S.H.

This course is used to promote advanced skill development in the use of Pidgeon sign language for a clearer understanding of the rule structure of American sign language. The dynamics and cultural mores of deaf culture are further explored. Students attain mastery of syntax and pragmatics with manual/gestural language. Prerequisite: RHDS 578 or equivalent.

RHDS 582: Rehabilitation Counseling Practice 3 S.H.

This course is an initial practical application in an approved rehabilitation center, hospital, school, or agency. Consistent with the student's goals, opportunity exists for initial interviewing, testing, education, vocational, personal adjustment counseling, and other rehabilitation functions under professional supervision. Each student devotes fifty clock hours for each semester hour of credit in addition to a seminar. Prerequisite: Graduate degree student in rehabilitation.

RHDS 584: Rehabilitation Counseling Practicum 3-6 S.H.

This course is a supervised experience in an approved rehabilitation setting. The experience includes work with a caseload, and increasing responsibility in counseling, testing, rehabilitation planning and coordination, placement, and follow-up. There are opportunities for special assignments based on professional career goals. Fifty clock hours for each semester hour of credit are required in addition to a seminar. A review of the counseling interview and casework by the instructor is required. The course is restricted to students in rehabilitation counseling and services.

RHDS 586: Rehabilitation Internship I and II 6-12 S.H.

This course is a 300- to 600-hour (six to twelve semester hours), part-time or full-time internship in an intensive and practical learning experience in an appropriate rehabilitation center, hospital, school, or agency, for students doing advanced graduate work in rehabilitation counseling. Through direct service work, which is supplemented with individual and group supervision, students are provided an opportunity to demonstrate and perfect skills and competencies related to his or her respective rehabilitation counseling program.

RHDS 602: Implications of Disabilities for the Family 3 S.H.

The focus of this course is on understanding the world view of the parent, child, sibling, or spouse of a person with a disability. A family system approach is used in examining problems in readjustment to disability and the effectiveness of coping strategies. Students examine the goals of interventions, including support of the family unit and its individual members.

RHDS 626: Vocational Evaluation: Principles and Philosophy 3 S.H.

Students acquire knowledge of the basic philosophies, practices, and processes of vocational evaluation and assessment as applied to various consumer populations in this course. Students gain understanding of specific instruments and clinical skills needed to provide meaningful and successful services.

RHDS 627: Vocational Evaluation: Report Development and Communication 3 S.H.

The focus of this class is primarily upon the acquisition of oral and written report skills necessary to develop and effectively communicate the results of vocational assessment activities. Emphasized is the full process of vocational assessment including marketing referral; initial intake/screening; generating hypotheses, test selection; qualifying data; data interpretation; and how to develop the VE report in both oral and written formats. Prerequisites: RHDS 542, a graduate level assessment class, or permission of instructor.

RHDS 630: Children with Disabilities 3 S.H.

This course develops concepts related to students with moderate and severe special needs. Instruction encompasses issues relevant to the nature, causes and basic life and educational needs of children with moderate and severe delays. Terminology, modifications, and accommodations of services and supports are described and practiced. Intervention strategies are introduced for a wide array of special needs. Instructional approaches principles and strategies are identified and applied. Students learn to prepare and adapt curricular content and work with others in delivering services and supports based on “best practices.”

RHDS 633: The Deaf Community and Culture 3 S.H.

This course is an examination of two major aspects of deafness—the history of deaf people and the community and culture of deaf people. The history is a survey of people and events that have influenced persons who are deaf, from earliest recorded history to the present. The concepts of community and culture in general, and as they relate to the deaf community, are examined. Prerequisites: RHDS 232 and 234

RHDS 639: Understanding Deafness and Hearing Loss 3 S.H.

This course familiarizes the student with multiple aspects involved in diagnosis, remediation, and acceptance of hearing loss. The course clearly differentiates the issues of the hearing impaired from those of the deaf. Age of onset, familial history, enculturation, as well as specific scientific and academic issues, are addressed in this course.

RHDS 642: Behavioral Techniques for the Developmentally Disabled 3 S.H.

This course is an introduction to the principles of applied behavior analysis, with attention to effectiveness with youth and adults who have developmental disabilities. The case study approach is used to provide guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

RHDS 650: Action-Oriented Therapies 3 S.H.

This course is used to provide an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving adults with physical disabilities, children with exceptionality, and aging consumers. Action-oriented therapies are used to employ nonverbal modes of interacting, games, drama, free play, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are sorted out and resolved. Emphasis is on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. Prerequisites: RHDS 126, PSYC 101, or equivalent.

RHDS 661: Rehabilitation in Speech and Language Disorders 3 S.H.

This course provides an introduction to common speech and language disorders encountered in the rehabilitation population, including aphasia, laryngectomy, stuttering, and problems of voice and articulation. Social and vocational considerations in the rehabilitation of individuals with communication disorders are included. Prerequisite: RHDS 160 or equivalent.

RHDS 662: Rehabilitation of the Hearing Impaired 3 S.H.

This course is designed to provide a basic understanding of the causes and the educational, psychosocial, and vocational consequences of hearing loss and deafness. Content includes common diagnostic and rehabilitative techniques.

RHDS 664: Rehabilitation of the Developmentally Disabled 3 S.H.

This is an overview of the nature, needs, and approaches that are used in rehabilitation programs that serve persons with mental retardation, autism, cerebral palsy, epilepsy, TBI, and other central nervous system disorders. The course explores techniques used in various life stages and reviews innovative ways to overcome apathy and discrimination in community settings.

RHDS 656: Language Acquisition and Development 3 S.H.

This course provides an overview of the normal language acquisition and development process throughout the life span, with particular emphasis on birth through school age. The interrelationships among linguistic, neurophysical, cognitive, social, and cultural factors as they affect language acquisition are discussed. The student becomes familiar with various theories of language acquisition, the rule systems of the English language, stages of language development, and techniques for collecting and analyzing a language sample.

RHDS 670: Rehabilitation Needs of the Aging 3 S.H.

Aging in our society is associated with a variety of special medical, social, and psychological needs. Participants explore these needs, as well as available rehabilitation services and agencies. The focus is on keeping the aged individual in the community.

RHDS 671: Therapeutic Approaches with the Aging 3 S.H.

This course familiarizes participants with the variety of rehabilitative techniques available to help reverse the debilitation and disorientation often associated with aging and to help maintain maximal functioning in the late years. Prerequisite: RHDS 670 or permission of instructor.

RHDS 675: Integrated Medicine 3 S.H.

This course surveys the major health care traditions and selected complementary therapies. Emphasis is placed on the responsible integration of practices including Ayurveda, chiropractic, herbalism, massage, mind-body medicine, music therapy, Reiki, and yoga with conventional Western biomedicine options in the prevention, diagnosis, and healing of disabling conditions.

RHDS 676: Employee-Assistance Programming 3 S.H.

This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee-assistance programs. Approaches to dealing with various worker problems, emotional and mental health, and marital, family, financial, and other problems affecting attendance and productivity are considered. Organizational and therapeutic factors and their interrelationships are discussed. Prerequisites: RHDS 126, PSYC 101, or permission of instructor.

RHDS 680: Special Topics: Working in Special Issues and Techniques in Rehabilitation 2-3 S.H.

This course is used to provide an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. May be taken for up to a maximum of six semester hours of credit. Prerequisites: RHDS 126 or equivalent.

RHDS 681: Pathological Gambling 3 S.H.

This course is an introduction to the diagnostic, treatment, rehabilitation, and public policy issues surrounding the area of pathological gambling. Students learn specific diagnostic techniques. In addition, students learn the spectrum of treatment and rehabilitation issues from a cognitive-behavioral therapeutic perspective. Public policy issues are discussed and impact of such decisions upon the treatment and rehabilitation field are examined.

RHDS 683: Learning Disabilities 3 S.H.

This course is used to examine theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

RHDS 685: Treatment Methods in Substance Abuse Rehabilitation 3 S.H.

This course is an introduction to the major issues in the field of alcohol and substance abuse rehabilitation, including etiology, models of recovery, and the biological and psychological consequences of substance abuse. Primary consideration is given to treatment issues; polyaddiction, specific detoxification methods; self-help programs; individual and group counseling; therapeutic community residencies; and family and other support groups.

RHDS 687: Substance Abuse and Family Treatment 3 S.H.

This course is an introduction to the issues and techniques of treatment of the family affected by substance abuse or dependency. Central topics discussed in this course include: viewing the family as a client, diagnostic assessment techniques, and prescriptive treatment of the substance abuser or dependent client, extended family members and children. An emphasis is also placed on child development in unhealthy family systems.

RHDS 689: Cardiac Rehabilitation 3 S.H.

Students are familiarized with the fundamental principles and current practices of cardiac rehabilitation. The types and causes of disability in cardiac disease, as well as diagnostic evaluation techniques, are discussed. Emphasis is placed on a continuum of medical, surgical, psychosocial, and vocational management, from the acute recovery period to post-hospital rehabilitation.

RHDS 691: Neurological Rehabilitation 3 S.H.

This course familiarizes students with the major issues in the field of neurological rehabilitation. As the number of adolescents, young adults, and elderly who survive brain injury has increased, so has there been an increased demand from rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHDS 126 or equivalent.

RHDS 692: Group Counseling Techniques in Rehabilitation 3 S.H.

Students are presented with an overview of the major counseling techniques used with rehabilitation consumers in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

RHDS 694: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods utilized in community-based mental health settings. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary approaches to providing services to those with chronic illness. Students become familiar with contemporary psychiatric rehabilitation diagnosis and planning techniques through lectures, readings, group discussions, and selected site visits.

RHDS 695: Cognitive Rehabilitation 3 S.H.

This course is an introduction to the treatment and rehabilitation issues facing those clients with cognitive disorders. The neuropsychological assessment issues are examined, demonstrated, and practiced. Coordination of rehabilitation services and case management techniques are introduced and practiced.

RHDS 699: Behavioral Medicine Approaches to Chronic Disease and Disability 3 S.H.

The course is designed to present the spectrum of mind-body behavioral health techniques. Meditation, stress management, self-hypnosis, relaxation, biofeedback, and spirituality techniques are taught. Applications to disabling conditions involving both chronic disease and chronic pain are emphasized.

RELIGION

RELI 622: Christianity and Modern Society 3 S.H.

This course is a study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day.

RELI 624: The Life and Teachings of Jesus 3 S.H.

This is a social-historical examination of the record of Jesus' life and thought, with attention to the present-day significance of his message.

RELI 625: Spirituality and Healing 3 S.H.

This course examines the influence of spirituality and its concrete expressions in the form of faith communities, on cultural understanding of disease, illness, healing, health and wellness. Prerequisite: None.

RESEARCH

RSCH 610: Foundations and Methods of Research (CORE Course) 3 S.H.

This course emphasizes the search for truth and the ways in which this search is conducted. It includes the identification and delineation of research problems, survey of related literature, detailed examination of different research methods, and basic descriptive and inferential statistical coverage. Attention is given to the presentation of research results in acceptable form. Required of all master's degree students.

RSCH 612: Proposal Design 2 S.H.

This course assists the students in completing their proposal for either a thesis or research project that leads to a Master of Science Degree (MS). Students are required to complete the full proposal within the context of the course. Prerequisite: RSCH 610.

RSCH 615: Qualitative Research Methodology 3 S.H.

This course examines the nature of qualitative research methodology. Within the framework of this course, the philosophic basis, major paradigms, strategies of inquiry, methods of collecting empirical materials, interpretation and evaluation of empirical materials, and presentation of qualitative research are renewed. Prerequisite: RSCH 325 or permission of the instructor.

RSCH 618: Guided Individual Study 1-6 S.H.

Graduate students with special needs, interests, and capacities conduct individual study under faculty supervision involving library work, tutorial work, research, independent reading or writing, or other approved study which contributes to the educational growth of a particular student. This course is not a substitute for, nor a part of, the thesis requirement.

RSCH 620: Educational and Psychological Statistics I 3 S.H.

This course covers statistical analysis methods for descriptive, correlational, and experimental designs. Descriptive statistics, linear regression, introduction to multiple regression, t-ratio, analysis of variance for independent and repeated measures designs, factorial designs, chi square, and non-parametric measures are included. Students receive instruction in the use of SPSS at the Academic Computer Center. Prerequisite: Course in elementary statistics, and RSCH 610, or permission of instructor.

RSCH 625: Thesis Seminar 2 S.H.

The seminar assists the student in finalizing the thesis proposal for presentation to the thesis committee. Students are required to complete the full proposal, make a class presentation of the research design, and prepare the computer statistical program for the study when statistics are involved. Prerequisite: RSCH 610, students must receive a grade of B or better on RSCH 610 proposal. Recommended: RSCH 620 and any necessary laboratory technique classes.

RSCH 626: Research Project 2-4 S.H.

A research study is organized and conducted under the supervision of a faculty member and presented in approved form for retention by the department in which the study is completed. Required for PLAN C master's students. Prerequisite: RSCH 610. Open only to degree students.

RSCH 635: Thesis 1-4 S.H.

This course involves meetings with the thesis committee and satisfactory completion of thesis requirements including the oral examination. Students must register for a total of four semester hours. Prerequisite: RSCH 625.

RSCH 712: Proposal Design 2 S.H.

This course assists the students in completing their proposal for a dissertation that leads to the Doctor of Physical Education Degree. Students are required to complete the full proposal within the context of the course. Prerequisite: RSCH 610.

RSCH 720: Educational and Psychological Statistics II 3 S.H.

This course includes multiple regression analysis, ANOVA through regression analysis, trend analysis, analysis of covariance, introduction to multivariate statistics, and reliability and validity procedures for measurement research. Prerequisite: RSCH 620 or permission of instructor.

RSCH 725: Dissertation Seminar 2 S.H.

The seminar assists the student in finalizing the dissertation proposal for presentation to the dissertation committee at the dissertation colloquium. Students are required to complete the full proposal, make a class presentation of the research design, and prepare the computer statistical program for the study when statistics are involved. Prerequisite: RSCH 610. Recommended: RSCH 620 and any necessary laboratory technique classes.

RSCH 735: Doctoral Dissertation 1-14 S.H.

An original contribution to knowledge or an application of existing knowledge to the solution of a practical problem in the field is made.

SOCIAL WORK

MSSW 601: Human Behavior in the Social Environment I: Stages in the Life Process — Individuals, Families, and Groups 3 S.H.

This course introduces systems theory and person-in-environment as the conceptual framework for the HBSE sequence. It addresses the ecological context of human development with attention to cognitive, psychological, and social development and the individual's membership in the family, as well as in groups, organizations, and the community. Particular emphasis is given to gender, race, class, and culture.

MSSW 602: Human Behavior in the Social Environment II: Social Structure and the Life Cycle — Groups, Organizations, Community, and the Strengths Perspective 3 S.H.

This course continues the systems theory and person-in-environment framework introduced in HBSE I. It explores the structure of organizations, groups, and communities as they provide social contexts for human development beyond the family group. This course gives attention to the demographic profile of communities and issues surrounding access to services. Prerequisite: MSSW 601.

MSSW 603: Human Behavior in the Social Environment III: Biopsychosocial Theories of Psychopathology 2 S.H.

This advanced course continues the study of human behavior with emphasis on the behavioral and psychological difficulties people experience in interacting with their environments. The biological, sociological, and intrapsychic theories of psychopathology and treatment based on these theories are reviewed in depth. The course includes an examination of the use of the DSM IV, and the impact of diversity and oppression in the etiology, epidemiology, treatment, and prevention of psychopathology.

MSSW 604: Human Behavior in the Social Environment IV: Applications of Human Behavior Theory for the Advanced Standing MSW Student (for Advanced Standing Students Only) 2 S.H.

This course provides advanced standing MSW students with an opportunity to learn and apply contemporary theories of human behavior which provide the foundation for advanced generalist social work practice. These theories include psychodynamic theories, postmodern and other theories of human behavior and the social environment that are considered essential in advanced generalist social work practice but which are not generally covered in depth in BSW training programs. The course is highly interactive and includes guest presentations, small group discussions, and application of theory in cases selected by both students and the instructor(s).

MSSW 610: Social Work Practice IV: Generalist Practice for Advanced Standing Students (for Advanced Standing Students Only) 2 S.H.

This course is a bridge course between foundational and concentration levels for advanced standing students. The course will include generalist practice perspectives, teach skills relating to those perspectives, and introduce current practice trends in major fields of social work, including the changes in practice resulting from multiculturalism, globalization, managed care, and welfare reform. Particular emphasis is placed on the generalist practitioner's ability to move from large, community system interventions to organizational interventions to direct practice with families and individuals.

MSSW 611: Social Welfare Policy and Services I: Introduction to Social Welfare Policy 3 S.H.

This course, a basic introduction to American social welfare policy, first examines the history of the American response to need with particular emphasis upon the role of the social work profession. After providing this historical framework, it assesses major contemporary governmental and non-governmental initiatives to fulfill human need, emphasizing a breadth of social policy issues, such as poverty, discrimination, health care, housing, food, child welfare, substance abuse, employment, and social service delivery.

MSSW 612: Social Welfare Policy and Services II: Social Policy: A Social Change Approach 3 S.H.

This course emphasizes a social change approach to social policy with particular stress upon the influence of values and human choice in creating a socially just world, which guarantees all human rights. Within this humanistic framework, this course examines such basic issues as the theory and method of social policy analysis, political action toward social equality, internationalism, the creation of a human rights culture, interdisciplinary collaboration, and the strategic crafting of policy argument.

MSSW 613: Social Welfare Policy and Services III: Policy Implementation: Social Action in the Struggle for Human Dignity 3 S.H.

This course emphasizes the actual execution of policy by providing a focal point for students' growth as independent scholar-practitioners and public-spirited citizens in the field of social policy. In seminar format, it builds upon the foregoing sequence by considering state-of-the-art approaches and honing skills to advance policy and underscores a variety of analysis and action strategies, such as critical education, creative dialogue, lobbying, organizing, campaigning, testifying, and monitoring. Prerequisites: MSSW 611 and 612.

MSSW 621: Social Work Research I: Introduction to Social Work Research 3 S.H.

This course introduces information on various types of research appropriate to primary, secondary, and tertiary interventions. Included are steps in the research process, elementary forms of data analysis, and critical analysis of research design and literature.

MSSW 622: Social Work Research II: Social Work Research and Evaluation 3 S.H.

This course stresses the execution of research design and practice. It accentuates the relevance of research to major areas of social work practice, such as clinical practice, program development, and social policy. Students develop basic skills to communicate their research findings to both professional and lay audiences. Prerequisite: MSSW 621.

MSSW 623: Social Work Research III: Qualitative Research 3 S.H.

This advanced course stresses qualitative methodology and its relevance for social work theory and practice. While it continues to emphasize primary areas of social work, such as clinical practice and program and policy development, its emphasis is upon the elicitation of the structure and meaning of lived experiences of individuals in social settings.

MSSW 631: Social Work Practice I: Assessment, Goal Setting, and Practice Techniques with Individuals, Families, and Small Groups 3 S.H.

This course establishes the generalist perspective as the framework for the practice sequence. It provides information on the historical base of social work with a strong emphasis on the underlying values and ethics of the social work profession with a respect for human diversity (culture, race, class, religion, sexual orientation, gender, differential ability, etc.). The emphasis is on learning the interviewing skills involved in doing a psychosocial assessment and understanding the phases of the helping process. Differential theoretical constructs, assessment and intervention skills used in direct practice with individuals and families are examined.

MSSW 632: Social Work Practice II: Assessment, Goal Setting, and Practice Techniques with Groups, and Communities 3 S.H.

This course continues within the advanced generalist framework established in Practice I. It examines assessment, goal setting, and interventions with groups and communities. Students have the opportunity to examine issues of empowerment and work with a diverse client population. Ethical dilemmas relative to group and community work are also examined.

MSSW 633: Social Work Practice III: Advanced Generalist Practice I/Vulnerable Populations 3 S.H.

This course utilizes the knowledge and skills gained in the foundation courses and advances these using more comprehensive models of assessment, theory, and intervention. The theoretical assessment of vulnerable and/or at risk populations provides the context for the application of sophisticated micro and macro interventions.

MSSW 634: Social Work Practice IV: Advanced Generalist Practice IV: Supervision and Administration (CORE Course) 3 S.H.

This is an advanced course designed to assist students in gaining the knowledge and skills required to enter into the complex arena of interaction within and between human service organizations and to prepare students to assume management roles and responsibilities. As such, it builds on the foundation content in Practice II, in leadership in communities and organizations, as well as on foundation content in the Policy, HBSE, and Research sequences.

MSSW 641: Theories of Intervention and Psychotherapy 2 S.H.

This course provides an opportunity for students to study theory and practice of clinical social work through an overview of major contemporary theories of personality and therapeutic interventions. In addition, the course reviews case studies in various methods of practice.

MSSW 642: Therapeutic Applications of Adventure 2 S.H.

This course is designed to provide the student with a theoretical understanding and practical working knowledge of using adventure activities as an element of an established treatment.

MSSW 643: Seminar in Social Work Practice with Diverse Populations 2 S.H.

This seminar provides an in-depth experience of assessment, intervention, and evaluation in work with diverse groups of individuals, families, and small groups. Theoretical and conceptual overviews of ethnicity, culture, stigma, and oppression will be examined. The seminar focuses on understanding the impact of internalized and institutional oppression and refinement of interventive skills when a multiplicity of factors may be operating.

MSSW 644: Human Rights 2 S.H.

This course examines how the social construct of "Human Rights" can assist in the development of economic and social justice, thereby becoming a strategy for social change. It emphasizes the United Nations' Universal Declaration of Human Rights, endorsed by the General Assembly in 1948, and today referred to as customary international law. It first examines the history of the idea of human rights, and then contemporary human rights concepts with emphasis upon the United States and suggested research and action strategies.

MSSW 645: Contemporary Challenges in Child Welfare 2 S.H.

This course focuses on children and families as they relate to and are a part of the larger social system and its institutions of education, politics, economics, and religion. Particular attention is on families and children as victims of child abuse, neglect, and domestic violence. Processes which facilitate client healing and the use of interdisciplinary and collaborative community resources are examined.

MSSW 646: Family Treatment 2 S.H.

This course focuses on children and families in crisis by concentrating on issues of power distribution, communication system, and external institutional influences. Learning family treatment approaches and techniques of problem identification and assessment are introduced through examination of strategies to help families deal with maturation and situational crises.

MSSW 647: Loss and Bereavement 3 S.H.

This course is offered as a distance learning course. It prepares the MSW student for social work practice with clients coping with loss and bereavement. The initial focus increases students' awareness of, and sensitivity to, issues related to death, dying, disability and bereavement. Theories of attachment and loss are used as a framework for assessing bereavement reactions in clients in different developmental stages and from different cultural backgrounds. Therapeutic interventions are examined and applied through case discussions and experiential exercises.

MSSW 648: Substance Abuse in Social Work Practice 2 S.H.

This course provides an opportunity to study substance abuse practice concepts and skills with emphasis on assessment, treatment planning, and intervention strategies with individuals and families affected by substance abuse. Evaluation of individual and family substance abuse problems is emphasized, with particular attention to the complex interaction with domestic violence.

MSSW 649: Social Work Practice with Children 2 S.H.

This course focuses on the integration of various theoretical models in the assessment and treatment of children and their families. Students are introduced to a wide range of play therapy techniques. Cases from students and instructors are used throughout the course. The various theoretical models utilized in the assessment and treatment of children and their families are psychodynamic, cognitive-behavioral, family systems, and solution focused in the assessment and treatment of children and their families. Group and family work, interdisciplinary collaboration, partnerships with schools and the use of self-help groups adjunctive to therapy are all addressed. Trauma and work with children in special circumstances are studied. Cases are drawn from students' and instructors' practice experience throughout the course. These cases are used to illustrate the theoretical constructs being discussed in each module.

MSSW 650: Psychodynamic Theories of Counseling Psychotherapy 2 S.H.

Social work practice derives from the integration of theoretical understanding and technical skill. The contributions of various theoreticians in developmental psychology and their implications for treatment are studied. Issues, such as the initial interview, working through transference, countertransference, resistance, and defenses, are examined within the different theoretical models. Attention is given to race, culture, gender, sexual orientation, and the implications varying theoretical models have on clinical intervention with vulnerable populations.

MSSW 652: Legal Aspects of Social Work Practice 2 S.H.

This course examines law and legal processes using legal materials and teaches legal advocacy skills. Among the areas explored are social work malpractice, privileged communication, and discrimination. Selected types of dispute resolution are explored, with emphasis on developing initial skills in testifying and negotiation.

MSSW 653: Policy and Practice Issues in Aging 2 S.H.

This course is designed to provide an overview of the multifaceted issues in gerontology. It explores the phenomenon of growing old in America, from the changing demographics of society that will command our attention in the years ahead, to the pressing need for satisfactory long-term care arrangement. This course seeks to further students' understanding of the myths and realities of aging, the role of social work in gerontology, health and social policy as it relates to aging, special populations, and research issues in gerontology.

MSSW 654: Mediation and Conflict Resolution for Clinicians and Managers 2 S.H.

This course teaches widely applicable mediation skills through enactment approaches. Focus is on evaluation and intervention in different types of conflict, finding common ground, and developing collaborative, win-win strategies resulting in lasting agreements. The course is predominantly experiential. Students learn mediation skills through extensive use of role plays and other enactment approaches.

MSSW 655: Proposal Writing and Grant Acquisition 2 S.H.

This course introduces proposal planning and development techniques. Differences between grants written for federal monies and those written for foundations are described. Utilization of grant acquisition, informational resources such as the Federal Request for Proposal (RFP), and researching private foundation funding are reviewed.

MSSW 656: Social Work in Education 2 S.H.

This course provides an overview of social work practice in public education settings. It furnishes information on the historical roots of school social work with a strong emphasis on the diverse roles and skills required to work effectively with students, parents, teachers, school administrators, and related community agencies. Particular attention is given to the ecological perspective school social workers bring to areas such as: special education, assessment, intervention, multicultural sensitivity, and school reform.

MSSW 657: Women's Issues in Social Work 2 S.H.

This course examines significant current trends in women's issues from the perspective of the human services professions. Focus is on fostering non-sexist practice in human services and working toward a non-sexist society. Vital issues of concern such as economic status, dual responsibilities of home and work representation in executive, administrative and academic positions, and women as health consumers are addressed.

MSSW 658: Brief Treatment and Managed Care 2 S.H.

This course provides an overview of the theories and techniques in the major current brief treatment models. The applicability of these models to a wide diagnostic range of clients and problems is examined, as are the strengths and limitations of brief treatment. The support given to the brief treatment models by managed care companies is considered.

MSSW 684 and MSSW 685: Practicum I and II 3.5 & 3.5 S.H.**MSSW 684L and MSSW 685L: Field Seminar I and II .5 & .5 S.H.**

In these courses, Field Practicum and Field Seminar are taken concurrently as a single integrated foundation experience in generalist social work practice. In the agency-based practicum, the direct service experience requires psycho-social assessments, interagency collaboration, and relationship-based services to individuals and groups. The community organization experience requires involvement in community problems concerning lack of equality in human rights and basic social needs. Students identify community problems, set goals, and begin intervention.

Field Seminar provides a supportive introduction to Field Practicum experiences, expectations, requirements, and current social work practice. The social work role in agency-based generalist practice, the role of the agency in the community, social work values and ethics, record-keeping, confidentiality, use of supervision and self-assessment are reviewed and discussed.

MSSW 686 and MSSW 687: Field Seminar and Practicum III and IV 3.5 & 3.5 S.H.

MSSW 686L and MSSW 687L: Field Seminar III and IV .5 & .5 S.H.

These are concentration courses in advanced generalist practice with Field Practicum and Field Seminar taken concurrently. The agency-based practicum emphasizes direct service organizations, and work with diverse multi-problem clients requiring complex multi-level intervention and advocacy. The administration experience requires an active contribution to the ongoing management activities of the practicum agency.

Field Seminar emphasizes preparation for advanced generalist practice. Practice with diverse client populations, multi-level intervention, complex skills, and complex legal and ethical issues are reviewed. Licensing, the current job market, the variety of career paths available in social work, on-going self assessment, leadership roles in agency practice, and the professional community are also discussed and reviewed. Prerequisites: MSSW 684 & 685.

MSSW 688: Special Topics in Social Work 1-4 S.H.

This course provides an opportunity for concentrated exploration and experience in a specialized or current area of relevance to social work. Topics are offered on a variable basis. A student may register for this course more than once, provided the topic is different each time. Prerequisite: Social Work major or permission of instructor.

MSSW 692: Independent Study 1-4 S.H.

Graduate students with special needs, interests, and capacities conduct individual study under faculty supervision involving library work, tutorial work, research, independent reading or writing, or other approved study which contributes to the educational growth of a particular student.

SOCIOLOGY

SOCI 620: Dynamics of Inequality 3 S.H.

This course examines the theoretical concepts used to understand various forms of inequality (e.g., classism, racism, and sexism) and their individual, cultural, and structural manifestations (e.g., prejudice and discrimination).

SOCI 640: Criminology 3 S.H.

The causation, control, and prevention of adult crime are studied in relation to criminal law. Prerequisites: Twelve semester hours of sociology, psychology, or other social science, or permission of instructor.

SOCI 650: Violence in the Family 3 S.H.

This course is a comprehensive review of family violence: child abuse, marital abuse, elderly abuse, and incest. It examines family violence from a sociological and psychological perspective. It also focuses on methods of preventing, as well as ameliorating, violent situations.

SOCI 658: Sport in American Culture 3 S.H.

This course offers the graduate student an opportunity to inquire into the nature, meaning, and expression of sport with particular emphasis on American culture.

SOCI 670: Theories and Methods of Case Management 3 S.H.

This course explores the theory, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using social and social psychological variables.

SPANISH

SPAN 611: Intermediate Spanish 3 S.H.

This course is an expansion in the development of speaking, listening, reading, and writing skills in Spanish. Students are introduced to the culture and literature of Spain and Spanish America and are expected to communicate in both oral and written Spanish. Class is conducted in Spanish. Prerequisite: SPAN 112, three or more years of high school Spanish, or permission of instructor.

SPAN 612: Advanced Intermediate Spanish 3 S.H.

This course is a continuation of SPAN 611. Prerequisite: SPAN 611, three or more years of high school Spanish, or permission of the instructor.

SPECIAL COURSES

SPCO 699: Fieldwork in an Educational Setting 3-6 S.H.

This fieldwork experience is done in an educational setting. Students have the opportunity to observe and assist educators, as well as take full responsibility as an educator in a particular educational setting.

SPORT MANAGEMENT AND RECREATION

SMRT 605: History and Philosophy of Leisure and Recreation 3 S.H.

Students review and discuss the evolution of leisure beginning with the Greek philosophers and including the noted writings of selected leisure theorists. The works of Aristotle, DeGrazia, Huizinga, Kando, Kaplan, Kraus, Murphy, and others are explored. Students are required to conceptualize and present their own concise philosophy of leisure.

SMRT 607: Research in Sport and Recreation 3 S.H.

This course examines the research of individuals, organizations and populations involved in sport management and recreation. Students explore the concepts developed in relevant literature as they apply to sport management and recreation. Students are introduced to methods and techniques used in research in recreation management and the sport industry.

SMRT 611: Community Based Therapeutic Recreation Services 3 S.H.

This course is designed to provide an understanding of the management and development of community based therapeutic recreation service. Emphasis is placed on legislation, community based protocols, inclusion, rights, and needs of persons with disabilities for therapeutic recreation service. A practical professional field assignment/project is required.

SMRT 619: Camp Programming and Administration 3 S.H.

This course consists of lecture and laboratory sessions designed to cover selected organizations and administrative details in organized camping, including budget, camp sites, buildings and equipment, publicity, recruitment, insurance, nutrition, health safety, and current trends.

SMRT 620: Introduction to Sport Governance 3 S.H.

This course is designed to provide students with a basic understanding of the role of governance structure in sport. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed involve organizational theory, behavior, and governance structure used in amateur and professional sport organizations.

SMRT 625: Outdoor Recreation Planning 3 S.H.

This course offers an introduction to the concepts and procedures of planning on all levels: national, state, regional, county, and local. Students are introduced to the complexity of the planning process, including social, historical, resource, and management perspectives. This course also includes an investigation of the supply-demand relationship and cost-benefit analysis.

SMRT 626: Park and Resource Management 3 S.H.

This course is designed to enable the student to develop an understanding of management concepts and practices and the interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principles, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.

SMRT 630: 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.

SMRT 635: Program Planning 3 S.H.

Principles and methods of program development and delivery are explored. Emphasis is on understanding participant recreation behavior, participant recreation needs, and the ways in which organizations create services to respond to those needs.

SMRT 652: Public Relations: Principles, Cases, and Problems 3 S.H.

This course is designed to provide students with a basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include public relations as a management function, marketing, advertising, research processes, media relations, communication, and evaluation. Emphasis is placed on case analysis, problem solving, development, and presentation of student campaigns and examinations of public relations practices in modern society.

SMRT 654: Domestic and International Tourism 3 S.H.

This course is designed for students interested in an overview of the travel and tourism industry in America and around the world. Attention is given to the manner in which a tourist industry is deliberately developed and to the impacts of tourism. Prerequisite: SMRT 185.

SMRT 670: Therapeutic Recreation with Older Adults and Persons with Chronic Illness 3 S.H.

This course provides an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to persons with chronic illness and older adults.

SMRT 673: Therapeutic Recreation Programming for Persons with Disabilities 3 S.H.

The course is designed to familiarize and prepare the student with the essential principles and elements involved in planning, organizing, conducting, supervising, and promoting therapeutic recreation programs. General modifications and adaptations necessary in facilities, equipment, and program design are examined for persons with mental retardation; physical, social, or emotional disabilities; learning disabilities; mental illness; chronic illness; and the older adult. Emphasis is placed on practical application in a variety of settings to better meet the needs, interests, and potential of persons with disabilities.

SMRT 674: Child Life Concepts and Theories in Working with the Hospitalized Child 3 S.H.

This course is designed to introduce the field of child life by focusing on its evolution and modern day concepts, as well as theories related specifically to its implementation in a health care setting. Concepts include: child life in a health care setting, the effects of hospitalization on children, the role of recreation/play in a hospital setting, design of a play area, and working with children and families under stress. Prerequisite: SMRT 272 or permission of instructor.

SMRT 676: Child Life: Clinical Issues and Techniques 3 S.H.

This course is designed to provide an overview of clinical issues and practical techniques related to the delivery of child life services and the specialized needs of hospitalized children, adolescents, and their families. Prerequisites: SMRT 272 and 674 or permission of instructor.

SMRT 677: Supervisory Management 3 S.H.

This course includes skill development in: office organization, record keeping, use of microcomputers, time management, maintenance management, supervision, communication, delegating, leadership, marketing, policy and decision making, productivity in the delivery of services, and risk management.

SMRT 680: Resort and Commercial Recreation 3 S.H.

This course offers an overview of the unique and dynamic nature of the resort and commercial recreation industry. Historical development and planning, development, management, and marketing of the commercial recreation business are the focus of the course. Technological changes, the diversity of lifestyles, and social needs are examined in relation to their impact on the industry.

SMRT 681: Problem Solving 3 S.H.

This course is designed to provide students with an understanding of higher order thinking processes associated with successful problem solving. Students visit major recreation enterprises and evaluate their operating systems. Emphasis is placed on the application of problem solving methods in classroom and laboratory settings as they apply to these operating systems.

SMRT 682: Graduate Seminar: Event Management 3 S.H.

Current and future concerns of the student and the professional are examined. The relationship between Humanics and professionalism are explored. The course also guides the student through the logistics of event management, including basic promotional ideas. Material covered includes: program planning process, identification of events/programs in the sport and recreation industry, programming formats, scheduling, evaluation methods, risk management, as well as other factors involved in event planning/management.

SMRT 685: Graduate Internship 3–6 S.H.

Each student should plan on spending a minimum of twelve weeks in a field placement. This experience comprises a carefully designed program agreeable to all parties concerned: the student, the agency director, and the director of this major. Selection of location is consistent, if possible, with the student's vocational goals. Prerequisite: Graduate standing in the sport management and recreation program.

SMRT 686: Clinical Practicum in Child Life 6 S.H.

The clinical practicum in child life is designed to provide child-life students with opportunities for observing, assisting, and utilizing child-life interventions in a clinical, child-life setting. Under professional supervision, this course is individually contracted to assist students in defining career options and qualifying for child-life certification.

SMRT 692: Independent Study in Sport Management 2 S.H.

This course is intended to meet the non-thesis master's degree requirements in the health science and physical education programs. A project is planned by the student and conducted under faculty supervision. It may involve a research project, development of curricula materials, a review of literature, or other appropriate activity. A written proposal is required. Prerequisite: Approval of major advisor and faculty supervisor.

SMRT 698: 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.

SCHOOL OF HUMAN SERVICES—GRADUATE PROGRAM

In accordance with our mission, Springfield College's School of Human Services accepts men and women for graduate studies who are motivated to achieve social and economic justice and who embody the principles of humanics, community partnership, and academic excellence.

Our students are a diverse group; they come from all backgrounds, range in age from the mid-20's to the late 60's and bring a wealth of knowledge and experience to the classroom. Our curriculum relies on this breadth of diversity and experience; Applicants should be prepared to fully participate and contribute to the educational environment.

For further information on School of Human Services programs and course descriptions, call 800-727-0004 ext. 3553.

The following admissions and registration information pertains only to the graduate program offered by the School of Human Services.

ADMISSIONS INFORMATION

Requirements

Successful applicants to the graduate program must have an undergraduate degree and 5 years experience in human services, and show the ability to succeed academically.

Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.
2. Submit official transcripts from all accredited colleges attended, including a final transcript from the institution from which the bachelor's degree was awarded. (Student copies of transcripts will not be accepted.) Applicants who have completed courses at Springfield College are not required to submit official transcripts for such work.
3. Submit a typed, 2-3 page personal statement (in response to the questions specified on the application form):
 - a. What are your personal, professional and learning goals, and how might the Masters of Science in Human Services (MSHS) program help you achieve these goals?
 - b. Describe a single work experience which has had a significant impact on how you think about yourself and human services. In what ways has this experience influenced what you hope to gain from the MSHS program?
 - c. What lessons have you learned from your life and work experiences? How do these lessons shape your learning goals for the MSHS program?
4. Submit an updated resume.
5. Submit at least one letter of recommendation.
6. Contact the Admissions Coordinator at the campus you would like to attend to schedule an interview.

International Student Application Procedure

1. Fill out the application form and submit it with the \$40 application fee.

2. Submit proof of an education equivalent to a baccalaureate degree. These academic records must bear the institution's seal and should list all courses taken, grades received in each course, number of semester hours earned, and certificate, diploma, degree or other recognition received. These transcripts should be in English.
3. Submit a personal statement on one of the three above-listed topics.
4. Submit a resume.
5. Submit at least one letter of recommendation
6. Contact the admissions coordinator at the campus you would like to attend to arrange an interview.
7. Submit evidence of proficiency to read, write, and speak the English language. The TOEFL test may be submitted to fulfill this requirement.
8. Submit a financial guarantee statement, which may be obtained from the campus. A strictly enforced regulation of the United States Immigration Service makes it necessary for us to receive a guarantee of your financial support for the period of time you will be here for study.

Once accepted the student must make a deposit of \$1000, which will be credited to your account, before the College will issue the US Government's Immigration Form I-20.

Admissions Decisions

Probation

No student is admitted to full graduate standing in the School of Human Services with less than a 2.5 undergraduate index. Applicants with less than a 2.5 index, but not less than 2.0, will be considered for probationary admission if there is convincing evidence in examining their application materials that, if given an opportunity, they will meet the academic standards at Springfield College.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete nine semester hours of graduate credit at Springfield College. If their academic index is 3.0 or better, they will be removed from probation. If the index is between 2.5 and 3.0, they will remain on probation through the semester in which they complete twenty semester hours of graduate credit. At that time, the index must be at least 3.0 or they will be dismissed from degree candidacy. All graduate students admitted on probation whose academic index is below 2.5 following the semester in which they complete nine semester hours of graduate credit at Springfield College will be dismissed from candidacy for the master's degree.

Contingency

Admission to the graduate program requires possession of a bachelor's degree. Applicants who are within a semester of receipt of their bachelor's degree may be accepted provided that the final undergraduate transcript be submitted by the Drop-Add Deadline of the term they wish to enroll.

Deferred Admission

Due to unforeseen circumstances, applicants accepted into the term to which they have applied may need to defer enrollment. Notification of intent to defer should be made in writing to the admissions office of the campus to which you are applying.

Nonmatriculated Students

Students who have not been admitted to a graduate program but who wish to take graduate courses are required to submit a nonmatriculated application (which may be obtained from the admissions office of the appropriate campus) and official transcripts demonstrating receipt of the bachelor's degree. Nonmatriculated students may only take up to 12 credits and are ineligible for financial aid.

No more than 12 semester hours taken as a nonmatriculated student prior to admission to graduate study may be applied toward the master's degree.

Time Limits and Period of Candidacy

The length of time needed to complete requirements for the master's degree depends on several factors: the nature of the undergraduate preparation, the quality of achievement in graduate courses, the professional purposes of the student, and the amount of fieldwork or part-time employment carried. The minimum time for graduate students who have a good background in undergraduate preparation is one academic year with at least thirty-two semester hours of credit.

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

Readmittance

Students whose enrollment has lapsed for more than one year are required to seek readmittance through the Office of Student Services at your campus. Readmitted students will be subject to published academic standing standards. Students must settle all accounts prior to reenrollment.

Changes in Admission

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

REGISTRATION

Transfer credit policy

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

Period of Candidacy

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

Number of Credits as NM toward degree

No more than twelve semester hours of credit taken as a nonmatriculated student may be applied toward the master's degree.

Cross-Registration With Other Springfield College Graduate Programs

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

1. Prior approval of course cross-registration must be secured using the Springfield College Cross-Registration/All-College Requirement Substitution Form.
2. Students must fulfill course prerequisites, if any, prior to course cross-registration.
3. Graduate CORE requirements may not be met through course cross-registration.
4. Undergraduate students are eligible to cross-register for undergraduate courses only. Graduate students are eligible to cross-register for graduate courses or undergraduate prerequisites only.
5. Course cross registration is limited to one course per semester, with a maximum course limit of three.
6. Course cross-registration is allowed only in those courses where space is available.
7. Tuition charge for a cross-registered course is based on the rate applicable to the individual's degree program.

Cross-Registration Between School of Human Services Campuses

Students enrolled at one SHS campus may register for classes at another campus by completing the Temporary Student Assignment to Another Campus form in consultation with their advisor and the admissions person at their home campus.

Graduate Courses taken by Undergraduate Students

Students who wish to begin graduate work as an undergraduate must file a written request and secure the approval of the dean of the School of Graduate Studies at the main campus in Springfield before registering for such study. Contact your academic advisor for appropriate procedures. No request will be approved unless the student's cumulative grade point average is 3.00 or better at the start of the semester during which the course or courses are to be taken. Students will be charged the undergraduate tuition rate for these courses.

UNITED STATES HIGHER EDUCATION ACT (HEA),
AS AMENDED IN 1998, SEC. 207
ALSO KNOWN AS TITLE II
PUBLIC DISCLOSURE STATEMENT

The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity by building upon a foundation of Humanics and academic excellence. The college is proud of the many ways in which its teacher preparation programs fulfill that mission.

The Springfield College curriculum and faculty are especially well-suited to prepare tomorrow's teachers because they are attuned to the realities of today's classrooms through the College's many partnerships with local schools. The College's students in teacher preparation augment that curriculum with extensive fieldwork in both urban and suburban schools where they gain firsthand experience, not only in teaching their subjects, but also in developing the skills of inspiring, guiding, and serving as role models for the young people they teach. The quality of Springfield College's programs has been recognized by the awarding of federal and state grants supporting projects that prepare future teachers. Through the Springfield College School of Human Services, paraprofessionals already working in local schools earn their bachelor's degrees and teaching certificates on weekends.

Springfield College has been a leader in preparing teachers and challenges its students to build on the inspiring legacy of professional leadership of its graduates, a number of whom have been named Teacher of the Year or have received other awards for excellence. Feedback from school systems that have hired Springfield College graduates or have supervised its student teachers is overwhelmingly positive. In response to the College's surveys, the vast majority of graduates of the teacher preparation program indicate that they would choose Springfield College again and recommend it to others.

Springfield College graduates are dedicated professionals. They enter their field prepared by a program with one of the best fieldwork supervision student/faculty ratios in Massachusetts. Springfield College students are highly sought by public and private schools. Many are offered teaching positions before graduation contingent upon their receiving their degrees.

Since the inception of the Massachusetts Tests for Educator Licensure (MTEL) in 1998, Springfield College has instituted a number of curricular changes and student support programs to prepare students for success in the MTEL. These include individualized help, group help sessions, and writing center assistance. The college has revised its required writing course for first-year students and increased its emphasis on writing skill in its education courses. It has also adjusted the content and sequencing of some courses. Copies of Springfield College's full report are available from its Office of Teacher Preparation, which can also answer questions about it at (413) 748-3146.

For the Program Year 2001 -- 2002, there were 210 Springfield College teacher preparation students. The 105 students in supervised student teaching taught for an average of 30 hours per week over 14 weeks of student teaching to exceed the required minimum total of 300 clock hours of student teaching. Springfield College supervising faculty included 32 full-time professional education faculty members, and 19 part time adjunct faculty members for a total of 51 supervising faculty members for the teacher preparation program. The student/faculty ratio, one of the best in Massachusetts, is 2.06, which is the result of the number of students in supervised student teaching divided by the number of supervising faculty members.

Springfield College MTEL pass rates for the Program Year 2001 -- 2002: 102 students took the communication literacy reading test (r), 84 passed, for a pass rate of 99 percent; 102 took the communication literacy writing test (w), 102 passed, for a pass rate of 100 percent. The aggregate pass rate for students who took both tests (r&w) was 99 percent. In academic content areas testing for which 10 or more Springfield College students took tests: 48 students took the physical education test (pe), 48 passed, for a pass rate of 100 percent; 30 students took the elementary education test (ee), 30 passed, for a pass rate of 100 percent. A total of 93 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 99 percent (92 passed). The summary pass rate for the 102 students who took (r), (w), and academic content area tests was 98 percent, which reflects 100 students who passed all tests taken.

Statewide average MTEL pass rates for Program Year 2001 -- 2002: (r) 98 percent and (w) 96 percent for an aggregate of 95 percent. In academic content areas testing, the pass rates are, (pe) 100 percent and (ee) 93 percent, for an aggregate pass rate for these tests of 93 percent. The statewide summary pass rate is 91 percent.

TRUSTEES

J. Rockwell Allen ('69)
Financial Consultant, Sagemark Consulting

Denise Alleyne ('73 G'74) ex officio
Dean of Student Life, Pine Manor College

Peter Andruszkiewicz ('80)
Senior Vice President of Sales
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Helen D. Blake (G'67)
Somers, CT

John L. Cutter
President and CEO,
Friendly Ice Cream Corporation

John L. Doleva
President and CEO,
Naismith Memorial Basketball Hall of Fame

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President and CEO,
MassMutual International, Inc.

Richard B. Flynn, ex officio
President, Springfield College

Kenneth L. Gladish
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YMCA of the USA

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MassMutual Financial Group

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Springfield College

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The Four Seasons Orthopaedic Center

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Partner, C & W Realty Company

James E. Walsh ('64)
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Consultants, Inc.

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Melvin Zuckerman
Founder and CEO, Canyon Ranch, Inc.

*(Retired)

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B.S., Springfield College, 1950
M.S., 1956

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B.A., Franklin and Marshall College, 1978
M.S., George Washington University, 1980
M.A., University of North Carolina-Chapel Hill, 1991
Ph.D., 1995

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B.S., Western Illinois University, 1964
M.S., Illinois State University, 1966
P.E.D., Indiana University, 1970

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Marisol Cruz (1991)

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M.S., 1997

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Financial Aid Counselor,
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College Archivist
B.S., Syracuse University, 1967
M.S., 1968
M.Ed., Springfield College, 1978
- Stuart Davis (2000)**
Associate Director of Alumnae Relations
B.S., Springfield College, 1991
- Mary N. DeAngelo (1984)**
Director of Undergraduate Admissions
B.A., Bridgewater State College, 1982
M.Ed., Springfield College, 1984
- Deborah H. Dickens (1993)**
Director of Student Support Services
B.S., Central Connecticut State University
M.S., Southern Connecticut State University
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Programmer/Analyst, ITS
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M.Ed., 1977
- Michael Dobise (1998)**
Treasurer
B.S., C.W. Post College, 1969
- Molly Dolben (2001)**
Graphic Designer
B.A., Springfield College, 2001
- Ann Drennan (1999)**
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Social Work
- Margaret Downing (2002)**
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Special Assistant to the President/
Assistant Secretary of the Board of Trustees
- Kristy Duncan (2001)**
Asst. Director of Residence Life
A.A., Dean College, 1997
B.A., Eastern Connecticut State University, 1998
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Director of Human Resources
A.B., Wheaton College, 1988
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School of Law, 1994
- Karen A. Ecke (1991)**
Director of New Campus Development
B.A., Grove City College, 1969
- Camille Elliott (1988)**
Director of Student Services
B.S., Springfield College, 1990
M.S., 1992
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- Gary Enright (1994)**
Associate Director of Counseling Center
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- Lloyd G. Fassett Jr. (1965)**
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- Robert Felicetti (1985)**
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Ed.D., *Vanderbilt University*, 1992
- Kris Holloway-Bidwell (2003)**
Assistant Director of Advancement Services
B.S., *Allegheny College*, 1989
M.S., *University of Michigan*, 1996
- Allene Begley Curto (1993)**
Financial Aid Counselor,
School of Human Services
- Keith Ingalls (2000)**
Associate Registrar/Systems Coordinator
B.S., *University of Massachusetts-Amherst*, 1975
- L. Judy Jackson (1974)**
Chief of Campus Police
- Vickie Jackson (2000)**
Coordinator of Financial Aid Services,
School of Human Services-Milwaukee
A.A., *Milwaukee Area Technical College*, 1992
B.S., *Upper Iowa University*, 2000
- Allan Johnson (2000)**
Computer Support Technician
A.A., *Springfield Technical Community College*, 1972
B.S., *San Jose State University*, 1976
- Carol Johnson-Molex (1999)**
Admissions/Recruitment Coordinator,
School of Human Services-Milwaukee
- Marsha Jones (2002)**
Information Services Coordinator
B.A., *Howard University*
- Barbara Kautz (1987)**
Director of Career Services
B.S., *University of Connecticut*, 1972
M.A., *American International College*, 1986
- Carol Keeney (1996)**
Registered Nurse
- J. Tamari Kidess Lucey (1986)**
Director of Alumni Relations
B.S., *Springfield College*, 1981
M.Ed., 1982
- Cheryl Kisiel**
Library Network Technician
A.S., *Greenfield Community College*, 1967
B.S., *Springfield College*, 1992
- Robert Kudlay (1989)**
Reference Librarian
B.A., *Westfield State College*, 1970
M.L.I.S., *State University of New York
at Geneseo*, 1972
- Linda Ladd (2000)**
Business Services Coordinator,
School of Human Services-St. Johnsbury
B.S., *Lyndon State College*, 1971
M.Ed., *Johnson State College*, 1987
- Stephen Lafever (1988)**
Director of Facilities and Campus Services
B.A., *Castleton State College*, 1984
- Pamela Lamson (1998)**
Assistant Director of Accounting
B.S., *American International College*, 1995
- Thomas F. Larkin (1985)**
Senior Director of Networking, ITS
Academic and Client Computing
B.S., *Springfield College*, 1975
C.S.C.P., *University of Massachusetts*, 1984
- Julie A. Le Duc (1980)**
Director of Administrative Training
and Operations, ITS
A.S., *Springfield Technical Community
College*, 1973
- Debra J. LeMay (1994)**
Director of Accounting
- Donna Wood Lozier**
Asst Director, Financial Aid
A.A., *Greenfield Community College*, 1971
B.S., *University of Massachusetts-Amherst*, 1986
- Laura Lucarelle (2002)**
Undergraduate Admissions Counselor
B.A., *Marist College*, 1997
M.A., *Rider University*, 2001
- John Mailhot (1988)**
Vice President
for Administration and Finance
B.S., *American International College*, 1983
M.B.A., 1987
- Betty L. Mann (1984)**
Dean of Graduate Studies
Professor of Physical Education
B.S.E., *North Adams State College*, 1967
M.Ed., *Springfield College*, 1974
D.P.E., 1984
- Brenda Marsian (2002)**
Director of Development
B.A., *Western New England College*, 1991
M.A., *University of Hartford*, 1996
- Linda L. Marston (1994)**
Director of Grants Office
B.A., *University of Massachusetts-Amherst*, 1975
M.A., *Tufts University*, 1982
Ph.D., *University of Massachusetts-Amherst*, 1989
- Michael Mayo (2001)**
Manager of Network Operations
B.S., *Westfield State College*, 1990
- Susan McIntyre (1999)**
Assistant Registrar
- Robert M. McMaster (1982)**
Superintendent of Grounds
A.S., *Springfield Technical Community College*,
1982
- Kristen Meissner (2001)**
Director of Student Activities &
Campus Programs
B.A., *Alfred University*, 1996
M.Ed., *Clemson University*, 1998
- Donald Melody (2002)**
Manager, ITS/Video Conferencing
- Paul K. Meyfohrt (1994)**
Assistant Director
of Undergraduate Admissions
B.S., *Springfield College*, 1992
M.S., 1994

- James Miller (2001)**
Reference Librarian/Library
Instruction Coordinator
B.A., University of Michigan, 1999
M.L.I.S., 2001
- Rachael Naismith (1995)**
Senior Reference Librarian
B.A., University of Massachusetts-Amherst, 1975
M.L.S., SUNY at Albany, 1981
M.A., Carnegie-Mellon University, 1993
- Donna Kay Ness (1997)**
Director of Fitness Facilities
B.S., Springfield College, 1985
- Allen L. Noble (1998)**
Manager of Employment
and Equal Opportunity Officer
*B.S., California Polytechnic State University-San
Luis Obispo, 1971*
M.S., Springfield College, 2002
- Suzanne Nowlan (1992)**
Assistant Director of Cooperative Education
B.A., Western New England College, 1984
- Kelly O'Brien**
NFF Project Coordinator
B.A., Mt. Holyoke College, 1999
M.Ed., Springfield College, 2001
- Thomas O'Brien (2002)**
Computer Support Technician
B.A. SUNY at Buffalo, 1996
- John A. Odato (1984)**
Manager of Off-Campus Housing
- Jennifer Olson (2002)**
Coordinator of Financial Aid Services,
School of Human Services
B.S., Slippery Rock University, 1995
- William Oswald (1988)**
Assistant Dean/Campus Director
School of Human Services, San Diego Campus
B.A., Marist College, 1975
M.A., 1980
Ph.D., University of Rhode Island, 1988
- Elaine Parker-Gills (2001)**
Assistant Dean/Campus Director
School of Human Services, Los Angeles Campus
B.A., Antioch University, 1988
M.S., Pepperdine University, 1990
Ed.D., 1999
- Regina Patterson (2000)**
Admissions/Recruitment Coordinator
School of Human Services-Wilmington
B.S., Cheyney University, 1980
M.H.S.A., Springfield College, 1999
- Mary N. Pilch (1988)**
Director of Cooperative Education
B.S.N., St. Joseph College, 1958
M.A., American International College, 1981
- Brian Quinlan (2002)**
Assistant Director of Academic Services
B.S., Quinnipiac University, 2000
M.Ed., Springfield College, 2002
- Robert Raum (1997)**
Director of Advancement Research
B.F.A., Central Connecticut State University, 1983
- Ann M. Reilly (2000)**
Manager of Benefits and Payroll
B.A., Elms College, 1980
- Teresa Rhodes (2003)**
Assistant Dean/Campus Director
School of Human Services Charleston Campus
B.S., College of Charleston, 1991
M.S.W., University of South Carolina, 1994
*D.P.H., Medical University of South Carolina,
2001*
- Irene Rios (1998)**
Registrar
B.S., Rochester Institute of Technology, 1984;
M.S., 1989
- Cynthia Roberge**
Academic Support Specialist,
School of Human Services
B.S., Springfield College, 1992
M.Ed., American International College, 1997
- Laraine Robison (2002)**
Assistant Director of Annual Fund
B.A., State University of New York, Oswego, 1996
M.Ed., Springfield College, 1999
- Kimberly Ruff (2001)**
Coordinator of Financial Aid Services,
School of Human Services
B.A., Nova Southeastern University, 2000
- Elizabeth Russell (1988)**
Assistant Director of Academic Services,
School of Human Services
B.S., New Hampshire College, 1983
M.S., Antioch University, 1989
- Timothy St. James (2001)**
Admissions Counselor
B.S., Western New England College, 1999
- Kathleen Saltis (1998)**
Equipment Room and Facilities Manager
B.A., University of California, Berkeley, 1991
M.S., American International College, 1999
- Donald J. Shaw, Jr. (1974)**
Director of Graduate Admissions
B.S., Springfield College, 1969
M.Ed., 1970
- Andrew Shelffo (2002)**
Website Manager
B.A., Seton Hall University 1989
M.A., 1991
Ph.D., Drew University, 1998
- Elsie Smalls (2003)**
Assistant Director for Administration,
School of Human Services
B.S., South Carolina State University, 1980
M.B.A., Citadel, 1990
- Jacqueline Smith (1988)**
Student Services Coordinator,
School of Human Services-St. Johnsburry
B.S., New Hampshire College
- Katherine A. Smith (1986)**
Director of Conferences and Special Events
B.S., Western New England College, 1982
- Judith Smith (2000)**
Registered Nurse
Springfield Hospital School of Nursing, 1963
B.S., Springfield College, 1993
- Melanie Smith (2000)**
Editorial Assistant
A.A., Mount Ida College, 1994
- Sheri Sochrin (1994)**
Reference and Distance Learning Librarian
B.A., Brandeis University, 1988
M.L.S., Simmons College, 1993
- Michael Stevens (2002)**
Senior Technical Services Librarian
B.A., Rice University
M.L.S., University of Texas at Austin, 1999
- Rosemary Stocks (1983)**
Project Manager
B.S., Fitchburg State, 1968
M.Ed., Springfield College, 1989

Patricia Swoboda True (1990)

Assistant Director of Academic Records
B.S., *Springfield College*, 1991
M.Ed., 1994

Anne Tarantino (1998)

Associate Registrar
B.S., *University of Massachusetts*, 1997
M.S., *Springfield College*, 2002

Andrea Taupier (1993)

Director of Babson Library
B.A., *St. Olaf College*, 1980
M.S.L.S., *Columbia University*, 1981

Amy Toomey (1997)

Director of Child Development Center
B.S., *Oilan College*, 1996

Ram Upadhyay

Assistant Director of Academic Services,
School of Human Services
B.L., *Tribhuvan University, Nepal*, 1969
M.A., 1968
M.Ed., *University of Connecticut*, 1980
Ph.D., 1987
M.A., 1990

Theresa A. Vecchio (1993)

Associate Dean of Campus Life
B.S., *Southern Illinois University*, 1982
M.S.S.W., *University of Connecticut*, 1991

Francine J. Vecchiolla (1990)

Dean, School of Social Work
Professor of Social Work
B.S., *Springfield College*, 1972
M.S.W., *University of Connecticut*, 1974
Ph.D., *Brandeis University*, 1987

Richard Veres (1995)

Undergraduate Admissions Counselor
B.S., *Springfield College*, 1995
M.Ed., 1997

Luis F. Vitorino (1985)

Manager of Facilities Operations
A.S., *Springfield Technical Community
College*, 1985
B.S., *Springfield College*, 1994
M.S., 2001

Timothy Volkmann (1999)

Assistant Director of Sports Communications
B.A., *University of New York College
at Cortland*, 1997

Jane Johnson Vottero (2000)

Publications Director
B.A., *University of Massachusetts*, 1983

Kenneth Wall (1983)

Director of the International Center
B.A., *St. Olaf College*, 1968
M.S., *Springfield College*, 1973
D.P.E., 1975

Sandra Waller (1989)

Associate Director of Academic Services
B.S., *Russell Sage*, 1964
M.Ed., *Boston College*, 1967

Sarah Wheeler (1982)

Associate Director of Financial Aid
A.A., *Lasell Junior College*, 1972
B.A., *Springfield College*, 1993

Wende Wheeler (1998)

Director of Advancement Services
B.A., *Smith College*, 1982

Ann Whittall (1985)

Associate Director of Counseling Center
B.A., *Earlham College*, 1977
M.S.W., *Smith College*, 1983

John White (2001)

Director of Sports Communications
B.A., *University of Massachusetts*, 1993
M.A., *Framingham State College*, 1996

Richard A. Whiting (1970)

Director of Counseling Center
B.A., *Springfield College*, 1966
M.S., 1967
C.A.G.S., 1968
Ed.D., *University of Massachusetts*, 1980

John W. Wilcox (1970)

Executive Director of Enrollment Management
B.A., *Springfield College*, 1967
M.Ed., 1969

Robert J. Willey, Jr. (2002)

Dean, School of Human Services
B.S., *Philadelphia Biblical University*
M.A., *Trinity International University*
Ph.D.

Michael E. Williamson (1993)

Assistant Director for Telecommunications

Cecilia Douthy Willis (1997)

Assistant Dean/Campus Director
School of Human Services, Wilmington Campus
B.S., *Kansas State University*, 1971
M.S., *Kansas State University*, 1972
Ph.D., *Iowa State University*, 1997

John Wilson (1976)

Director of Multicultural Student Affairs
A.A., *Holyoke Community College*, 1969
B.A., *University of Massachusetts*, 1971
M.A., 1974

Laurie Wrona (1999)

Assistant Director of Cooperative Education
B.S., *Eastern Connecticut State University*, 1994
M.S., *Central Connecticut State University*, 1999

Jean A. Wyld (2001)

Vice President for Academic Affairs
B.A., *University of Connecticut, Storrs*, 1973
M.S., 1975
Ph.D., 1980

Roberta Youmans (1993)

Business Services Coordinator,
School of Human Services
B.S., *Springfield College*, 1998

Mark Zaborowski (1990)

Director of Administration Systems
and Programming
A.S., *Springfield Technical Community
College*, 1981

Ronald Ziemba (2000)

Director of Marketing and Communications
B.A., *Amherst College*, 1964

James Canning (2001)

Assistant Professor of Social Work
B.A., *St. Lawrence University*, 1962
M.S.W., *Smith College School for Social Work*, 1982
Ph.D., 1997.

David R. Carlson (1967)

Professor of English
B.S., *Upsala College*, 1957
M.A., *University of Massachusetts*, 1966
Ph.D., 1973

Thomas Carty (2000)

Assistant Professor of History and Political Science
B.A., *College of the Holy Cross*, 1991
M.A., *University of Connecticut*, 1993
Ph.D., 1999

Michael Cerasuolo (2001)

Assistant Professor of Physical Education
Assistant Football Coach
B.S., *Springfield College*, 1993
M.S., *Ithaca College*, 1995

Delight E. Champagne (1984)

Professor of Psychology
Distinguished Springfield Professor of Humanics
B.A., *Boston University*, 1969
M.A., *University of Connecticut*, 1981
Ph.D., 1983

Nadira Charaniya (2001)

Assistant Professor of Human Services
B.A., *City University of New York*, 1990
Masters of Adult Education, National-Louis University, 1995
Ed.D., 2001

Julia Chevan (1993)

Associate Professor of Physical Therapy
B.S., *Boston University*, 1985
M.P.H., *University of Massachusetts*, 1988
Board Certified Physical Therapy Specialist in Orthopedics, 1994
M.S., *Quinnipiac College*, 1995

Daniel S. Chrzan (1981)

Associate Professor of Business Management
B.B.A., *University of Massachusetts*, 1970
M.B.A., *Western New England College*, 1975
C.A.G.S., 1982

Deborah Collins Cook (1998)

Assistant Professor of Rehabilitation and Disability Studies
B.S., *University of Massachusetts-Amherst*, 1976
M.S., 1980

Tuesday Cooper (2001)

Assistant Professor of Human Services
B.A., *Rutgers University*, 1992
J.D., *Western New England College School of Law*, 1994
Ed.D. *University of Massachusetts*, 2001

Janet Cope (2002)

Instructor of Human Anatomy
B.S., *University of New Hampshire*, 1980
M.S., C.A.G.S., *Springfield College*, 1994

Mary Ann Coughlin (1993)

Associate Professor of Research and Statistics
B.S., *Plymouth State College*, 1977
M.S., *Springfield College*, 1984
C.A.G.S., 1984
D.P.E., 1987

Stephen C. Coulon (1998)

Associate Professor of Physical Education
Chair, Physical Education Teaching and Administration Department
B.S., *Slippery Rock State College*, 1980
M.A., *The Ohio State University*, 1985
Ph.D., 1987

Sandra Coyne (1999)

Assistant Professor of Business Management
B.S., *Western New England College*, 1991
M.B.A., 1995

Allison A. Cumming-McCann (2000)

Assistant Professor of Rehabilitation and Disability Studies
B.S., *Colorado State University*, 1990
M.A., *University of Northern Colorado*, 1992
Ph.D., 1999

Eileen Cyr (1988)

Chair, Education Dept.
Associate Professor of Education
B.S., *Bridgewater State College*, 1982
M.B.A., *American International College*, 1988
Ed.D., *University of Massachusetts*, 1999

Elana Davidson (2001)

Assistant Professor of Allied Health Sciences
B.S., *Rutgers University*
Master of Physician Assistant Studies, University of Nebraska Medical Center

Richard D. Davila (1988)

Director, School of Human Services
Tampa Campus
Professor of Human Services
B.A., *Beacon College*, 1975
M.S.W., *University of Connecticut*, 1978

Ph.D., 1992

Laurel R. Davis (1992)

Associate Professor of Sociology
B.S., *Springfield College*, 1984
M.A., *University of Iowa*, 1987
Ph.D., 1992

Joel Dearing (1989)

Associate Professor of Physical Education
Distinguished Springfield Professor of Humanics
Women's Volleyball Coach
B.S. *Springfield College*, 1979
M.S., *Bridgewater State College*, 1982

J. Patrick Decoteau (1990)

Professor of Rehabilitation and Disability Studies
B.A., *University of New Hampshire*, 1973
M.Ed., *Plymouth State College*, 1978
Ph.D., *University of Illinois*, 1988

Linda Delano (1992)

Director of Teacher Preparation and Certification
Associate Professor of Physical Education
B.S., *Northern Illinois University*, 1975
M.S., 1980
Ph.D., *University of Iowa*, 1988

Michael C. Delong (1981)

Associate Professor of Physical Education
Head Football Coach
B.S., *Springfield College*, 1974
M.S., *University of North Carolina*, 1978

Dale DeMeuse (1999)

Director, School of Human Services, Milwaukee Campus
Assistant Professor of Human Services
B.A., *University of Wisconsin*, 1973
M.S., *Indiana University*, 1974

Joann S. Dewrance (1992)

Assistant Professor of Human Services
B.S., *Long Island University*, 1974
M.S., 1978
Ed.D., *American International College*, 1996

Tom Digby (1997)

Professor of Philosophy
A.B., *William Jewell College*, 1967
M.A., *Northwestern University*, 1968
Ph.D., *University of Colorado*, 1982

Nina Dini (1989)

Associate Professor of Computer Science
B.S., *Nice Institute of Technology, Nice*,

France, 1974

M.S., *Illinois Institute of Technology*, 1981

Martin Dobrow (1999)

Assistant Professor of English

B.A., *Wesleyan University*, 1983

M.A., *University of Massachusetts*, 1989

R. Barclay Dugger (2002)

Assistant Professor of Athletic Training

B.S., *Keene State College*, 1989

M.S., *Springfield College*, 1996

John J. Doyle, Jr. (1976)

Professor of Economics

B.A., *Boston College*, 1966

M.A., *Northeastern University*, 1968

Ph.D., *Clark University*, 1976

Elizabeth E. Evans (1971)

Professor of Physical Education

Distinguished Springfield Professor

of Humanics

B.S., *Springfield College*, 1962

M.Ed., 1970

Certificate of Physical Therapy, University of Pennsylvania, 1971

Ph.D., *University of Connecticut*, 1983

Robert A. Fiore (1980)

Associate Professor of Business Management

B.A., *University of Massachusetts*, 1976

M.B.A., 1980

William T. Fisher, Jr. (1996)

Associate Professor of Social Work

Director of Field Education, School of Social Work

B.S., *University of Connecticut*, 1979

M.Ed., *University of Massachusetts*, 1983

M.A., *Columbia University*, 1986

M.L.S., *Southern Connecticut State University*, 1991

M.S.W., *University of Connecticut*, 1997

Ed.D., *Columbia University*, 1989

Lisa Aronson Fontes (2000)

Assistant Professor of Psychology

B.A., *Cornell University*, 1982

M.S., *Columbia University*, 1984

M.A., *New York University*, 1988

Ph.D., *University of Massachusetts*, 1992

Daniel Fraizer (1995)

Associate Professor of English

B.S., *University of Kansas*, 1978

M.A., *University of Massachusetts-Boston*, 1986

Ph.D., *Michigan State University*, 1993

Tracey D. Fogarty (2002)

Assistant Professor of Research and Statistics

B.S., *University of Connecticut*, 1989

M.S., *Springfield College*, 1995

D.P.E., 1997

Thaddeus J. France (1994)

Assistant Professor of Physical Education

B.S., *Springfield College*, 1991

M.S., 1993

Joseph R. Ganesin (1996)

Associate Professor of Social Work

B.A., *Colorado State University*, 1984

M.S.W., *University of California*, 1978

Ph.D., *University of Denver*, 1995

John H. Gibson (2000)

Assistant Professor of Physical Education

Women's Soccer Coach

B.Ed., *St. Luke's College*, 1977

M.S., *Marshall University*, 1985

Ph.D., *The Ohio State University*, 1989

Dennis Gildea (1994)

Associate Professor of English

B.A., *Villanova University*, 1966

M.A., *Penn State University*

Ph.D., 1998

Patrice Gilliam-Johnson (1998)

Assistant Professor of Human Services

B.A., *Morgan State University*, 1977

M.A., *University of Maryland*

Ph.D., 1988

Fernando Gonzalez De Leon (1992)

Associate Professor of History

B.A., *Rutgers College*, 1981

M.A., *University of Virginia*, 1984

M.A., *The Johns Hopkins University*, 1985

Ph.D., 1991

Dennis Gouws (1999)

Assistant Professor of English

B.A., *University of Whitewatersand*, 1987

M.A., *Northeastern University*, 1990

Ph.D., *University of Connecticut*, 2000

Bernard J. Graney (1990)

Professor of Rehabilitation

and Disability Studies

Distinguished Springfield Professor

of Humanics

B.A., *State University of New York*

at Brockport, 1969

M.S., *Syracuse University*, 1974

Ph.D., 1979

Naomi Graves (1991)

Assistant Professor of Physical Education,

Women's Basketball Coach

B.A., *University of Rhode Island*, 1982

M.Ed., *Springfield College*, 1985

Jeannette Hafey (1996)

Instructor in Biology

B.A., *St. Joseph College*, 1968

M.S., *University of Delaware*, 1971

Peter M. Haley (1985)

Associate Professor of Physical Education

Men's Soccer Coach

B.S., *Springfield College*, 1977

M.Ed., 1978

Malwan Hammond (2000)

Assistant Professor of Human Services

Director, SHS Boston Campus

B.S., *University of Pennsylvania*, 1974

M.A., *University of Northern Iowa*, 1977

Ed.D., *Harvard University School of Education*, 1989

John J. Hangasky, Jr. (1993)

Associate Professor of Allied Health Sciences

B.A., *University of Bridgeport*, 1974

M.S., 1979

Daniel Hanks (2000)

Instructor in Human Services

B.S., *Hampton University*, 1970

M.S., *University of Southern Illinois*, 1975

M.A., *University of Delaware*, 1989

Ph.D., 1995

Roberta Harro (1990)

Associate Professor of Human Services

B.A., *Lebanon Valley College*, 1970

M.S., *Marywood College*, 1977

Ed.D., *University of Massachusetts*, 1986

Kelly Hart (2001)

Assistant Professor of Sports Management and Recreation

Assistant Athletic Director

B.S., *Villanova University*, 1987

M.S., *The College of New Jersey*, 1990

Ph.D., *Florida State University*, 2001

Judy Hartling (1996)

Director, Academic Advising Services

Assistant Professor for Student Development

B.A., *Central Connecticut State College*, 1980

M.A., *Saint Joseph College*, 1986

Christopher Haynes (1993)

Assistant Professor of Music
B.A., *Berklee College of Music*, 1979
M.A., *Ithaca College*, 1988

Samuel Headley (1992)

Associate Professor of Physical Education
B.A., *Birmingham University, London*, 1982
M.S., *Kings College, London*, 1985
Ph.D., *Temple University*, 1991

Tara Hengeveld (1994)

Assistant Professor of Occupational Therapy
B.S., *Tufts University*, 1973
M.B.A., *University of Lowell*, 1989

Mary Jo Hetzel (1989)

Associate Professor of Human Services
B.A., *New School for Social Research*, 1969
M.Ed., *University of Pennsylvania*, 1971
M.A., *University of Washington*, 1975
Ph.D., *University of Massachusetts*, 1985

Robert L. Hewes (1997)

Assistant Professor of Rehabilitation
and Disability Studies
B.S., *Ohio State University*, 1991
M.S., *Springfield College*, 1995
C.A.S., 1995
Rh.D., *Southern Illinois University*, 1998

Ellen Hewett (1988)

Director, School of Human Services
St. Johnsbury & Manchester Campuses
Associate Professor of Human Services
B.A., *McGill University*, 1979
M.S.H.S., *New Hampshire College*, 1981

Steven G. Hinds (1992)

Assistant Professor of Human Services
B.A., *Dartmouth College*, 1968
M.Ed., *St. Michael's College*, 1981

Helene Hinis (1999)

Assistant Professor of Human Services
B.A., *University of Massachusetts*, 1983
M.A., 1984

Jennifer Hixon (2000)

Assistant Professor of Allied Health Sciences
Chair, Physician Assistant Department
B.S., *Springfield College*, 1979
*Physician Assistant Certificate, Hahnemann
University*, 1985
M.S., *Springfield College*, 2001

Lethuy Hoang (1992)

Assistant Professor of Modern Languages
B.A., *Agnes Scott College*, 1984
M. Phil., *Yale University*, 1989
Ph.D., 1997

John M. Holik (1993)

Associate Professor of Physical Education
Assistant Football Coach
B.A., *Trinity College*, 1975
M.P.Ed., *Springfield College*, 1982

Robert J. Hopkins (1987)

Assistant Professor of Emergency Medical
Services Management
B.A., *University of Massachusetts*, 1976
M.S., *Springfield College*, 1994

Shu-An Hu (1996)

Associate Professor of Mathematics
B.S., *University of Science and Technology
of China*, 1970
M.S., *Nanjing University*, 1981
Ph.D., *University of Connecticut*, 1991

Mary Hurdle (1999)

Assistant Professor of Human Services
B.S., *Mills College*
M.A., *New York University*

Jason Irizarry (1999)

Director of Project SPIRIT
Assistant Professor of Education
B.A., *Siena College*, 1996
M.A., *State University of New York-
Albany*, 1998

Susan Joel (1995)

Associate Professor of Sociology
B.A., *State University of New York-
Fredonia*, 1978
M.A., *Michigan State University*, 1984
Ph.D., 1992

Margaret T. Jones (1995)

Associate Professor of Applied Exercise Science
B.A., *University of Tennessee*, 1980
M.Ed., *University of Houston*, 1985
Ph.D., *University of Georgia*, 1989

Gina Joseph-Collins (1993)

Associate Professor of Human Services,
Associate Dean for Curriculum Instruction
B.A., *Smith College*, 1975
M.B.A., *University of North Carolina*, 1977
M.A., *American International College*, 1993
Ed.D., *University of Massachusetts*, 2000

Jonathan Kahane (1972)

Professor of Psychology
B.A., *Clark University*, 1966
M.A., *George Washington University*, 1968
Ph.D., *Yeshiva University*, 1972

Regina Kaufman (1998)

Assistant Professor of Physical Therapy
B.S., *Russell Sage College*, 1984
M.S., *MGH Institute of Health Professions*, 1995
Board Certified Physical Therapy Specialist in
Neurology, 1999

Susan A. Keys (1994)

Associate Professor of Biology
B.A., *Wellesley College*, 1969
M.S., *University of Massachusetts*, 1983
Ph.D., 1998

Hai Kinal (1998)

Assistant Professor of Biology
B.S., *State University of New York*, 1987
M.A., 1990
Ph.D., 1993

Kenneth H. Klatka (1970)

Associate Professor of Physical Education
B.S., *Springfield College*, 1969
M.Ed., 1970

Alice Knox Eaton (2000)

Assistant Professor of English
B.A., *Oberlin College*, 1984
M.F.A., *Yale School of Drama*, 1989
M.A., *University of Massachusetts*, 1996
Ph.D., 1998

Bryon H. Koh (1968)

Associate Professor of English
A.B., *Middlebury College*, 1959
M.A., *Boston University*, 1965
Ph.D., *University of Massachusetts*, 1972

Paul A. Levy (1990)

Associate Professor of Human Services
B.A., *Amherst College*, 1965
M.S., *Case Western University*, 1967
J.D., *Georgetown University*, 1971
D.S.W., *Columbia University*, 1990

John Liu (1999)

Assistant Professor of Physical Education
B.S., *Wuhan Institute of Physical Education*, 1982
M.A., *Ball State University*, 1990
Ph.D., *University of Tennessee-Knoxville*, 1993

Margaret G. Lloyd (1987)
Chair, Humanities Department
Professor of English
Distinguished Springfield Professor
of Humanics
B.A., University of Rochester, 1967
Ph.D., University of Leeds, 1975

Zenobia Lojewski (1989)
Associate Professor of Physics and Mathematics
M.S., Marie Curie Sklodowska University, 1974
Ph.D., 1983

Diane Crawley Lorenzo (1994)
Associate Professor of Physical Education
B.A., Elon College, 1972
M.A., Appalachian State University, 1990
Ed.D., University of Massachusetts, 1996

Patricia Lucas (1991)
Instructor in Biology
B.A., University of Massachusetts, 1963
M.A., 1968

Robert N. Lussier (1978)
Professor of Business Management
B.S., Salem State College, 1972
M.Ed., Suffolk University, 1974
M.B.A., 1975
C.A.G.S., Boston College, 1978
Sc.D., University of New Haven, 1993

Susan MacKenzie (2001)
Instructor of Sports Management
and Recreation
B.A., University of King's College, 1997
M.Ed., Springfield College, 2000

Laura Maggio (1987)
Professor of Psychology
B.S., St. Bonaventure University, 1974
M.A., Miami University, 1977
Ph.D., 1984

Ronald J. Maggio (1987)
Chair, Visual and Performing Arts Department
Associate Professor of Art
*B.A., State University of New York-
Fredonia, 1974*
M.F.A., Miami University, 1976

Amelia Mallona (1998)
Assistant Professor of Human Services
B.A., Universidad Centroamericana, 1984
M.A., University of Missouri, 1987
Ph.D., Boston College, 1998

Barbara D. Mandell (1986)
Professor of Psychology
B.S., North Adams State College, 1966
M.Ed., American International College, 1972
Ed.D., University of Massachusetts, 1987

Kathleen Mangano (1991)
Associate Professor of Physical Education
Softball Coach
B.S., Springfield College, 1986
M.Ed., 1988

Ignatius A. Maniscalco (1971)
Professor of Chemistry and Computer Science
B.S., Manhattan College, 1965
Ph.D., Fordham University, 1971

Tina M. Manos (1993)
Associate Professor of Applied Exercise Science
B.S., University of California, 1980
M.A., Columbia University, 1986
Ed.D., 1993

Marjorie Marcotte (1998)
Assistant Professor of Psychology
B.A., Mount Holyoke College, 1973
M.A., Mount Holyoke College, 1980
Ed.D., American International College, 1993

Verne McArthur (1988)
Professor of Human Services
B.A., Oberlin College, 1964
Ph.D., Yale University, 1974

Susan McCarthy-Miller (1992)
Associate Professor of Education
B.A., University of Massachusetts, 1973
M.Ed., 1977
Ed.D., 1981

Charles Milch (2001)
Assistant Professor of Allied Health Sciences
B.S., Northeastern University, 1978
M.B.A., University of Massachusetts, 1982
*Masters of Health Professions, Northeastern
University, 1995*

David J. Miller (1993)
Chair, Physical Therapy Department
Professor of Physical Therapy
B.A., Stockton State College, 1974
*Certificate in Physical Therapy,
Emory University, 1977*
M.S., University of North Carolina, 1983
Ph.D., University of Massachusetts, 1993

Carol E. Mitchell (1975)
Professor of English
B.A., University of Massachusetts, 1968
M.A., 1971
Ph.D., 1978

Missy-Marie Montgomery (1999)
Assistant Professor of English
B.F.A., Bowling Green State University, 1981
*M.F.A., University of Massachusetts-
Amherst, 1990*

Judith Ann Moore (1989)
Chair, Emergency Medical Services
Management Department
Assistant Professor of Emergency
Medical Services
B.A., American International College, 1970
M.S., Springfield College, 1994

Anna L. Moriarty (1996)
Associate Professor of Psychology
Chair, Psychology Department
B.S., Springfield College, 1972
M.Ed., 1973
C.A.G.S., 1974
Ph.D., United States International University, 1979

Walter Mullin (2001)
Assistant Professor of Social Work
B.A., University of Massachusetts, 1970
MSW, University of Connecticut, 1978
*Ph.D., Boston College Graduate School of Social
Work, 1999*

Mildred C. Murray (1967)
Professor of Physical Education
B.S., Springfield College, 1961
M.S., 1967
Ph.D., University of Connecticut, 1976

Cynthia N. Noble (1990)
Associate Professor of Dance
B.A., San Francisco State University, 1977
M.A., Ohio State University, 1979
Ed.D., Temple University, 1996

Nancy J. Ogle (1980)
Professor of Sociology and Anthropology
B.S., Phillips University, 1959
M.A., Kansas State University, 1967
Ph.D., Oklahoma State University, 1972

Margarita R. O'Neill-Arana (1994)
Associate Professor of Human Services
B.A., University of Puerto Rico, 1978
M.Ed., Boston State College, 1979
Ed.D., University of Massachusetts, 1990

William Oswald (1988)

Director, School of Human Services
San Diego Campus
Associate Professor of Human Services
B.A., *Marist College*, 1975
M.A., 1980
Ph.D., *University of Rhode Island*, 1988

Derek W. Paar (1986)

Professor of Psychology
B.S., *Springfield College*, 1972
M.Ed., *Idaho State University*, 1973
Ph.D., *United States International University*, 1980

Elaine Parker-Gills (2001)

Assistant Professor of Human Services
Director, School of Human Services Los Angeles Campus
B.A., *Antioch University*, 1988
M.S., *Pepperdine University*, 1990
Ed.D., 1999

Matthew J. Pantera (1994)

Chair, Sports Management and Recreation Department
Associate Professor of Sports Management and Recreation
B.S., *Boston University*, 1972
M.Ed., 1976
Ed.D., 1984

Vincent Paolone (1989)

Professor of Physical Education
B.S., *West Chester State College*, 1968
M.Ed., *Temple University*, 1982
Ed.D., 1988

Joel J. Parrish (1987)

Chair, Department of Management and Economics
Associate Professor of Business Management
B.S.B.A., *New York University*, 1970
M.B.A., *Western New England College*, 1980

Deborah Pelletier (1994)

Assistant Professor of Physical Therapy
B.S., *University of Connecticut*, 1981
M.S., *Rensselaer Polytechnic Institute*, 1994

James W. Pennington (1984)

Assistant Professor of Physical Education
Women's Track-and-Field and Cross-Country Coach
B.S., *Townson State College*, 1974
M.Ed., *University of Georgia*, 1979

Andrew B. Perry (1999)

Assistant Professor of Mathematics and Computer and Science
B.A., *Williams College*, 1992
Ph.D., *Oklahoma State University*, 1999

Albert J. Petitpas (1978)

Professor of Psychology
Director of the National Football Foundation Center for Youth Development Through Sport
B.A., *Bridgewater State College*, 1968
M.Ed., *Northeastern University*, 1971
Ed.D., *Boston University*, 1981

Craig F. Poisson (1996)

Assistant Athletics Director
Assistant Professor of Physical Education
B.S., *Southern Connecticut State University*, 1988
M.Ed., *Springfield College*, 1990
D.P.E., 1999

Peter J. Polito (1970)

Chair, Math/Physics/Computer Science Department
Professor of Computer Science and Physics
Distinguished Springfield Professor of Humanics
B.A., *Northeastern University*, 1965
M.S., 1967
Ph.D., 1971

Stephen E. Posner (1982)

Associate Professor of Sports Management and Recreation
Men's Gymnastic Coach
B.S., *University of California at Berkeley*, 1976
M.A., *Syracuse University*, 1980
Ph.D., *University of Connecticut*, 1999

Katherine M. Post (1992)

Chair, Occupational Therapy Department
Assistant Professor of Occupational Therapy
B.A., *Uppsala College*, 1974
M.S., *College of Physicians and Surgeons at Columbia University*, 1976
F.A.O.T.A., 1994

Robert E. Price (1979)

Professor of Religion and Philosophy
A.B., *Columbia College*, 1965
B.D., *Union Theological Seminary*, 1969
Ph.D., *Duke University*, 1977

James L. Ragonnet (1971)

Professor of English
B.A., *St. John's University*, 1966
M.A., *Niagara University*, 1967
Ph.D., *Rensselaer Polytechnic Institute*, 1981

Ellen Rainville (1990)

Assistant Professor of Occupational Therapy
B.S., *Tufts University*, 1976
M.S., *Lesley College*, 1987
F.A.O.T.A., 1990

Malvina T. Rau (1974)

Professor of Human Services
B.S., *East Stroudsburg State College*, 1964
Ph.D., *Temple University*, 1973

Cheryl A. Raymond (1980)

Assistant Professor of Physical Education
Women's Gymnastic Coach
B.A., *Bethany College*, 1974
M.Ed., *Springfield College*, 1982

Charles B. Redington (1969)

Professor of Biology
B.S., *Baldwin-Wallace College*, 1964
M.S., *Rutgers University*, 1966
Ph.D., 1969

Charles J. Redmond (1969)

Chair, Exercise Science and Sport Studies Department
Associate Professor of Physical Education
B.S., *Springfield College*, 1968
M.Ed., 1971
M.S.P.T., *Boston University*, 1981

Gordon M. Robinson (1997)

Assistant Professor of Sociology
B.A., *Oakland University*, 1977
M.A., *University of Detroit*, 1978
Ph.D., *Michigan State University*, 1996

Wayne Rodrigues (1987)

Assistant Professor of Physical Education
B.S., *Bridgewater State College*, 1983
M.Ed., *Springfield College*, 1985

John Roland (2000)

Assistant Professor of Human Services
B.A., *American International College*
M.Ed., *Springfield College*, 1993

Anne M. Rothschadl (1993)

Associate Professor of Sports Management and Recreation

B.S., *The Ohio State University*, 1970

M.A., *University of Oregon*, 1983

Ph.D., *Indiana University*, 1993

Ann Roy (1993)

Associate Professor of Social Work

B.A., *Ohio Wesleyan University*, 1973

M.S.W., *School of Social Welfare, Louisiana State University*, 1980

Ph.D., *Mandell School of Applied Social Sciences, Case Western Reserve University*, 1985

Thomas J. Ruscio (1968)

Chair, Rehabilitation and Disability

Studies Department

Professor of Rehabilitation and

Disability Studies

B.A., *American International College*, 1964

M.Ed., *Springfield College*, 1965

C.A.S., 1966

Daniel M. Russell (1984)

Professor of Social Sciences

B.S., *University of New Orleans*, 1971

M.A., 1977

Ph.D., *University of Massachusetts*, 1986

Catherine A. Schane-Lydon (1996)

Instructor in Music

B.A., *Simons Rock College*

M.Ed., *Springfield College*, 1999

H. Joseph Scheuchenzuber (1974)

Professor of Physical Education

B.S., *West Chester State College*, 1968

M.S., *Pennsylvania State University*, 1970

Ph.D., *Indiana University*, 1974

Dietrich H. Schlobohm (1969)

Professor of History

B.S., *State University Maritime*

College of New York, 1961

M.A., *Michigan State University*, 1965

Ph.D., 1970

Thomas Schunk (2001)

Instructor in Human Services

B.S., *University of Wisconsin-Oshkosh*, 1972

M.A.T., *University of Wisconsin-White Water*, 1975

Ph.D., *Marquette University*, 1986

Christopher Scott (1998)

Assistant Professor of Emergency Medical Services Management

B.S., *Springfield College*, 1996

M.Ed., 1998

Thomas J. Shea (1970)

Professor of Economics

A.B., *Boston College*, 1963

M.A., *Northeastern University*, 1968

Deborah A. Sheehy (1997)

Assistant Professor of Physical Education

B.S., *Union University*, 1984

M.Ed., *University of Memphis*, 1986

Ed.D., *University of Massachusetts*, 1993

Martin Shell (1993)

Associate Professor of Theater Arts

B.S., *Northwestern University*, 1977

M.F.A., *Carnegie Mellon University*, 1993

Rachel Siebert (2000)

Assistant Professor of Education

B.A., *Smith College*, 1982

M.Ed., 1983

Ed.D., *Harvard University*, 1991

Rebecca Siehr (2002)

Assistant Professor of Human Services

B.S., *Mount Senario College*, 1987

M.A., *Marquette University*, 1991

Joanne Silver-Jones (1988)

Professor of Human Services

B.A., *University of California-*

Santa Barbara, 1968

B.S.W., *California State University*

M.S.W., *University of Calgary*, 1973

Ed.D., *University of Massachusetts*, 1985

Mark A. Simeone (1996)

Assistant Professor of Physical Education

Baseball Coach

B.S., *Springfield College*, 1987

M.S., 1996

Joan Simmons (1989)

Assistant Professor of Occupational Therapy

B.A., *Keene State College*, 1977

M.S., *Virginia Commonwealth University*, 1984

Ph.D., *University of Connecticut*, 2002

Julianne Smist (1982)

Associate Professor of Chemistry

B.A., *College of Our Lady of the Elms*, 1972

M.S., *Boston College*, 1974

Ph.D., *University of Connecticut*, 1997

Linda Anderson Smith (2001)

Associate Professor of Social Work

B.A., *City College of New York*, 1971

M.S., *Boston University School of Social Work*, 1973

DSW, *Hunter College of Social Work/CUNY*

Graduate Center, 1989

John Smith (1989)

Associate Professor of Health Studies

B.S., *Bowling Green State University*, 1973

M.S., *Old Dominion University*, 1978

Ph.D., *University of Miami*, 1983

Donald R. Snyder (1982)

Professor of Sports Management and Recreation

B.S., *Southern Connecticut State University*, 1973

M.S., 1978

Ed.D., *New York University*, 1989

Judith Stang (1999)

Assistant Professor of Human Services

B.A., *Slippery Rock State College*

D.P.A., *Nova Southeastern University*, 1992

Joseph F. Stano (1978)

Professor of Rehabilitation and Disability Studies

B.A., *Assumption College*, 1972;

M.A./C.A.G.S., 1974

Ph.D., *University of Connecticut*, 1982

Charles Sullivan (1998)

Assistant Professor of Physical Education

Men's Volleyball Coach

B.S., *Springfield College*, 1991

M.Ed., 1997

Michael Surette (1999)

Assistant Professor of Psychology

B.A., *Roger Williams University*, 1986

M.A., *Radford University*, 1988

Ph.D., *University of Rhode Island*, 1991

Joyce L. Szewczynski (1988)

Associate Professor of Modern Languages

B.A., *Westfield State College*, 1970

M.A., *University of Massachusetts*, 1985

Ed.D., 1998

John Taffe (1991)

Assistant Professor of Physical Education
Men's and Women's Swimming Coach
B.S., *University of Rhode Island*, 1985
M.A., *East Carolina University*, 1988

Jeanette Taft (2002)

Assistant Professor of Human Services
B.S., *Hunter College*
M.S.N.,
M.B.A., *Pepperdine University*

Ross Talarico (2000)

Associate Professor of Human Services
B.A., *University of Wisconsin*, 1968
M.A., *Syracuse University*, 1971

Gerald Thomas (1999)

Assistant Professor of Human Services
B.S., *University of Georgia*, 1992
M.Ed., 1994
D.B.A., *University of Sarasota*

Brian Thompson (1998)

Assistant Professor of Athletic Training
B.S., *Ball State University*, 1991
M.S., *University of Illinois*, 1993
Ph.D., 1998

Frank J. Torre (1973)

Chair, Chemistry/Biology Department
Professor of Chemistry
Distinguished Springfield Professor of
Humanics
B.S., *Monmouth College, New Jersey*, 1967
Ph.D., *Rutgers University*, 1971

Corrie Trattner (1991)

Assistant Professor of Occupational Therapy
B.S., *Boston University*, 1971
M.S., 1981

Linda J. Tsoumas (1986)

Associate Professor of Physical Therapy
B.S., *University of Vermont*, 1975
M.S., *University of Massachusetts*, 1979
Ed.D., *University of Hartford*, 2002

Forrest C. Tyson (1971)

Associate Professor of Physical Education
B.A., *Springfield College*, 1964
M.A., 1965
Ph.D., *Ohio State University*, 1976

Fides P. Ushe (1996)

Assistant Professor of Mathematics
B.S., *University of Malawi*, 1973
M.A., *Indiana University*, 1983
M.A., *University of Rochester*, 1986
Ph.D., *State University of New York-
Buffalo*, 1997

Marjeanne Vacco (1988)

Professor of Human Services
A.B., *Colby College*, 1962
M.S.W., *Boston University*, 1964
C.G.A.S., *Rivier College*, 1987
Ph.D., *Walden University*, 1991

Judy Van Raalte (1990)

Associate Professor of Psychology
B.S., *Tufts University*, 1986
M.A., *Arizona State University*, 1988
Ph.D., 1990

Kenneth Wall (1983)

Director of the International Center
Associate Professor of International Studies
B.A., *St. Olaf College*, 1968
M.S., *Springfield College*, 1973
D.P.E., 1975

Katherine Walsh-Burke (1993)

Associate Professor of Social Work
B.S., *Smith College*, 1975
M.S.W., *Columbia University School
of Social Work*, 1977
D.S.W., *Boston College Graduate School
of Social Work*, 1990

Carol A. Wargula (1997)

Associate Professor of Health Studies
B.A., *D'Youville College*, 1962
M.L.S., *State University College of New York-
Geneseo*, 1967
Ed.D., *State University of New York-
Buffalo*, 1989

Elizabeth J. Wark (1990)

Assistant Professor of Business Management
B.A., *Mount Holyoke College*, 1984
M.B.A., *University of Massachusetts*, 1990
M.A., *Clark University*, 1997

Sharon J. Washington (1996)

Professor of Education
B.S., *Ohio State University*, 1983
M.A., *Central Michigan University*, 1985
Ph.D., *Ohio State University*, 1988

Margaret Watts (2001)

Assistant Professor of Human Services
B.A., *Oberlin College*, 1958
M.A., *Columbia University*, 1964
Ph.D., *Union Graduate School*, 1977

Robert Welles (1994)

Assistant Professor of Physical Therapy
B.S., *Central Connecticut State College*, 1971
M.A., *Columbia University*, 1974

Ruth West (1999)

Assistant Professor Art-Computer Graphics
B.A., *Bard College*, 1979
M.F.A., *University of Massachusetts*, 1989

Cecilia Douthy Willis (1997)

Director, School of Human
Services Wilmington Campus
Associate Professor of Human Services
B.S., *Kansas State University*, 1971
M.S., *Kansas State University*, 1972
Ph.D., *Iowa State University*, 1997

Christa R. Winter (1996)

Associate Professor of Research and Statistics
M.A., *Ball State University*, 1980
Ph.D., *University of Chicago*, 1988

Joseph Wronka (1992)

Professor of Social Work
B.A., *Brooklyn Center*, 1970
M.A., *Duquesne University*, 1972
Ph.D., *Brandeis University*, 1992

Chun-Kwun Wun (1990)

Professor of Biology
B.S., *Chinese University of Hong Kong*, 1964
M.S., *Springfield College*, 1969
M.S., *University of Massachusetts*, 1971
Ph.D., 1974

Nancy Zare (1994)

Associate Professor of Human Services
B.A., *Boston University*, 1969
M.S.W., *Boston College Graduate School
of Social Work*, 1976
D.S.W., 1991

Dorothy J. Zenaty (1970)

Associate Professor of Physical Education
Field Hockey Coach
B.S., *Springfield College*, 1965
M.A., *Colorado State College*, 1969

Herbert Zettl (1969)

Chair, Social Sciences Department
Associate Professor of History/Distinguished
Springfield Professor of Humanics
B.A., *Alderson-Broadus College*, 1963
M.A., *University of Vermont*, 1965

Daniel Zuckergood (1996)

Associate Professor of Education
B.S., *State University College of New York-
Oneonta*, 1976
Ph.D., *Syracuse University*, 1994

*In any given year, a number of Springfield College
professors will be on sabbatical or leave of absence
from their teaching duties.*

ADJUNCT FACULTY**Chuck Abel**

Visual/Performing Arts
B.A. *University of Massachusetts*, 1990
M.F.A., *University of Hartford*, 1997

Leslie Abrams

Art Therapy
B.A., *University of Wisconsin*, 1969
M.P.S., *Pratt Institute*, 1994
Ph.D., *Fordham University*, 1994

Janette E. Albanese

Sports Management and Recreation
B.A., *Nazareth College*, 1995
M.Ed., *Springfield College*, 1998

R. Raymond Alm

Psychology
M.S., *Springfield College*, 1986

Gaetano J. Amato

Physical Education
B.S., *Springfield College*, 1953
M.A., *University of Connecticut*, 1954
C.A.S., 1959

Jack Barocas

Math/Physics/Computer Science
B.S., *Brooklyn College*, 1963
M.S., *University of Massachusetts*, 1970
Ph.D., *University of Massachusetts*, 1976

Maire Boisvert

Physical Education
AFAA *Certified Professional Aerobics Instructor*

Denise Borelli

Art Therapy
B.A., *Springfield College*, 1979
M.A., *Leslie College*, 1982
Ph.D., *American Institute of Holistic Theology,
Metaphysics and Holistic Healing*, 1996

Maureen Burke

Education
B.S., *Bridgewater State College*, 1980
J.D., *University of Kansas*, 1989

Wayne Carpenter

Psychology
Ph.D., *Syracuse University*, 1988

Samson Cham

Exercise Science & Sport Studies
B.S., *Cheltenham & Gloucester College*, 1998

Chung-Lu Chang

Physical Education
B.A., *Springfield College*, 1998
M.Ed., 2000

Peggy Choi

Exercise Science & Sport Studies
B.A., *Hong Kong Baptist University*

Candice Christakos

Physical Education
B.A., *University of Maryland*, 1973
C.M.A. *Laban/Bartenieff Institute of
Movement Studies*
M.A., *Columbia University*, 1992

Allen Cornelius

Psychology
Ph.D., *University of North Carolina-Chapel
Hill*, 1995

Jennifer Cornwell

Art Therapy
BA/BFA, *University of New Hampshire*, 1986
MPS, *Pratt Institute*, 1993

Judith Davis

Psychology
B.S., *Temple University*, 1966
M.Ed., *University of Massachusetts*, 1971
Ed.D., 1987

Sheila deMagalhaes

Physical Education
B.S., *Westfield State College*, 1993

William Donovan

Management and Economics
B.A., *Lafayette College*, 1971
M.S.B.A., *University of Massachusetts School of
Management*, 1978

James Duffy

Psychology
Ph.D., *University of Michigan*

Frank Fu

Physical Education
Dip., *St. Paul's College, Hong Kong*, 1968
B.A., *Dartmouth College*, 1971
M.S., *Springfield College*, 1973, D.P.E., 1975

Burton Gignes

Psychology
B.S., *City College of New York*, 1944
M.D., *New York University College of Medicine*,
1948

Christine J. Gorman

Rehabilitation & Disability Studies
B.S., *James Madison University*, 1979
M.S., *Springfield College*, 1985

Gary M. Gorman

Rehabilitation & Disability Studies
B.S., *James Madison University*, 1979
Doctor of Chiropractic, *Palmer College of Chiro-
practic*, 1983

Zahi Haddad

Computer and Information Sciences
B.S., *Western New England College*, 1982
M.S., *Worcester Polytechnic Institute*, 1984

Joan H. Hancock-Ramos

Psychology
B.S., *Springfield College*, 1987
M.Ed., 1989
Ph.D., *American International College*, 1996

Paul Kalill

Psychology
J.D., *Suffolk University Law School*, 1968
M.Ed., *Springfield College*, 1998
Ph.D., *Union Institute*, 2001

Janice Kibbe

Education
B.S., *Elms College*, 1993
M.S., *Lesley College*

Christine Mace

Sports Management and Recreation
B.S., *Wheelock College*, 1987
M.A., *St. Joseph College*, 1995

Samuel Muri

Art Therapy
B.S., *University of Zurich*
M.F.A., *Kunstgener Beschule, Zurich*
M.A., *Leslie College*

Holly Murray

Arts-Ceramics/Design
B.F.A., *Syracuse University, 1967*
M.F.A., *University of Massachusetts, 1991*

Kin-Sun Ng

Exercise Science & Sport Studies
B.S., *National Taiwan Normal University, 1974*
M.A., *University of Santa Barbara, 1992*

Alan J. Pickering

Human Services and Administration
Ph.D., *National Training Director, YMCA of the USA*

John A. Provost

Computer and Information Sciences
B.S., *Western New England College, 1975*
M.S., 1977

Nancy Quartz

Health
B.S., *University of Massachusetts*

Kerry Quint

Rehabilitation & Disability Studies
B.S., *Springfield College, 1994*
M.Ed., 1997

Cyd Redfield

Art Therapy
B.F.A., *VA Commonwealth University, 1980*
M.S., *Eastern VA Medical School, 1992*

Timothy Reilly

Sports Management and Recreation
B.A., *University of Massachusetts, 1987*
J.D., *Catholic University, 1994*

Karen Marie Rossi

Computer and Information Sciences
B.S., *North Adams State College, 1983*

Kevin Rushton

Exercise Science and Sport Studies
B.A., *Dalhousie University, 1987*
M.A., *Victoria University of Technology, 1999*

Margaret Scanlon

Education
B.A., *College of Our Lady of the Elms, 1952*
M.Ed., 1966

Torbjorn Stockfelt

Professor of Humanics and Pedagogics
B.A., *Uppsala University, Sweden*
M.A.
Ph.D.

Eric Stratton

Physical Education
B.S., *Springfield College, 1990*

John Talbot, Jr.

Management
B.S., *University of Massachusetts, 1990*
J.D., *Western New England College School of Law, 1993*

Yenn-er Ida Tang

Computer and Information Sciences
B.A., *Tamkang College of Taipei, 1972*
M.Ed., *Rutgers University, 1975*
E.D., 1978

Bari Thomas

Sports Management and Recreation
B.S., *Springfield College, 1995*
M.Ed., 2001

Jean Tierney

Education
B.A., *Regis College*
M.S., *Springfield College*

Dennis A. Tighe

Exercise Science and Sport Studies
B.A., *University of Pennsylvania, 1982*
M.D., *University of Massachusetts Medical School, 1986*

Robert Veronesi

Physical Education

Lucy Mueller White

Art Therapy
M.A., *Cornell University, 1966*

CLINICAL FACULTY**Athletic Training****Ronald Agnes**

Clinical Professor of Athletic Training
B.S., *Colby College, 1982*
M.D., *Brown University, 1989*

Joseph M. Boyle

Clinical Instructor in Athletic Training
B.S., *Springfield College, 1978*
D.C., *Palmer College of Chiropractic, 1983*

Thomas Clark

Clinical Professor of Orthopedics/
Athletic Training
A.B., *Dartmouth College, 1966*
M.D., *Harvard, 1970*

Andrew S. Dunn

B.S., *Springfield College, 1996*
D.C.M.Ed., *New York Chiropractic College, 1999*

Jay Grant

Clinical Instructor in Athletic Training
B.S., *Springfield College, 1975*
M.A., *Western Michigan University, 1978*

Noble Hanson

Clinical Professor of Orthopedics/
Athletic Training
A.B., *Dartmouth College, 1967*
B.M.S., *Dartmouth College, 1969*
M.D., *John Hopkins University, 1971*

Steven B. Holsten

Clinical Professor of Orthopedics/
Sports Medicine
B.A., *Rutgers University, 1963*
M.D., *Jefferson Medical College, 1967*

Leonard Wagner

Clinical Professor of Orthopedics/
Athletic Training
B.A., *Middlebury College, 1972*
M.D., *State University of Buffalo, 1977*

Emergency Medical Services Management**Raymond F. Conway**

Clinical Professor of Emergency Medicine
B.A., *American International College, 1970*
M.D., *University Autonoma de Guadalajara, 1976*

Louis Durkin

Medical Director, Clinical Professor of Emergency Medicine
B.S., *University of California at Davis, 1989*
M.D., *State University of New York Health Science Center at Brooklyn, 1994*

Kim B. Krach

Clinical Professor of Emergency Medicine
B.A., University of Southern California, 1971
M.D., University Autonoma de Guadalajara, 1977

Stephen A. Lieberman

Clinical Professor of Emergency Medicine
B.A., State University of New York at Buffalo, 1973
M.D., New York Medical College, 1978

John P. Santoro

Chief, Emergency Services,
 Baystate Medical Center
 Clinical Professor of Emergency Medicine
B.S., St. Bonaventure University, 1968
M.D., State University of New York, 1972

Laboratory Science/ Medical Technology

Dorothy A. Lakoma

Clinical Assistant Professor
 of Medical Technology
B.A., College of Our Lady of the Elms, 1970
M.S.T., American International College, 1974

Ralph M. Otto

Clinical Associate Professor of
 Laboratory Science
B.S., Earlham College, 1959
M.D., Jefferson University Medical School, 1963

William Patten

Clinical Instructor of Medical Technology
B.S., North Adams State College, 1977
M.T.

Occupational Therapy

Tina Champagne

Clinical Assistant Professor of
 Occupational Therapy
B.S., Springfield College, 1996
M.Ed., 1998

Elizabeth McNulty

Clinical Assistant Professor of
 Occupational Therapy
B.A., Univ. of North Carolina, Chapel Hill, 1984
M.S., C.A.S., Springfield College, 1995
Certification, Sensory Integration, 1997

Lisa McCutcheon

Clinical Assistant Professor of
 Occupational Therapy
B.S., University of Wisconsin, Madison, 1984

*Board Certified in
 Neurorehabilitation, AOTA, 2000*

Sheryl Moriarty

Clinical Assistant Professor of
 Occupational Therapy
B.S., Springfield College, 1986
M.O.T., Texas Women's University

Joyce Yaffa

Clinical Assistant Professor
 of Occupational Therapy
B.S., Utica College, 1976
M.S., University of Pittsburgh, 1982

Physician Assistant

Patricia Gallant, PA-C

Clinical Instructor
B.S., Springfield College, 2000

Carolyn J. Kendall, D.O.

Clinical Associate Professor of Medicine
B.S., Colorado State University, 1992
D.O., Oklahoma State University, 1996

Christopher Keroack, M.D.

Medical Director
B.S., Amherst College, 1990
M.S., Springfield College, 1992
M.D., Tufts University School of Medicine, 1996

Anissa Newman, M.S., PA-C

Clinical Instructor
B.S., Springfield College, 1999
M.S., Springfield College, 2003

Edward G. Tessier, Pharm.D., M.P.H., B.C.P.S.

Clinical Associate Professor of Medicine
B.S., University of Rhode Island, 1980
M.S., University of Massachusetts, 1988
D. Pharm., Idaho State University College of Pharmacy, 1995

Physical Therapy

Catherine E. Dauphinais

Clinical Assistant Professor of Physical Therapy
B.A., Marquette University, 1996
M.P.T., Marquette University, 1998

Eric Dauphinais

Clinical Assistant Professor of Physical Therapy
B.S., M.S., Springfield College, 1997

Elizabeth Montemagni

Clinical Assistant Professor of Physical Therapy

*A.S., Springfield Technical Community
 College, 1987*

B.A., Springfield College, 1992
M.S., Springfield College, 1995

Kimberly Nowakowski

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1990
M.S., 1991

John O'Sullivan

Clinical Assistant Professor of Physical Therapy
B.S., State University of New York, Buffalo, 1986
Athletic Training Certification, 1987
Certificate of Orthopedic Specialist, 1995

Therese Gingras Paquette

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1996
M.S., Springfield College, 1997

Jennifer Donner Shea

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1985
M.S., Springfield College, 1992

Amy Partyka Veres

Clinical Assistant Professor of Physical Therapy
B.S., Springfield College, 1998
M.S., Springfield College, 1999

Sports Biology

Cathleen Bastible

B.A., Mahattanville College, 1985
M.A., Touro College, 1989

Mark E. Chrusz

Clinical Associate Professor of Sports Biology
B.S., Springfield College, 1974
M.Ed., 1975
D.D.S., Loyola University School of Dental Medicine, 1980

Conrad A. Henrich

Clinical Associate Professor of Sports Biology
D.C., Chiropractic Institute of New York, 1965

Kent B. Pandolf

Clinical Professor of Sports Biology
B.S., Boston University, 1967
M.A., University of Pittsburgh, 1968
M.P.H., 1970
Ph.D., 1972

ASSOCIATE

PRACTITIONERS

James Athearn

Orthotics and Prosthetics
B.S., *Fairleigh Dickenson*, 1978
Certificate in ONP, NYU, 1981

Joseph Boyle

Chiropractic
B.S., *Springfield College*, 1978
D.C., *Palmer College of Chiropractic*, 1983

Lawrence E. Briggs Jr.

Physical Education
B.S., *State University of New York–Cortland*, 1966
M.Ed., *West Chester State University*, 1969

Lisa Burnett

Health-Fitness
B.S., *Springfield College*, 1989

John L. Coccia

Physical Education
B.S., *SUNY-Cortland*, 1992
M.S., *Springfield College*, 1998

Rebecca Cohen

Rehabilitation
B.S., *University of Massachusetts-Amherst*, 1982
M.S., *Springfield College*, 1992
C.A.S.

Patricia Colkos

Early Childhood Education
B.A., *William Paterson College*, 1979

Connie Douglas

Physical Education
B.A., *Cal State University–Chico*, 1986
M.Ed., *Westfield State*, 1996

Marian Dippel

Elementary Physical Education
B.S., *CCSU*, 1977
M.S., *Springfield College*, 1986

Laura Guerin

Early Childhood Education
B.S., *Springfield College*, 1989
M.Ed., 1990
C.A.G.S., 1993

Rita F. Hawker

Physical Education/Health
B.S., *Springfield College*, 1988
M.Ed., *Salem State College*, 2000

Marilyn A. Higgins

Elementary Physical Education
B.A., *Springfield College*, 1976

Rich Juskalian

Elementary Physical Education
B.S., *University of Massachusetts*, 1966
M.S., *Springfield College*, 1981

Karen Limero

Physical Education
B.S., *Springfield College*, 1983
M.Ed., 1996

Farnsworth E. Lobenstine

Clinical Social Work
B.A., *College of Wooster*, 1967
M.S.W., *Columbia University*, 1969

Kristina E. Manniello

Occupational Therapy
B.S., *Springfield College*, 1988
M.S., *Medical College of Virginia*, 1990

Elaine M. Mastronardi

Arts Education
A.A., *Holyoke Community College*, 1981
B.A., *University of Massachusetts-Amherst*, 1983
M.A.T., *Elms College*, 1993

Cathy Meader

Physical Education
B.S., *Westfield State College*, 1977

Linda A. Morell

Early Childhood Education
B.S.E., *Westfield State College*, 1972
M.Ed., *American International College*, 1976

Donna Nowak-Scibelli

Social Work
B.A., *Westfield State*, 1974
M.S.W., *University of Connecticut*, 1979

Mark Parent

Physical Therapy
B.S., *Northeastern University*, 1989

Carolyn L. Porter

Physical Education/Therapeutic Recreation
B.S., *University of Massachusetts–Amherst*, 1982

C. Brie Quartin

Elementary Physical Education
B.S., *Springfield College*, 1985
M.A., *Central Connecticut State University*, 1991

George Rosch

Psychology
M.A., *State University of New York-Stony Brook*, 1978
M.S.W., 1980
Ph.D., *Cambridge Graduate School of Psychology*, 1991

C. Tom Sawyer

Applied Exercise Science
B.S., *Springfield College*, 1968
M.S., 1973

Patricia St. Laurent

Physical Education
B.S., *Lyndon State College*, 1981

Michael D. Tillyer

Mental Health/Art Therapy
B.F.A., *Windham College*, 1975

Robert Trahan

Physical Education
B.S., *University of Bridgeport*, 1968

FACULTY EMERITI

Archie P. Allen

Professor of Physical Education

Louis J. Ampolo

Assistant Professor of Physical Education

Dorothy Anderson

Associate Professor of Physical Education

Allan D. Austin

Professor of English and Black Studies

Thomas L. Bernard

Professor of Education and Psychology

L. William Blizard

Professor of Art Education

Edward R. Bilik

Director of Athletics
Professor of Physical Education

Carroll Britch

Professor of Drama and English

Mary Lord Brown

Associate Professor of Human Services
and Administration

Frances P. Casey

Professor of Rehabilitation & Disability Studies

Joel R. Cohen

Distinguished Springfield Professor
of Humanics
Professor of Biology and Health Sciences

Paul U. Congdon

Distinguished Springfield Professor
of Humanics
Professor of Education

Philip W. Conklin

Associate Professor of Business Management

John J. Costello

Associate Professor of Physical Education

John C. Cox

Distinguished Springfield Professor
of Humanics
Professor of Psychology

Leon Doleva

Professor of Education

Martin L. Dosick

Distinguished Springfield Professor
of Humanics
Professor of Sociology

Wayne S. Doss

Professor of Physical Education

Edward T. Dunn

Distinguished Springfield Professor
of Humanics
Professor of Health Education

Mattie S. Edwards

Professor of Education

Mark A. Ehman

Professor of Religion

Janice C. Eldridge

Distinguished Springfield Professor
of Humanics
Professor of Chemistry

Lora M. Ewing

Assistant Professor of English

James E. Genasci

Distinguished Springfield Professor
of Humanics
Professor of Humanities

Gerard A. Harrison

Professor of Recreation and Leisure Services

Roberta B. Heston

Associate Professor of Education

Miriam F. Hirsch

Professor of Physical Education

Barbara E. Jensen

Professor of Physical Education

Laura Jo Judd

Assistant Professor of Recreation

Allen R. Kaynor

Professor of Psychology

Clifford E. Keeney

Professor of Biology

Gertrude Lamb

Instructor in Physical Therapy

Roger Lind

Professor of Human Services

Robert E. Markarian

Professor of Education

Merle K. Miller

Professor of Psychology

Valerie Montgomery

Professor of Modern Languages

Nicholas P. Moutis

Professor of Physical Education

John L. Neumann

Associate Professor of Physical Education

Thomas O'Conner

Professor of Political Science

Mason Olds

Professor of Philosophy

Bruce Oldershaw

Associate Professor of Education

John O'Neill

Professor of Human Services

Henry J. Paar

Distinguished Springfield Professor
of Humanics
Professor of Psychology

Douglas E. Parker

Professor of Physical Education

Leona Phillips

Professor of Human Services

Diane L. Potter

Distinguished Springfield Professor
of Humanics
Professor of Physical Education

Robert B. Resnick

Professor of English

Young H. Rhie

Professor of Mathematics and Computer
and Information Sciences

James Robertson

Distinguished Springfield Professor
of Humanics
Associate Professor of Physical Education

Jean F. Ross

Distinguished Springfield Professor
of Humanics
Professor of Biology

Charles N. Roys

Associate Professor of Physical Education

Emery W. Seymour

Buxton Professor of Physical Education

Edward J. Sims

Distinguished Springfield Professor
of Humanics
Professor of English

Charles J. Smith

Associate Professor of Physical Education
Director of the International English
Language Institute

William J. Sullivan

Dean, School of Graduate Studies
Professor of Physical Education

Edward H. Thiebe

Associate Professor of Music

Margaret Thorsen

Professor of Physical Education

Gilbert T. Vickers

Director of Music
Professor of Music Education

Charles F. Weckwerth

Distinguished Springfield Professor
of Humanics
Professor of Recreation

Frank A. Wolcott

Assistant Director of Athletics
Professor of Physical Education

PRESIDENTS EMERITI

David Allen Reed	1885-1891
Henry S. Lee	1891-1893
Charles S. Barrows	1893-1896
Laurence L. Doggett	1896-1936
Albert Z. Mann (Acting President)	1936-1937
Ernest M. Best	1937-1946
Paul M. Limbert	1946-1952
Thornton W. Merriam (Acting President)	1952-1953
Donald C. Stone	1953-1957
Wesley F. Rennie (Interim President)	1957-1958
Glenn A. Olds	1958-1965
Wilbert E. Locklin	1965-1985
Frank S. Falcone	1985-1991
Randolph W. Bromery	1991-1998
Robert N. Aebersold (Interim President)	1998-1999

IMPORTANT TELEPHONE NUMBERS

All numbers are in the 413 area code

Academic Advising Services	748-3379
Academic Affairs	748-3959
Aramark Food Services	748-3205
Athletic Programs	748-3332
Babson Library	748-3502
Bookstore	748-3302
Business Office	748-3116
Campus Ministry	748-3210
Campus Police	748-5555
Campus Post Office	748-3876
Career Center	748-3222
Child Development Center	788-2451
Cooperative Education	748-3110
Counseling Center	748-3345
Dean of Students	748-3100
Financial Aid	748-3108
Graduate Admissions	748-3479
Health Center	748-3175
International Center	748-3215
Multicultural Affairs	748-3249
Registrar	748-3530
Residence Life	748-3102
School of Arts, Sciences, and Professional Studies	748-3344
School of Graduate Studies	748-3125
School of Human Services	748-3204
School of Health, Physical Education and Recreation	748-3385
School of Social Work	748-3060
Special Programs	748-5287
Student Activities Office	748-3141
Student Affairs	748-3100
Student Support Services	748-3794

Student Volunteer Programs	748-3394
Undergraduate Admissions	748-3136
Wellness Center	748-3396
YMCA Relations	748-3914

ACADEMIC DEPARTMENTS

Chemistry/Biology	748-3337
Sports Biology	748-3382
Environmental Science	748-3336
Education	748-3295
Emergency Medical Services Management	748-3766
Exercise Science and Sports Studies	748-3231
Applied Exercise Science	
Athletic Training	
Community Health	
Humanities	748-3117
Communications/Sports Journalism	
English	
Management and Economics	748-3200
Mathematics, Physics, and Computer Science	748-3117
Occupational Therapy	748-3762
Physical Education Teaching and Administration	748-3148
Disabled Sports and Movement Studies	
Health Studies	
Movement and Sports Studies	
Physical Therapy	748-3590
Physician Assistant	748-3554
Psychology	748-3328
Sports Management and Recreation	748-3693
Rehabilitation and Disability Studies	748-3318
Social Sciences	748-3646
Undeclared and General Studies Majors	748-3379
Visual and Performing Arts	
Art	748-3580
Art Therapy	748-3752
Computer Graphics	748-3679
Dance	748-3158
Drama	748-3449
Music	748-3277