

**SPRINGFIELD COLLEGE
GRADUATE
1995-96 COLLEGE CATALOG**

TABLE OF CONTENTS

THE SPRINGFIELD GRADUATE COLLEGE GRADUATE	4
THIS IS SPRINGFIELD COLLEGE	6
GRADUATE SCHOOL THRU MAXIMUM COURSE LOAD	9
GRADUATE COSTS AND EXPENSES	10
GRADUATE FINANCIAL AID INFORMATION	12
GRADUATE STUDY AT SPRINGFIELD	14
THE MASTER'S DEGREE	17
GRADUATE REQUIREMENTS THRU PROGRAM REQUIREMENTS	21
THE CERTIFICATE OF ADVANCED STUDY	24
THE DOCTORAL DEGREE	26
RESEARCH AND OTHER PROJECTS AT SPRINGFIELD	29
ART THERAPY THROUGH HEALTH FITNESS	33
SPORTS INJURY PREVENTION THROUGH PHYSICAL EDUCATION	45
ADVANCED STUDY THROUGH REHABILITATION MANAGEMENT	65
SOCIAL WORK THROUGH GRADUATE COURSES	75
GRADUATE COURSES	78
ANTHROPOLOGY	79
ART THERAPY	80
ATHLETIC TRAINING	82
BIOLOGY	83
COMPUTER SCIENCE	84
EDUCATION*	85
ENGLISH	88
HEALTH EDUCATION	89
HEALTH/FITNESS	91
HEALTH PROMOTION/WELLNESS MANAGEMENT	92
HISTORY	93
HUMAN SERVICES AND ADMINISTRATION	94
MANAGEMENT AND ECONOMICS	95
OCCUPATIONAL THERAPY	97
PHILOSOPHY	99
PHYSICAL EDUCATION	100
PHYSICAL THERAPY	107
POLITICAL SCIENCE	110
PSYCHOLOGY	111
RECREATION AND LEISURE SERVICES	115
REHABILITATION COUNSELING	118
RELIGION	122
RESEARCH	123
SOCIAL WORK	124
SOCIOLOGY	128

SPRINGFIELD COLLEGE GRADUATE	*
THE GRADUATE TEACHING FACULTY AT SPRINGFIELD	129
ADJUNCT PROFESSORS	136
CLINICAL FACULTY	139
FACULTY EMERITI	141
1994-95 CALENDAR	143

THE SPRINGFIELD GRADUATE COLLEGE 1995-96

Randolph Bromery (1992), B.S., M.S., Ph.D.
President of the College

Malvina T. Rau (1974), B.S., Ph.D.
Academic Dean and Provost

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

Corinne P. Kowpak (1990), B.A., M.Ed.
Vice President of Student Affairs/Dean of Students

Dallas L. Darland (1993), B.A., M.A.
Vice President for Institutional Advancement

Donald J. Shaw Jr. (1974), B.S., M.Ed.
Director of Graduate Admissions

William J. Sullivan (1970), B.S., M.Ed, D.P.E.
Director of the School of Graduate Studies; Coordinator of Research

A Word of Introduction

The Humanics Philosophy! This is the driving force behind graduate education at Springfield College. Simply stated, this Philosophy emphasizes the development of the total person: spirit, mind, and body, in service to all people. Combining this with recognized academic excellence has earned the College an international reputation as an educational institution of exceptional quality.

Springfield College has been educating people for more than a century. Our beginning in 1885 was modest with one building and a small faculty. Today, the College has an extensive physical plant and 91 faculty members who teach in the graduate program. We have over 28,000 alumni throughout the United States and in 62 countries, and exchange agreements with nations as diverse as Venezuela and the People's Republic of China.

Compared with many collegiate institutions, Springfield College is small in terms of a total student body of 3,200. However, it is large in its concern for each student and the opportunity to be an identifiable member of the Springfield College Family.

At Springfield College we recognize that not all learning takes place in the classroom. Therefore, each of the graduate programs described within this catalogue represents an attempt to provide the most effective integration of course work, field experience, and research leading to a more complete understanding of one's chosen field and of ways to provide maximum service to people.

It is our hope that this publication will provide you with the necessary information to become aware of our graduate offerings. If you have any questions about a program, housing, or financial aid, please don't hesitate to write or call us at Springfield College, School of Graduate Studies, 263 Alden St., Springfield, MA 01109-3797, Tel. (413) 748-3125. I encourage you to visit the campus and experience firsthand the friendliness and personal concern that gives our Humanics Philosophy true meaning.

Warmest regards,
William J. Sullivan, Director
School of Graduate Studies

The Springfield College

Graduate Catalogue

THIS IS SPRINGFIELD COLLEGE

Springfield College offers the graduate student a unique opportunity to participate in a challenging professional curriculum specifically designed to prepare students for careers of service in what have become known as the "human-helping" professions.

The College encourages its students to combine their classroom studies with active community participation. It is through this learning-doing experience that students prepare themselves to understand and react to the complexities of the contemporary world.

Springfield College is interested, then, more in the human aspects of our culture. It is concerned, and has been since its founding more than 100 years ago, with the development and education of the complete person -- the spirit, the mind, the body -- to build character as well as professional competence in individuals so that they may better serve the communities of the world.

EQUAL OPPORTUNITY

In keeping with its Humanics Philosophy, Springfield College is committed to providing equal opportunity for all. It prohibits discrimination on the basis of race, sex, religion, color, creed, national origin, or handicap in the recruitment, administration or treatment of students. Inquiries concerning our compliance with anti-discrimination laws should be addressed to Springfield College, Affirmative Action Office, 263 Alden St., Springfield, MA 01109-3797.

PEOPLE HELPERS

The School of Graduate Studies at Springfield College seeks to provide advanced professional preparation for qualified male and female graduates of colleges and universities throughout the United States and abroad.

More than 7,000 graduate alumni are at work in the United States and numerous other countries throughout the world. Their professional education at Springfield has prepared them to assume leadership positions in virtually all areas of community service including recreation, physical education, guidance, psychological services, education, rehabilitation, community leadership, and community education and health science. They are, in effect, people helpers!

BEGINNING AND GROWTH

In 1885, the Rev. David Allen Reed, a young minister, founded a school at Winchester Square in Springfield, Massachusetts, based upon his conviction that great need existed to educate young persons for community service.

From this beginning, Springfield College grew steadily throughout the years, retaining and strengthening its original purpose of education for service. In 1890, the name was changed to The International YMCA College. This remained the corporate name until 1953, when the institution became officially known as Springfield College.

Growth at Springfield College has been especially rapid since 1946. In the 1993-94 academic year, total enrollment was more than 3,000 full-time students, including 752 graduate students.

The College now has programs for professional leadership in virtually every form of community and international service. Courses leading to the bachelor's degree in a variety of professional areas are offered in the undergraduate school. The School of Graduate Studies offers professional preparation programs leading to the master's degree, Certificate of Advanced Study, and the Doctor of Physical Education degree.

LOCATION AND ENVIRONMENT

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

There are 38 major buildings and facilities on the campus located at the western end of Lake Massasoit, including the three-level Babson Library with its audio-visual and cable-TV center; Bemis Hall science complex; the Student Beveridge Center with its banking facility, and the air-conditioned food service facility, Cheney Hall, as well as Benedum Field and the Blake Track -- both of which feature synthetic surfaces.

Students have access to a large and modern Physical Education Complex. Through a series of corridors and a "skywalk" the Complex is comprised of four main facilities: The Art Linkletter Natatorium with its Olympic-size pool; the three-level Insurance Company of North America Center with 2,000-seat arena, classrooms, faculty offices, and jogging track; the Winston Paul Academic Center with two teaching gymnasiums and eight handball/racquetball courts; and the Keith Locker and Training Facility.

The multipurpose Fuller Academic Performing Arts Center seats 300 and serves both as a lecture hall and an area for performances by the College's two theatrical groups, chorus, band, and guest lecturers. The College's 81-acre East Campus is situated about one mile from the main campus. Comprised of woods and fields, the East Campus provides an ideal setting for laboratory work in environmental studies, conservation, camping, recreation, and the natural sciences. It also features a water front area on Lake Massasoit for boating.

The City of Springfield has a population of about 150,000 persons, and is located approximately 90 miles from Boston and 150 miles from New York City. In close proximity with the Massachusetts Turnpike and Interstate 91, the College is easily reached by automobile. There are also bus and plane facilities located in the area.

The Connecticut Valley in which the city is located also has a rich educational heritage. Nearby are many institutions of higher learning including Amherst College, Smith College, Mount Holyoke College, The University of Massachusetts, Trinity College, Wesleyan University, American International College, Western New England College, Hampshire College, and Williams College.

BABSON LIBRARY

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

Babson Library, as a member of the Cooperating Libraries of Greater Springfield, offers the Springfield graduate student access to eight academic libraries, a major medical center, and a major public library. Babson Library is also a member of the Central/Western Massachusetts Automated Resource Sharing (C/W MARS) network. This network primarily provides circulation and cataloging services. A public access catalogue provides access to Babson Library's holdings as well as locations to the four million item C/W MARS database. This is especially useful to graduate students.

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

THE INTERNATIONAL CENTER

From its founding until 1953, Springfield College carried "International" in its corporate title. Hundreds of alumni working effectively in more than 70 countries testify to the success of the College's involvement in providing selected leaders and students of other nations with an education which enables them to work with and through their own people to bring about greater well-being for youth and community.

Today, the international student is recognized as a contributor to the dissemination of knowledge and ideas across national boundaries and to better understanding of other cultures and ways of life.

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

In order to strengthen the orderly development of international concerns, and to coordinate, simplify, and focus administrative responsibility, the College established the International Center in 1965. The range of functions of the Center includes:

Responsibility for the international student program (recruitment, selection, counseling, and career guidance).

Orientation of students from abroad and of students from the United States who participate in the study abroad program.

Coordination, encouragement, and counseling of Springfield students to study and serve internationally.

Development and coordination of contacts, information, and resources for faculty and students on fellowships, scholarships, and programs in international affairs.

Coordination and development of plans for overseas affiliations and centers.

Coordination of international exchanges and special projects including faculty exchange, cooperative research, and formal affiliations with several foreign institutions.

Expansion and diversification of the international visitors' program, with special attention for people sent to the College by agencies of the United States Government, YMCA, National Council for International Visitors, and other private agencies.

ACCREDITATION

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Collegiate Authority of the Commonwealth of Massachusetts and is accredited by the New England Association of Schools and Colleges which accredits schools and colleges in the six New England states.

Springfield College graduate teacher preparation programs in early childhood education, elementary education, physical education, principal/assistant principal and supervisor/director are approved by the Massachusetts Department of Education. The undergraduate teacher preparation programs in early childhood education, elementary education, secondary education (English, history, mathematics, social studies), art education, health education, and physical education are also approved by the Massachusetts Department of Education and graduates are eligible for initial certification reciprocity in recognition of coursework by all state departments that are members of the National Association of State Directors of Teacher Education and Certification.

The College is a member of the American Council on Education. It is the only college in the United States officially affiliated with the National Council of YMCA's for the training of professional workers.

GRADUATE SCHOOL THRU MAXIMUM COURSE LOAD

GRADUATE SCHOOL OFFICES

The offices of the Graduate School are located on the second floor of the Administration Building. The complex includes a central office as well as the offices of the Director, and the Associate Director of the School.

GRADUATE STUDENT ORGANIZATION

Election of Graduate Class officers and other graduate students to represent the class as members of various college councils and commissions takes place during the early part of the fall semester. Each individual so elected also becomes a member of the Graduate Class Executive Committee whose function is to promote social and cultural events of interest to the entire Graduate Class student body. Students interested in candidacy should contact the Graduate School for details early in September.

CAREER SERVICES

Career Services provides a comprehensive program to aid all students and alumni/ae in planning their careers and securing professional and summer employment. Individual counseling, interactive career guidance computer programs, group workshops, and special programs encourage exploration of the career/life planning and job search processes. In addition to a professional staff and excellent programs, resource materials are available to research career options and target potential employers.

On-campus interviews, video taped practice interviews, employer career fairs, and job listings are available to assist in the job search process. To maximize the career assistance available through Career Services, it is critical that individuals register and establish a credential file within their last two semesters at Springfield College.

The Co-operative Education Office develops off-campus jobs related to the student's professional interests. Co-op's purpose is to provide students the opportunity to gain substantive work experience while earning money to pay educational costs. Most co-op positions during the academic year are half-time positions scheduled around the student's academic schedule. Full time work during the summer is possible. Contact the Co-operative Education Office for information on procedures. The Career Center is located on the lower level of the Beveridge Center (413) 748-3222.

GRADUATE COSTS AND EXPENSES

The cost of attendance at Springfield College during two semesters varies with the individual's graduate program and personal expenditures such as entertainment, travel and personal goods. Students should compute their own costs from the rates stated in the description of costs in this section. However, rising costs will necessitate a tuition and fee increase in the 1995-96 year, and students are encouraged to anticipate such an increase in their financial planning.

The following table gives the probable cost to the student (based on 1994-95 Academic year costs):

Tuition and Fees	\$10,603
Board (Commuter Plan)	1,196
Books and Supplies	900
Room (Off-Campus Housing)	3,700
-----	\$16,399

APPLICATION FEE

A fee of \$30 must accompany each application for admission to the College and 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

Springfield College offers two housing choices for graduate students, The Living Center Graduate Hall (on campus apartments for men or women), and College-owned off-campus apartments (for men, women, or married couples).

Here is a brief description of each offering:

The Living Center:

The Graduate Living Center is a building offering six apartments for 24 graduate students. Each fully furnished unit features a private entrance, a kitchen/dining room, a common living room that is cable-ready, one bathroom, and four bedrooms each with phone hookups. The adjacent building also has a laundry room and an all-purpose room which can be used for programs and social activities. These units blend the independence of apartment style living with regard for economy (heat, electricity, hot water, local phone service, and maintenance are all included in the occupancy fee of \$3,800 for the 94-95 academic year). A \$200 deposit is required.

College-Owned Off-Campus Apartments:

Apartments of varying sizes as well as houses are available. The units, all of which are within easy walking distance of the campus, offer anywhere from two to four private bedrooms, a living room, kitchen, and bathroom. Major furnishings such as beds, desks, dressers, chairs, sofas, and appliances are provided. Residents must furnish their own lamps, carpets, drapes, cooking and eating utensils, linens, wastebaskets, and other non-essential items. Coin-operated laundry facilities are also available nearby.

The rental rate of \$3,700 for the academic year includes heat and utilities. Residents must provide their own telephone service. Students wishing to rent these units are required to sign a 9-month or 12-month lease and to pay a \$200 deposit.

Applications for graduate housing are processed through the Office of Residence Life and assignments are made on a first-come first-served basis. Special consideration is given to students living more than a day's ride from the college.

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

RESEARCH EXPENSE

Graduate students must pay the cost of preparing their research reports, including such expenses as thesis paper, typing the final report, and other special expenses which might be involved in some programs of research.

STUDENT MEDICAL INSURANCE

Massachusetts state law requires that all full-time students must have health insurance. Full-time students are defined as those students who are taking nine credits hours of study per semester. Therefore, Springfield College offers the full-time graduate student a comprehensive medical plan that provides medical coverage from September through the following August. A brochure, citing the specific coverage as well as the limitations of the policy, is available at the Student Health Center.

All full-time students will be automatically covered by this College provided policy unless they show that they are covered by another, comparable health insurance policy. In that case, they must submit a completed waiver form which is available from the College business office.

If your insurance is provided by an H.M.O. (Health Maintenance Organization), you should be aware that your H.M.O. will not honor bills for services other than those rendered by H.M.O. without the pre-approval or written permission of the H.M.O.

Whether your insurance coverage is provided by the College policy or an alternative equivalent policy, you should know that each student must initiate a claim for payment. This can be accomplished by following a special, but simple procedure through the Health Center.

TUITION AND FEES

The charge of \$10,603 includes tuition cost of 15 credits per semester as well as certain required fees such as Health, Student Association, Beveridge Student Center, Class Dues, Accident Insurance, and Commencement.

The tuition fee includes cost of instruction, fieldwork supervision in schools and social agencies, guidance services (educational and vocational testing, remedial instruction and counseling), placement assistance, and use of athletic equipment.

The tuition rate per semester hour is \$339 (academic year 1994-95).

WITHDRAWALS

Students should consult the Business Office publication, FISCAL FACTS, for information on refunds for dropped courses or withdrawals. Courses not officially dropped will be billed at the regular tuition rates.

GRADUATE FINANCIAL AID INFORMATION

Springfield College offers a variety of opportunities for financial aid to graduate students. Unless otherwise specified, priority consideration for all types of assistance will be given to those students who complete the application process for each program and are accepted for admission to the College by March 1. Students must be accepted with full graduate standing in order to be considered for any assistance offered through Springfield College. Special graduate students are not eligible for financial aid. Detailed information on all financial aid programs is in the publication, "Financing Your Springfield College Education" available from the Financial Aid Office. (413) 748-3108.

Recipients of financial aid (including most loan programs) must make satisfactory academic progress toward their degree. Satisfactory progress is defined by the College and is reviewed each semester by the Financial Aid Office. Students who fail to meet the required standard will be placed on Financial Aid Suspension. While on Financial Aid Suspension, a student loses all eligibility for College and Federal assistance, including loans. The Financial Aid Office may grant a semester of Financial Aid Probation if there are documented circumstances which affect the student's ability to maintain good academic standing. Graduate students must maintain a 3.0 cumulative average in graduate level coursework to be in good academic standing.

GRANTS

Limited funds are available on a competitive basis to graduate students who demonstrate need. Criteria considered during the review process include financial need for assistance, academic achievement, and professional promise. Application materials and information on deadlines and procedures will be forwarded upon receipt of an application for admission. Because funds are limited and applications are reviewed only after admission to the College, it is to the student's advantage to complete the admissions process as soon as possible. Grants average \$2,500. Students who are accepted on probation are not eligible for college grant assistance.

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.

PEACE CORPS RETURNEE SCHOLARSHIPS

An applicant for graduate-level study who has recently served in the Peace Corps may be eligible for up to a full tuition grant if he or she meets the requirements expected of other financial aid candidates.

ALL COLLEGE GRADUATE SCHOLARSHIPS

Each year, several All-College Graduate Scholarships are made available for graduate students. The criteria for selection include both academic accomplishments and professional promise. Financial need is not an influencing factor. A special application form may be obtained from the Graduate Admissions Office by persons wishing to apply for this scholarship (applications must be completed by April 1 for the following year).

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 Services Department.

GRADUATE FELLOWSHIPS

A limited number of graduate fellowships are available within the departments of the College for qualified graduate students. In addition to providing remuneration up to \$3,700 per academic year, a full teaching fellowship enables a person to register for courses without charge for tuition up to a maximum of 36 semester hours. Persons interested in applying for graduate fellowships should contact the directors of the programs in which their services might be utilized.

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

LOANS

Federal Stafford Student Loan Program: Students may borrow up to \$8,500 for an academic year. The interest rate is variable but cannot exceed 9%. Repayment begins after graduation, six months after the student leaves school.

Unsubsidized Loan Program: Graduate students may borrow up to \$10,000 per academic year under this variable rate program. The interest rate is set yearly and is capped at 8.25%. Repayment begins shortly after the first disbursement. A variety of payment options are available.

Perkins Loan: Springfield College participates in the Perkins Loan Program (formerly the National Direct Student Loan). Funds are limited and eligibility is based upon a demonstrated need. Repayment begins after graduation and the interest rate is 5 percent. Application for this program is part of the Springfield College Financial Aid Application.

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 full-time graduate study. Directorships include a furnished apartment in the assigned residence hall, tuition waiver (not to exceed 33 semester hours per year), and a stipend. Inquiry and application should be made directly to the Office of the Dean of Students. All applications must be received by March 1.

STUDENT EMPLOYMENT

The Financial Aid Office provides opportunities through which a considerable number of students may earn part of their expenses by working on various maintenance, custodial, and clerical projects on the campus, in the laboratories, classroom, dormitories, and on the athletic fields. Although the College has a policy of using student help wherever possible, the amount of such work is limited. Jobs are posted by the Financial Aid Office. It is the responsibility of the student to secure a position.

The SC Cooperative Education Office develops off-campus jobs related to the student's professional interests. These CO-OP placements give students an opportunity to gain substantive work experience while earning money to pay for academic/personal expenses. Contact the Office of Cooperative Education for information on registration and placement services (413) 748-3110.

GRADUATE STUDY AT SPRINGFIELD

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 Humanities 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.

While different departments offer and supervise graduate programs at Springfield College, coordination of these is effected through the School of Graduate Studies. A Graduate Council, chaired by the Director of the School of Graduate Studies, establishes the policies governing all graduate work at the College. The graduate program is, in turn, coordinated through the office of the Academic Dean along with the College's general programs, policies, and philosophy of education.

One or more years of graduate study are now a requisite for effective leadership in the educational, social, and religious agencies served by the graduates of the College. Students who limit their professional education to the four undergraduate years find it increasingly difficult to secure satisfactory placement and advancement within their fields.

THREE LEVELS OF STUDY

Graduate study is offered on three different levels at Springfield College.

First year normally leads to a master's degree and is provided in all of the major programs. The requirements for this degree normally fall in four areas of preparation: CORE courses required of all degree candidates; common departmental requirements for all in the same major; concentration requirements; and electives.

Second year which may lead to a Certificate of Advanced Study and is intended for selected students desiring to advance their graduate preparation by engaging in research, independent study, or further specialization. Second graduate year programs are offered in some, but not all, of the major programs. Special requirements for each program will be described under major programs of graduate study in the succeeding pages.

Third year which leads to the doctorate is provided only in physical education. Regulations governing the granting of this degree may be found on pg. 23.

STUDENT CLASSIFICATION

Non-Degree (Special) Graduate Students

Students who have not been admitted to a graduate program who wish to take graduate courses are required to file a special student application along with transcripts demonstrating receipt of the bachelor's degree. Special 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 Graduate School authorization. Since no more than ten semester hours of credit taken as a special student (at Springfield College and/or elsewhere) 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 graduate standing 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.

Degree 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.

PROGRAMS OF STUDY

While the various programs of study at Springfield College are described separately in the succeeding pages, they all have a common pattern of courses and are intended to be mutually supportive. There are four sets of courses in each of the fields of specialization.

CORE (College Requirement) courses required of all degree candidates regardless of major program of study.

Common departmental courses regardless of area of concentration.

Concentration sequences leading to particular employment objectives.

Electives which may be taken within or outside the field of specialization.

The program of study for each student is worked out in consultation with his/her major advisor in accordance with the requirements for a degree or certificate in each major program with primary consideration of individual needs and professional objectives.

The various programs on the graduate level aim to prepare professional persons to be competent in their fields, liberal in their educational outreach, aware of their "citizenship" in an expanding world, and motivated to serve their fellow humans. Every effort is made to meet the special needs of each graduate student. Arrangements can be made for a student to take courses in the different majors. Encouragement is given to students for independent study and creative effort. Flexibility of requirements is provided when needed and an atmosphere conducive to advanced study, research, and personal growth is created not only in the student's formal educational program, but also in the cocurriculum.

GRADUATE PROGRAMS IN HEALTH SERVICES

Health has been defined as the condition of being sound in body, mind, and soul, with the inference of freedom from physical disease or disablement. In the modern context, health is a way of life where wellness is maintained through the proactive processes. A team of professional groups is needed to assure the wellness of society in addition to providing therapeutic modalities to those afflicted with disease.

Springfield College's School of Graduate Studies has historically provided courses of study under the rubric of health science. These programs include:

HEALTH FITNESS

See page 41

SPORTS INJURY PREVENTION AND MANAGEMENT

See page 42

In addition, students interested in pursuing careers in Health Services may wish to consider other programs of study such as those listed below:

ADAPTED PHYSICAL EDUCATION

See page 52

ART THERAPY

See page 30

ATHLETIC COUNSELING

See page 32

BIOMECHANICS

See page 47

PHYSIOLOGY OF EXERCISE

See page 48

HEALTH PROMOTION/WELLNESS MANAGEMENT

See page 39

MARRIAGE AND FAMILY THERAPY

See page 33

MOVEMENT SCIENCE/INTERDISCIPLINARY

See page 47

OCCUPATIONAL THERAPY

See page 49

PHYSICAL THERAPY

See page 27

THERAPEUTIC RECREATION MANAGEMENT

See page 63

REHABILITATION COUNSELING AND SERVICES

See page 66

SPORT PSYCHOLOGY

See page 56

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 and careful when "borrowing" material from another person. 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.

GRIEVANCE PROCEDURE

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

1. Faculty Member
2. Program Director/Departmental Chair
3. Departmental Committee
4. Director of the Graduate School

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

THE MASTER'S DEGREE

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 which may seriously interfere with the student's performance in their academic work; therefore:

No student is admitted to full graduate standing with less than a 2.5 undergraduate index. Applicants with less than a 2.5 index, but not less than 2.00, 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 which they have previously attended forward official transcripts directly to the School of Graduate Studies, Springfield College. 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 need not submit official transcripts for such work. Neither need they 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. Administrators and staff members at Springfield College may not receive a degree or certificate beyond the master's degree here. Faculty, administrators, and staff members may register for graduate courses and may apply such credit to graduate degrees at other institutions where acceptable by the latter.

Students who wish to start their graduate work while still undergraduates must file a written request and secure the approval of the Director of the School of Graduate Studies before registering for such study. No request will be approved unless the student's cumulative academic index is 3.00 or better at the start of the semester during which the course or courses are 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 the aforementioned eighteen semester hours of undergraduate coursework requirements.

No graduate credit will be allowed for a course on the 200- or 300-level taken as an undergraduate, unless it was taken specifically for graduate credit with the prior approval of the Director of the School of Graduate Studies.

REGISTRATION

All graduate students (full-time and part-time) must report to their advisors for scheduling purposes. Each student will be notified regarding the time and place for conferring with an advisor, planning a schedule of courses, and completing registration. It is imperative that the student report as indicated in the notification.

Late registration will be permitted only in case of emergency and a fee will be assessed in such cases. The approval of the Director 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. Neither will the student be eligible to register for a course by arrangement, Guided Individual Study (RSCH 341), Thesis (RSCH 327-328) or Dissertation (RSCH 401) 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. A student who adds or drops a course at other than the regular registration time must pay a \$25.00 fee per course to partially cover the administrative cost of processing the change of schedule.

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

TIME LIMITS

The length of time needed to complete requirements for the master's degree depends upon several factors: the nature of 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 along with the academic work. The minimum time for graduate students who have a good background of undergraduate preparation is one academic year with at least 32 semester hours credit. If candidates lack certain prerequisites in their undergraduate background, they are expected to make up these deficiencies according to prescription 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, this may be extended by the Director of the School of Graduate Studies following a petition by the graduate student 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 15 semester hours of 300-level courses. Additional hours at this level are required in some major fields.

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 48 semester hours of credit. However, students who are enrolled in master's degree programs requiring a minimum of 48 semester hours of graduate credit may transfer nine semester hours of graduate credit toward the master's degree. Students enrolled in combined master's degree and C.A.S. degree programs requiring 64 semester hours of credit may transfer no more than 12 semester hours of graduate credit. 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 studies 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.

GRADING SYSTEM

The grades assigned for graduate courses are A, A-, B+, B, B-, C+, C, C-, and F. A maximum of one course to be taken pass/fail is permitted within a master's degree program and an additional course may be taken pass/fail within a program leading to the Certificate of Advanced Study. Where programs include field work, internship or practicum, if these are graded on a pass/fail basis, they will be in addition to the above mentioned one-course maximum. Courses specifically excluded from being taken pass/fail are those for the CORE (RSCH 325 and the general education courses) and those for the research requirement (RSCH 326, RSCH 327, RSCH 328, and PHED 341) as well as all statistics and computer courses. Individual departments or major program areas may make further course restrictions for students within their majors including not allowing any courses to be taken pass/fail. Students should consult with their program directors for further information.

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 Director of Graduate Studies. Once approved, the pass/fail election is irrevocable.

Upon student request, the instructor may give a mark of Incomplete (I) in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent taking a final examination or completing a major assignment. If course requirements are not completed by the end of the following semester, either the "I" or alternate grade where designated by the instructor becomes part of the student's permanent record.

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

Candidates for the master's degrees are required to maintain a "B" average in the graduate program. (All 200-level courses are considered as a part of the graduate program). Students whose average is below "B" in graduate courses are placed on probation. Students whose cumulative average is below 2.75 (where A=4.00; B=3.00; C=2.00; and F=0.00) at the end of the semester in which they have completed 20 semester hours of graduate work will be dropped as a candidate for a master's degree.

No student with a cumulative academic index of less than 3.00 will be continued as a master's degree candidate after the completion of thirty-six hours of graduate work.

Graduate students who are admitted on probation will have their records reviewed following the semester in which they complete 10 semester hours of graduate credit at Springfield College. If their academic index is 3.00 or better, they will be removed from probation and notified to that effect. If the index is between 2.50 and 3.00, they will be retained on probation through the semester in which they complete 20 semester hours of graduate credit at which time the index must be at least 3.00 or they will be removed as degree candidates. All graduate students admitted on probation whose academic index is below 2.50 following the semester in which they complete 10 semester hours of graduate credit at Springfield College will be dropped as candidates for the master's degree.

Grades obtained in coursework transferred from another institution are not included in the calculation of the academic index, nor are grades for undergraduate courses which are taken at Springfield College, whether as prerequisites or as supplements to a student's total program.

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

EXCEPTION TO REGULATIONS

While the relative incidence of such is small, exceptions to graduate regulations following petition are made where justified. Appropriate forms are available in the Office of the School of Graduate Studies which are to be completed by the student, reviewed by the major advisor, and returned to the Director of the Graduate School for action.

AWARDING THE DEGREE

Upon the recommendation of the director of the major, the School of Graduate Studies authorizes the awarding of the master's degree for an approved program of studies with a "B" average or better (3.00).

At the start of the final term during which students expect to complete requirements for the degree, they are 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. 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.

A master's degree may be earned through one of the three plans which follow:

Plan A-- Successful completion of a minimum of 32 semester hours of graduate work plus passing of the Comprehensive Examination in the major field (see pg. 21). No thesis is required under this plan, but various departments may require research projects as part of the 32 semester hours. Students receive either the Master of Education or the Master of Physical Education degree.

Plan B-- Successful completion of a minimum of 32 semester hours of graduate work wherein the student registers for RSCH 327-328 and completes a master's thesis. The six hours of thesis credit apply toward the above thirty- two semester hours. Students who write a thesis are eligible to receive the Master of Science degree but, at their option, may elect the Master of Education or the Master of Physical Education degree. All students who do a thesis are required to satisfactorily complete a statistics course (RSCH 301).

Plan C-- Successful completion of all graduate work required by the program including a minimum of six semester hours of course work in the research area in addition to Research Methods. A graduate course in computer science is required (this requirement may be waived upon submission of a petition verifying previous coursework in computer science) with the remaining credits to be obtained in Advanced Statistics and a Research Project (RSCH 326). Departments allowing the option of Plan C in their programs require students to successfully complete a Comprehensive Examination or equivalent culminating experience approved by the Graduate School. This plan qualifies the student for the Master of Science degree while retaining the option to elect a Master of Education degree. Plan C is available only in the following majors: Art Therapy, Counseling and Psychological Services, Health Promotion/Wellness Management, Occupational Therapy, Physical Therapy, and Rehabilitation Services.

MAXIMUM COURSE LOAD

A student may carry no more than 36 semester hours of graduate credit during one academic year. However, if a program includes undergraduate prerequisites, the total number of semester hours during the year may reach 40. 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 18 semester hours, students are obliged to complete the form available at the Graduate School, obtain the recommendation of their major advisor, and receive Graduate School authorization prior to registration.

GRADUATE REQUIREMENTS THRU PROGRAM REQUIREMENTS

GRADUATE CORE REQUIREMENTS

In harmony with the tradition and general orientation of Springfield College, graduate programs leading to a degree or certificate are characterized by general education beyond the professional specialization whereby these general education courses, in harmony with the rest of the curriculum, carry the message of the Humanics Philosophy distinctive of Springfield College. Regardless of areas of specialization, all programs stress understanding of the scientific method of inquiry in its application to human problems.

Accordingly, all candidates for the master's degree are required to take RSCH 325 (Category A) and one course from Category B, C, D, E, or F.

A. HUMANICS THROUGH SCIENTIFIC INQUIRY

RSCH 325: Foundations & Methods of Research (required of all degree graduate students)

B. HUMANICS THROUGH ARTS, LITERATURE, CULTURE, AND SOCIETY

(courses in this category available to all graduate majors)

ANTH	321:	Comparative Cultures
*ATPY	305:	Drawing and Mixed Media
*ATPY	307:	Integration of Arts Education, Art History and Art Therapy
ENGL	228:	Modern Drama
ENGL	231:	American Writers
ENGL	243:	Milton
ENGL	259:	The Contemporary Novel
ENGL	267:	Shakespeare
ENGL	306:	Language & Communication
HIST	205:	The History of the Soviet Union
HIST	210:	American Biographies
HIST	250:	Europe Since 1900
HIST	281:	Recent American History
HIST	310:	Leadership in History
PHIL	310:	Comparative Philosophy
PHIL	342:	Human Values in Modern Literature
POSC	210:	Soviet Foreign Policy
POSC	220:	United States & Contemporary World Affairs
POSC	280:	Special Topics
RELI	222:	Christianity & Modern Society
RELI	224:	The Life & Teachings of Jesus
RELI	305:	The Religious Quest
SOCI	235:	Criminology
SOCI	250:	American Social Structure
SOCI	310:	Social Welfare
SOCI	315:	Great Social Problems
SOCI	335:	Intergroup Relations & the Dynamics of Prejudice
SOCI	365:	Violence in the Family

*Not available for CORE credit to art therapy majors

C. HUMANICS THROUGH EDUCATION

(courses in this category are not available for CORE credit to education majors)

EDUC	231:	International Education: Culture & Change
EDUC	307:	Philosophical Foundations of Education
EDUC	312:	Education & the Future
EDUC	365:	Higher Education in America

D. HUMANICS THROUGH MOVEMENT AND SPORT

(courses in this category are not available for CORE credit to PE, MS, or HS majors)

PHED	220:	Sport & Art
PHED	270:	Sociology of Sport
PHED	298:	History of Physical Education & Sport
PHED	320:	Philosophy of Sport
PHED	358:	Sport in American Culture

E. HUMANICS THROUGH LEISURE AND HEALTH

(courses in this category are not available for CORE credit to RLS, HPWM, RPE, MS, or HS majors)

HLTH	265:	Health Related Aspects of Aging
HLTH	270:	Women's Health Care
HPWM	310:	Issues in Public Health
HPWM	312:	Dimensions of Wellness
RLSR	205:	History & Philosophy of Leisure & Recreation
RLSR	230:	Leisure Counseling

F. HUMANICS THROUGH PSYCHOLOGY AND REHABILITATION

(courses in this category are not available for CORE credit to CPS and RS majors)

PSYC	245:	Imagery, Hypnosis & Self-Hypnosis
PSYC	299:	Psychology of the College Age Adult
PSYC	315:	Confusion, Chaos, & Creativity
PSYC	321:	Theories of Personality
PSYC	338:	Adult Development & Learning
PSYC	380:	Group Dynamics
RHAB	270:	Rehabilitation Needs of the Aging
RHAB	301:	Human Development & Disabling Conditions

NOTE: The above list is subject to annual revision. Not every course is offered each year. It is the student's responsibility to know if a course may be taken for CORE credit.

THESIS REGULATIONS

It is the responsibility of graduate students to identify the subject for the thesis and to prepare in outline form the plan whereby 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 301).

The School of Graduate Studies appoints a thesis committee to guide the student and to pass upon 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 3.00.

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

The first complete draft of the thesis should be in the hands of the student's committee no later than eight weeks before graduation. Three copies should be provided, one for each member of the committee.

The final draft of the thesis should be completed, approved, typed in final form and in the School of Graduate Studies Office ready for binding no later than six weeks before graduation.

Students who cannot 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 upon a critical review of the student's research. In addition, it includes any aspect of the student's major field (and related fields) about which the examiners may wish to raise questions. The examining committee consists of the student's thesis committee plus one other faculty member appointed by the School of Graduate Studies. The graduate student should provide the

fourth member with either a copy or an abstract of the thesis at least one week before the oral examination takes place.

COMPREHENSIVE EXAMINATION (For Plan A Students)

For those students completing the requirements for the master's degree via Plan A, a written examination of a minimum of three hours on the major field is required unless other evaluative procedures have been developed by the department and approved by the Graduate Council. Students will not be permitted to register for and take the comprehensive examination unless their cumulative index is 3.00 or higher at the beginning of the semester in which the comprehensive examination occurs.

All students who intend to take the comprehensive examination should 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 20 semester hours of graduate course work.

A student who fails the comprehensive may request to take it a second time and may do so if recommended 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 then select an alternate plan leading to the master's degree.

THE CERTIFICATE OF ADVANCED STUDY

Students who have obtained the master's degree may pursue programs in several of the graduate areas of specialization which 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.

Students who are enrolled as candidates for the master's degree at Springfield College and who are in good standing may elect to pursue a two-year graduate program. At the end of this program, they will have satisfied the requirements for both the master's degree and the Certificate. Such a choice must be made, and a written request forwarded to the School of Graduate Studies prior to completing the requirements for the master's degree. The Director of the School of Graduate Studies, in consultation with the student's major advisor, will decide whether to allow the student such an option and will notify the Registrar's Office of the decision. Immediately following admission, the student and his/her advisor are required to develop a breakdown of the courses to be included within each program. Following approval by the Director of the Graduate School, the plan is to be forwarded to the Office of the Registrar for official recording.

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 32 semester hours of graduate course credit of which a minimum of 20 must be 300 level courses. The Certificate of Advanced Study students have the same CORE as the master's degree students, (see page 19). However, if their master's program contained the CORE courses or their approved equivalent, no additional CORE courses are demanded of them. Where the master's has been received at an institution other than Springfield College and some or all of the CORE courses are deemed to have been satisfied, the advisor is to submit to the Graduate School the basis for such a recommendation. Following approval, the latter office notifies the Office of the Registrar.

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 they received the master's degree, the requirements for the Certificate may total more than 32 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 32 semester hours for 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 12 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 Director of the School of Graduate Studies.

TIME LIMITS

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

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

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

Counseling and Psychological Services

page 36

Health Promotion/Wellness Management
Physical Education
Rehabilitation Counseling

page 39
page 59
page 66

THE DOCTORAL DEGREE

Persons who wish to study toward the Doctor of Physical Education degree at Springfield College must submit a formal application at least six weeks prior to the beginning of the semester in which they wish to enroll. Application forms may be obtained from the School of Graduate Studies or from Graduate Admissions.

The requirements for admission are as follows:

A bachelor's degree with a 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 which show promise of outstanding educational and social leadership.

A personal interview, prior to registration, with the Director or Associate Director of the Graduate School 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 10-12 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 10 semester hours of work.

The chairperson shall call a meeting of the committee with the student to discuss their 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 specific 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 90 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 doctor's 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 45 semester hours of Springfield College graduate work. Those with bachelor's degrees from other institutions must complete at least 60 semester hours of Springfield College graduate work. Beyond this condition, graduate courses of "B" grade 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 30 semester hours of approved graduate work from one or more other institutions. The regulations pertaining to transfer of credit apply in this situation.

PROGRAM OF STUDY

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

1. Physical Education

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

2. 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.

3. 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 a field of professional specialization, but also with liberal education, personal growth, and awareness of the surrounding social scene. Consequently, a series of non-professional 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.

4. Dissertation Area

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

5. 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:

Major (physical education)	27-31 S.H.
Research (including dissertation)	29 S.H.
Dissertation Area	9 S.H.
General Education	15 S.H.
Electives	6-10 S.H.
MINIMUM TOTAL	90 S.H.

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

accumulated, but with a view toward optimum preparation for the student within the intended field of service.

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 limitations 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 doctor's 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 Director of the School of Graduate Studies.

All requirements for the doctorate, 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.

DISSERTATION

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.

PUBLICATION

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

RESEARCH AND OTHER PROJECTS AT SPRINGFIELD

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 Director of the Graduate School in consultation with the Graduate Council administers a General Research Fund which is designed to stimulate faculty research and to lead to larger studies which 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 the conducting of 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, and 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.

COMPUTER FACILITIES

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

Also, the College's Writing Center is networked and provides writing, math, and computer science tutorial assistance. The Davis Hypermedia Room (105 Schoo Hall) provides a state-of-the-art computer academic model that unleashes students' creativity and resourcefulness. The Hypermedia Lab is an advanced computer facility that contains 12 networked IBM PC workstations. Each computer contains the IBM Advanced Academic System package of software; including Microsoft Word, Microsoft Excel, Corel Draw, and Asymetrix Toolbook. In addition, each computer has a CD-ROM drive and is connected to a laser video disk player. The room is equipped with a flatbed scanner, laser printer, RGB overhead projection system, VHS videotape player, college wide cable TV and modem. This facility is used to create, run and display state-of-the-art multimedia/hypermedia computer presentations that incorporate graphics, animation, sound, full motion video and hypertext. Students can tap into a variety of broadcasts through the campus cable network and satellite link and access computer data bases and library catalogs from their computer terminals.

MAJOR PROGRAMS OF GRADUATE STUDY

There are fourteen major programs of graduate preparation, most with a number of areas of concentration, offered through the School of Graduate Studies at Springfield College.

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

Counseling and Psychological Services offers general programs as well as professional preparation in industrial/organizational psychology, student personnel in higher education, marriage and family counseling and therapy, athletic counseling, and general counseling.

Education is a non-certification program designed to meet the needs of part-time and full-time students.

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

Health Science has programs in health fitness and sports injury prevention and management.

Health Studies offers a program for non-provisionally certified graduate students in health education and a clinical master's degree program in health education.

Human Services is a Master of Science degree program which is 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, coursework, and a requirement to design and implement a project that addresses an identifiable organizational or community need. There are three specialized courses of study: Human Services Administration, Community Psychology, Gerontology and Community-Based Development. The School of Human Services has program sites in Manchester, New Hampshire; St. Johnsbury, Vermont; and Springfield, Massachusetts. More information is available in the School of Human Services Catalogue.

Movement Science prepares students for research and teaching in higher education, and offers specialization in physiology of exercise or biomechanics. An interdisciplinary concentration is also available.

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

Physical Education has programs in adapted physical education, athletic administration, community physical education, teaching and administration, sports management, sports psychology, sports studies, and a teacher certification program.

Physical Therapy is an entry level program which is designed to prepare a student to practice as a licensed physical therapist. 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.

Recreation and Leisure Services offers programs in recreation management, therapeutic recreation management, and outdoor environmental management, each with a number of concentrations.

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

Social Work prepares social workers for professional practices through a single concentration in Advanced General Practice. Two formats are offered -- a weekday option and a weekend option both requiring 60 semester hours.

SKILL PREREQUISITES IN PHYSICAL EDUCATION, HEALTH SCIENCE, AND MOVEMENT SCIENCE SKILL PREREQUISITE STATEMENT

Demonstrated expertise in a variety of physical skills has traditionally epitomized the Springfield College physical educator. This emphasis has brought Springfield graduates to the forefront as practitioners and leaders in physical education throughout the world. The graduate program in physical education and related fields is a natural outgrowth of the undergraduate programs and is also founded on the importance of a broad-based skill competency for its students. There is a commitment to the importance and value of each student's personal physical development and to the understanding, knowledge, and appreciation of physical activity as the cornerstone of the profession.

SKILL REQUIREMENTS

The skill requirements reflect the need for substantial experience in physical activity which appropriately precedes theoretical analysis of sports as well as technical competencies within defined activity areas specific to certain courses of study.

Physical Education

- a. Teaching and Administration: A minimum of 12 S.H. with at least one course in each area.
 - Team Sports
 - Fitness Activities
 - Aquatics
 - Individual and Dual Sports
 - Outdoor Activities
 - Dance/Rhythms
 - Requirement:
 - Gymnastics

Those students pursuing certification will follow the program as outlined in Teacher Certification Program for Graduate Students in Physical Education.
- b. Athletic Administration: A minimum of 6 S.H. with at least one course in each area.
 - Team Sports
 - Aquatics
 - Individual and Dual Sports
 - Officiating Class
- c. Sport Management: A minimum of 4 S.H. in the following areas.
 - Team Sports
 - Individual and Dual Sports
- d. Sport Psychology: A minimum of 6 S.H. in the following areas.
 - Team Sports
 - Individual and Dual Sports
- e. Sports Studies: A minimum of 6 S.H. to reflect experience in a wide range of activities.
 - Team Sports
 - Fitness Activities
 - Aquatics
 - Individual and Dual Sports
 - Dance/Rhythms
 - Outdoor Activities
- f. Community Physical Education
 - Same as Teaching and Administration
- g. Adapted Physical Education
 - Same as Teaching and Administration

Health Science

- a. Sport Injury Prevention and Management: A minimum of 4 S.H. to include the following:
 - Team Sports
 - Individual and Dual Sports
 - Requirements:
 - Conditioning and Fitness

Relaxation
 Track or Field Events
 Aquatics
 Weight Training (highly recommended)

- b. Health Fitness: A minimum of 5 S.H. to include the following:
 Team Sports
 Aquatics (Fitness Swimming highly recommended)
 Individual and Dual Sports
 Dance/Rhythms (Fundamentals of Rhythm highly recommended)
 Requirements:
 Conditioning and Fitness
 Relaxation
 Aerobics
 Rackquetball, tennis, or badminton
 Nautilus

Movement Science

- a. Physiology of Exercise: A minimum of 6 S.H. with courses selected from the following areas:
 Team Sports
 Individual and Dual Sports
 Fitness Activities
 Aquatics
 Required:
 Conditioning and Fitness
 Nautilus or Weight Training
 Aquatics (Fitness Swimming highly recommended)
- b. Biomechanics: A minimum of 6 S.H. with courses selected from the following areas:
 Team Sports
 Individual and Dual Sports
 Fitness Activities
 Aquatics
 Required:
 Conditioning and Fitness
 Nautilus or Weight Training
 Aquatics (Fitness Swimming highly recommended)
 Gymnastics

ART THERAPY THROUGH HEALTH FITNESS

ART THERAPY

The master's degree program in Art Therapy is designed to train art therapists through a course of study that blends theory and practice. Students are required to take courses in the psychology department, rehabilitation department, research courses through the Graduate School, studio art courses, and a variety of clinical art therapy courses. Full-time students can complete the academic and internship requirements in two years and part-time pursuance is possible. Students earn a Master of Science Degree. Although Art Therapy is a new graduate program at Springfield College, it was started in the 1930's through the work of Margaret Naumberg. In 1969 the American Art Therapy Association was founded and developed professional standards. Art Therapy is a human service profession that utilizes an integration of art and psychotherapy as a vehicle for healing. Graduates of the Art Therapy program can find opportunities to practice in mental health centers, psychiatric and general hospitals, V.A. hospitals and centers, hospices, schools, residential homes, facilities for the developmentally delayed, nursing homes, rehabilitation centers, centers for children, homeless centers, alcoholic rehabilitation treatment centers, private practice, and in other social service settings. Recently, Congress passed a bill that cited Art Therapy as preventative and rehabilitative therapy for the aged.

GENERAL ADMISSION

All candidates for the Art Therapy graduate degree are expected to have completed a baccalaureate degree in art, psychology, or a related field. The American Art Therapy Association mandates that students have 15 credits in art studio courses at the undergraduate level as well as 12 credits in psychology including introductory psychology and abnormal psychology. Students who are deficient will need to complete these prerequisites in the first year of graduate study.

A portfolio of the student's art must be submitted. This portfolio must be in a format consisting of ten slides in various media labeled with titles and appropriate for viewing. A written personal statement is also required which includes the candidate's interest in the field, personal goals, and academic objectives. Evidence of previous experience working with people in a human service or teaching setting should be included with letters of recommendation. Transcripts of undergraduate and graduate work are required. Each applicant is required to come for an interview to discuss personal and academic characteristics appropriate for successful adjustment to study and practice in art therapy.

PROGRAM REQUIREMENTS

A minimum cumulative grade point average of 3.0 is required each semester in the program.

In order to apply for registration as an Art Therapist with the American Art Therapy Association graduates must complete 1,000 hours of art therapy work after graduation and be supervised by an A.T.R. as well as completing other guidelines mandated by the American Art Therapy Association.

BASIC PROGRAM

Students will be following Plan C as described in the graduate catalogue.

Semester Hours

Graduate School Requirements			6
RSCH	325:	Foundations & Methods of Research	3
CORE		Course	3
Required Art Therapy CORE Requirements			26
ATPY	200:	Art Therapy with Special Needs Populations	3
ATPY	220:	Theory & Practice of Art Therapy	3
*ATPY	300:	Art Therapy with Children & Adolescents	3
ATPY	301:	Art Therapy Assessment, Methods, & Materials Analysis	3
ATPY	302:	Painting for the Art Therapist	2
*ATPY	310:	Ethics in Art Therapy	1
*ATPY	312:	Family Art Therapy	3
*ATPY	325:	Fieldwork in Art Therapy	2
*ATPY	350:	Practicum in Art Therapy/Two Semesters	1-6

Art Studio Courses

4-5

Students may elect courses in any of the following areas (at least two areas are required):

ATPY	210:	Therapeutic Aspects of Clay	3
ATPY	303:	Sculpture for the Art Therapist	2
ATPY	304:	Printmaking for the Art Therapist	2
ATPY	305:	Drawing & Mixed Media for the Art Therapist	2

Required Non-Art Therapy Courses **6**

PSYC	331:	Psychopathology	3
PSYC	362:	Marital & Family Interaction	3

Required Courses for Plan C **9**

RSCH	301:	Educational & Psychiatric Statistics	3
RSCH	326:	Research Project	3
CISC	301:	Introductory Computer Concepts for Research	3

Electives in Art Therapy **Minimum of 4 SH**

ATPY	311:	Introduction to Computer Graphics with a Disabled Population	3
ATPY	315:	Issues & Treatment Methods in Brief Treatment Art Therapy	2
ATPY	316:	Art Therapy & Body Oriented Therapies	2
ATPY	307:	Integration of Art Education, Art History, & Art Therapy	2

Elective Courses (in consultation with the student's academic advisor from those listed below)

Minimum of 3

PSYC	213:	Psychological Testing	3
PSYC	245:	Imagery, Hypnosis, & Self-Hypnosis	3
PSYC	315:	Confusion, Chaos, & Creativity	3
PSYC	333:	Introduction to Psychotherapy	3
PSYC	363:	Structural Family Therapy	3
PSYC	364:	Couples Therapy	3
PSYC	380:	Group Dynamics	3
PSYC	299:	Psychology of the College Age Adult	3
RHAB	275:	Holistic Medicine	3
RHAB	284:	Treatment Methods in the Rehabilitation of the Alcoholic	3
RHAB	286:	Alcoholism & Family Treatment	3
RHAB	278:	Manual Communication with the Deaf	3
RHAB	299:	Pain Management Issues & Techniques	3
RHAB	301:	Human Development & Disabling Conditions	3
HPWM	312:	Dimensions of Wellness	3
HLTH	270:	Women's Health Care	3

Total Semester Hours: **56**

Courses may change due to accreditation requirements of the American Art Therapy Association.

COUNSELING AND PSYCHOLOGICAL SERVICES

The graduate program in Counseling and Psychological Services (CPS) at Springfield College exists to meet community and institutional needs for individuals trained in a wide range of helping services. Since its inception in 1946, CPS has graduated more than 3,000 professionals who are needed to provide services requiring a keen sense of self awareness, effective counseling skills, and knowledge of a wide range of helping strategies.

A primary characteristic of effective counselors is their understanding of personal values, attitudes, and needs. The CPS program, therefore, designs many of its experiences to help students increase their awareness of self and the ways in which personal behavior affects others. While mastery of content areas is expected, continual reference to personal relevance of that content is encouraged. Frequent opportunities are afforded for students to understand themselves better through participation in group and individual experiences. Also important is continued opportunity

and encouragement to redefine one's own goals and methods of reaching them. This independence and self-direction become goals of the total learning process.

As a reflection of the value placed on individual program development, students in the CPS program may choose one of two options to meet the requirements for completion of the M.Ed. One of these is the comprehensive examination--an essay examination which requires the student to demonstrate an integrated understanding of their overall course of study. The second is the portfolio which is an ongoing active evaluation process of student progress. With this option, students develop a list of their major learning goals for each year. With the help of faculty, they select courses and design specific objectives to meet those goals. This format allows for both personal exploration and the development of competence on an individual needs and interests basis. Students who choose the research path for the M.S. may complete either a thesis or a research project. The CPS program sponsors the Center for Performance Enhancement and Applied Research (CPEAR) that serves as a clearing house for information about grants and research opportunities.

PROGRAMS

Programs in the Counseling and Psychological Services Department require all students to take two courses: Principles of Counseling (PSYC 322) and Counseling Practicum (PSYC 390). In addition, students enrolled in all programs will be required to take from 48 to 64 semester hours of coursework depending on the program.

ATHLETIC COUNSELING

The Athletic Counseling Program is designed to prepare individuals to assist athletes in reaching their full psychosocial and athletic potential. The escalating scale of competition, the professionalization of college sports, and the pressures of professional participation are but three of the issues that require counseling, career development, and skill-building competencies that far exceed the functions of the traditional academic athletic advisor.

Students in the program are offered intensive study and research opportunities in the area of developmental factors that affect athletes. Counseling and career development preparation takes place in classroom, laboratory, and on-the-job settings. In addition, students are exposed to the latest in motivational and skill building techniques to improve sports performance.

This multidimensional preparation includes course work from psychology, counseling, and physical education. The experience culminates with a field placement with a sports team or athletic counseling agency. The basic program, leading to either an M.S. or an M.Ed. is 48 semester hours. Students planning full-time study must begin their programs in September.

GENERAL COUNSELING

Many students find it possible to satisfy professional and personal goals through a CPS program outside the frameworks of the established submajors. Such students may be preparing for any of a variety of functions in the community, and graduates are found in mental health agencies, substance abuse programs, runaway or foster home projects, half-way house programs for battered women or children, court-related programs such as probation and other projects, and in other social agencies where counseling-based helping services are needed. Courses from other departments that are relevant to a student's goals are frequently included in the individual's program and the absence of a single agency focus encourages the building of a program unique to each student. Students may also choose an emphasis in one of the CPS submajors. This is a 48 semester hour program.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The primary objective of the Industrial/Organizational psychology program at Springfield College is to provide students with both a sound academic background in the field of Industrial/Organizational psychology and the necessary practical experience to enable them to satisfactorily perform in an organizational setting. The program is designed to enable those students who wish to continue their graduate studies for the doctorate to be able to do so. To achieve these objectives, the number of applicants who are accepted into the program is limited so that each student receives individualized advisement. More specifically, the objective is to design a program to meet the student's needs and at the same time achieve the objectives of the Industrial Psychology program. Students are required to take a minimum of 48 semester hours of course work from the fields of

economics, business management, psychological counseling, industrial psychology, and computer programming. Those students who have not been employed in business and industry are encouraged to participate in a fieldwork setting where they are exposed to the workaday world. Graduates of this program have secured employment in a wide range of occupations including personnel management, recruitment, wage and salary administration, hospital administration, bank administration, employee assistance programs, and organizational training and development. Students are accepted for September and January admission.

MARRIAGE AND FAMILY THERAPY

Marriage and family therapy has been a burgeoning field since its beginning some forty 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. It was in response to the demands of these groups that the master's program in Marriage and Family Therapy was developed.

Offering both master's degrees and a Certificate of Advanced Study, the program is designed for students beginning their graduate career as well as for individuals with master's degrees who are interested in expanding or enhancing their clinical and theoretical knowledge base.

The program offers courses which provide students with 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.

Students earn 60 semester hours for either the M.Ed. or the M.S. degrees. Students who already possess a master's degree in a related field earn a minimum of 32 semester hours for the Certificate of Advanced Study.

STUDENT PERSONNEL ADMINISTRATION IN HIGHER EDUCATION

An increasing diversity of students on college campuses has created a need for skilled student affairs personnel who can provide a variety of services while enhancing the development of students from varied backgrounds. In keeping with this need, the Student Personnel Administration Program offers a broad curriculum of professional development in preparation for the following positions: deans of students, financial aid officers, admissions personnel, career development specialists, college counselors, student activities coordinators, student center directors, residence life staff, and other student affairs positions.

Plans of study require 48 semester hours and are developed with the assistance of the major advisor. Coursework and related experiences provide students with an understanding of the foundations, organizations, and trends in student personnel work; exposure to the various service areas in the student personnel field; skill development in counseling, consultation, research, and administration; and supervised fieldwork experience in at least one specialty area of the student's choice. Students may select electives which support their areas of special interest and personal career goals.

GENERAL ADMISSION

Each application is carefully examined for evidences of those personal and academic characteristics which appear to promise successful adjustment to CPS study and professional growth and activity. Further information about the individual is obtained from interviews with faculty and, in many cases, with current students in the program. Where distance precludes the possibility of an on-campus interview, regional representatives (usually graduates) of the program are available for this purpose.

Undergraduate majors of a specific type are not considered necessary as preparation for work in CPS, but it is expected that some basic study in behavioral sciences and social sciences has been included. Attention is also paid to evidence of interest in people through choices of electives and to evidence of experience in dealing with others through extracurricular life and community involvement.

BASIC PROGRAM: COUNSELING AND PSYCHOLOGICAL SERVICES**CORE Requirements****CPS Requirements**

PSYC	322:	Principles of Counseling
PSYC	390:	Counseling Practicum

Courses appropriate for CPS Students

PSYC	213:	Psychological Testing
PSYC	315:	Confusion, Chaos, & Creativity
PSYC	321:	Theories of Personality
PSYC	322:	Principles of Counseling
PSYC	327:	Individual Intelligence Testing
PSYC	331:	Psychopathology
PSYC	333:	Introduction to Psychotherapy
PSYC	343:	Career Development
PYSC	345:	Fieldwork
PSYC	360:	Introduction to Marriage & Family Therapy
PSYC	368:	Internship
PSYC	380:	Group Dynamics
PSYC	390:	Counseling Practicum
PSYC	392:	Lab in Counseling Athletes
RSCH	326:	Research Project
RSCH	327:	Thesis Seminar
RSCH	328:	Thesis

Courses particularly relevant for CPS Submajors**Athletic Counseling**

HFIT	275:	Stress Management
PHED	270:	Sociology of Sport
PHED	398:	Psychology of Sport & Physical Education
PHED	399:	Applied Sport Psychology
PSYC	213:	Psychological Testing
PSYC	245:	Imagery, Hypnosis, & Self-Hypnosis
PSYC	299:	Psychology of the College-Age Adult
PSYC	343:	Career Development
PSYC	354:	Issues & Techniques in Counseling Athletes
PSYC	392:	Lab in Counseling Athletes

General Counseling

This special category is provided for persons interested in programs not incorporated in the other areas of concentration. In this category individual programs are developed with the courses already offered by the department and meeting CORE courses.

Industrial/Organizational Psychology

BUSM	201:	Quantitative Methods
BUSM	202:	Policy Control
BUSM205/RLSR	245:	Managerial Supervision
CISC	301:	Research Concepts
CISC	305:	Statistical Application of Computer Programing
PSYC	213:	Psychological Testing
PSYC	230:	Training & Development in Organizations
PSYC	231:	Communication & Motivation in Organizations
PSYC	232:	Organizational Development & Change
PSYC	335:	Psychology in Business & Industry
PSYC	343:	Career Development
PSYC	352:	Consultation & Organizational Behavior
PSYC	380:	Group Dynamics
RLSR	245:	Personnel Management

Marriage and Family Therapy

PSYC	240:	Psychology of Sexual Behavior
PSYC	299:	Psychology of the College Age Adult
PSYC	321:	Theories of Personality
PSYC	331:	Psychopathology
PSYC	345:	Fieldwork and Seminar
PSYC	360:	Introduction to Marriage & Family Therapy
PSYC	361:	Systemic Family Therapy
PSYC	362:	Marital & Family Interaction
PSYC	363:	Structural Family Therapy
PSYC	364:	Couples Therapy
PSYC	366:	Counseling for Separation & Loss
PSYC	367:	Strategic Family Therapy
PSYC	369:	Professional Studies in Marriage & Family Therapy
RHAB	286:	Alcoholism and Family Treatment

Student Personnel Administration

EDUC	320:	Higher Education in Law
EDUC	365:	Higher Education in America
PSYC	299:	Psychology of the College-Age Adult
PSYC	338:	Adult Development & Learning
PSYC	343:	Career Development
PSYC	351:	Student Personnel Administration in Higher Education
PSYC	352:	Consultation & Organizational Behavior
PSYC	355:	Current Issues in Student Personnel
PSYC	380:	Group Dynamics

CERTIFICATE OF ADVANCED STUDY

As professional and public bodies define more clearly the criteria for professionalism in various helping areas, it becomes evident that a second year of preparation leading to a Certificate of Advanced Study may become more and more a professional requirement in addition to its being an opportunity for graduate students to express their own wishes to extend professional preparation.

The C.A.S. program in Springfield's Counseling and Psychological Services has been traditionally viewed as an opportunity to express personal and professional options at the advanced level for a minimum of 32 semester hours beyond the master's level. Students who have obtained a CPS master's or its equivalent elsewhere, or graduates of other master's programs of considerable overlap with ours, are accepted on the basis of our standard admissions judgments.

Extended work in industrial psychology, athletic counseling, marriage and family therapy, student personnel administration, and "specialist" rating in other areas all invite this kind of additional study. Special projects and an internship in addition to advanced coursework are frequently recommended.

Education

At the graduate level in the Education Department, different types of master's degrees can be pursued. The emphasis is on the role of the teacher as an instructional leader and one who is knowledgeable about curriculum, learning, and students. The professional preparation programs are designed for either full- or part-time study and include both formal and non-formal techniques.

The graduate experience in the Education Department is enriched by the variety of courses and by the diversity of both the faculty members and the students, many of whom are full-time practicing professionals.

MASTER'S DEGREE IN EDUCATION (M.Ed.)**CERTIFICATION PROGRAMS**

This degree is designed to prepare students to apply for one of the following standard certifications in the State of Massachusetts:

STANDARD CERTIFICATE:

Teacher of Early Childhood (N-3)

Teacher of Elementary Education (1-6)

Because these preparatory programs are for standard certificates, applicants must have attained the qualifications for Massachusetts provisional certification with advanced standing or its equivalent prior to admission to the program. Candidates needing to attain these qualifications may do so at Springfield College, however, this qualifying work will not be considered part of the master's degree.

The master's degree is a three-part program of coursework:

- I. Graduate School Requirement
- II. Education Department General Requirements
- III. Specific Program Requirements (for specific certificate)

In addition to coursework for the master's degree, students are expected to complete the clinical requirement pertaining to the certificate for which they will apply, in order to be eligible for certification. This requires 400 hours of documented work in a setting appropriate to the certificate. The clinical experience is not included as part of the master's degree requirements listed below because several options for meeting the clinical component of the certification requirements are likely to be available. Some candidates meet this requirement as part of their employment; others will do an internship arranged with the State and a school district. Others may do a practicum arranged and supervised by the College for which there will be a number of semester hours specified. The academic advisor should be consulted for further information about clinical requirements of a particular program and certificate.

Each student is advised by a faculty member from the Education Department who has responsibility for the particular certification program in which that student is enrolled. This academic advisor will also be responsible for supervising the culminating activity (research or seminar) for advisees in the certificate programs.

Program Requirements

I. Graduate School Requirements (all programs)	Subtotal 6
1. RSCH 325: Foundations and Methods	3
2. CORE elective	3

NOTE: Graduate School requirements specify that students must include a minimum of 15 s.h. of 300-level coursework; students must be certain to meet this requirement as they choose CORE and elective courses. Consult with the academic advisor for further information. Also students in the program are restricted to Plan A (M. Ed. only), which requires them to pass a comprehensive examination specified by the department. This exam may not be taken until at least 20 s.h. of graduate work has been completed. Consult with the academic advisor for information.

Teacher of Early Childhood (N-3)

II. Education Department General Requirements	Subtotal 13-14
EDUC 242: Educational Assessment of Children	2
RHAB 301: Human Development & Disabling Conditions	3
EDUC 307: Philosophical Foundations of Education	3
EDUC 319: Seminar in Education K-12 OR	
RSCH 326: Research Project	2-3
EDUC 376: Curriculum Design and Evaluation Plus Clinical Experience	3

III. Specific Program Requirements

EDUC 265: Infant & Toddler Curriculum	3
EDUC 267: Organization & Administration of Preschool Programs	2
EDUC 277: Individualized Reading	2
RHAB 202: Parents & Families of Disabled	3
RHAB 261: Rehabilitation in Speech & Language Disorders	3

Total 32-33

Teacher of Elementary Education (1-6)

II. Education Department General Requirements			Subtotal 14
EDUC	260:	Adult & Professional Development in Education	3
EDUC	281:	Assessment and Evaluation for the Classroom Teacher	3
EDUC	307:	Philosophical Foundations of Education	3
EDUC	319:	Seminar in Education K-12	2
EDUC	376:	Curriculum Design & Evaluation Plus Clinical Experience	3

III. Specific Program Requirements **Subtotal 12**
 1. Two courses at the graduate level in the sub-specialty area of Reading/Language Arts
 OR Social Studies:

Reading/Language Arts

EDUC	236:	Microcomputers in the Classroom	3
EDUC	277:	Individualized Reading	3
EDUC	280:	Whole Language in the Content Areas	3
ENGL	205:	Literacy, Hypermedia, & Communications	3
ENGL	220:	Traditional Grammar & Usage	3
ENGL	306:	Language & Communication	3
RHAB	261:	Rehabilitation in Speech & Language Disorders	3

Social Studies

SOCI	250:	American Social Structure	3
SOCI	315:	Great Social Problems	3
SOCI	335:	Intergroup Relations & Dynamics of Prejudice	3
EDUC	231:	International Education	3
EDUC	236:	Microcomputers in the Classroom	3
HIST	205:	History of the Soviet Union	3
HIST	250:	Europe Since 1900	3
HIST	281:	Recent American History	3
POSC	270:	United States Foreign Policy	3
POSC	271:	U.S. and Contemporary World Affairs	3

2. Education elective 3

3. Non-education elective 3

Total 32

Plus Clinical Experience

MASTER'S DEGREE IN ADMINISTRATION

This degree is designed for those certified teachers who are seeking a master's degree in administration and one of the following provisional with advanced standing certificates in the state of Massachusetts:

**School Principal/Assistant School Principal Supervisor/Director (All Levels)
(N-6) (5-9) (9-12)**

Program Requirements			Subtotal 32-33
EDUC	260:	Adult Learner in Education	3
EDUC	307:	Philosophical Foundations	3
EDUC	319:	Culminating Seminar	2-3
RSCH	325:	Foundations and Methods	3
EDUC	370:	Group Process & Organization	3
EDUC	376:	Curriculum Design & Evaluation	3
EDUC	391:	School Law	3
EDUC	392:	The Principalship	3
EDUC	393:	Dynamics of Leadership	3
EDUC	394:	Principles of Supervision	3
and one elective Core Course			3

In addition to coursework for the master's degree, students are expected to complete EDUC 395 the clinical Practicum of 150 hours (5 credits) in the setting in which they are pursuing their certificate.

TOTAL 37-38

**MASTER'S DEGREE IN EDUCATION (M.Ed.)
NON-CERTIFICATION PROGRAM**

The Master of Education degree* is of a general nature. Working with an advisor, students are provided opportunities to select concentrations in line with their individual interests. Certain requirements must be met by all candidates, but there are a number of elective areas available for personal selection. It should be noted that certification or licensing in a particular professional field is not a component of this degree program.

Semester

CORE Requirements:		Hours
RSCH 325:	Foundations & Methods of Research	3
CORE Elective		3
		6
Departmental Requirements:		
EDUC 231:	International Education	3
EDUC 307:	Philosophical Foundations of Education	3
EDUC 312:	Education & the Future	3
EDUC 319:	Seminar in Education (Prerequisites: EDUC 307 and RSCH 325)	2
		11
Other Requirements:		
Any three graduate level courses (with approval of faculty advisor)		9
		9
Education Electives:		
Any two graduate level courses in Education (with approval of faculty advisor)		6
		6
		Total 32

*Not for Teacher Certification

HEALTH PROMOTION/WELLNESS MANAGEMENT

The Health Promotion/Wellness Management (HPWM) Program has been designed for holders of baccalaureate degrees in a wide-range of majors including (but not restricted to) physical education, health education, health fitnesses, nursing, rehabilitation, and psychology. The program has been established as a 48 semester hour master's degree program (either M.Ed. or M.S.) or a 64 semester hour combined Master's and Certificate of Advanced Study.

The program consists of the basic ingredients necessary for the successful creation of comprehensive organizational programs that are designed to enhance individual and organizational health. The concepts and strategies that are set forth are applicable to any organizational membership. Personnel trained in HPWM will be able to design, implement, manage and evaluate health promotion/wellness programs. The HPWM 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. Deficiencies in a student's background must be made up as noted below in undergraduate prerequisites.

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 & Physiology
 Personal & Community Health

FIELDWORK

Fieldwork is planned to involve students in gaining experience in their field. The type of fieldwork will depend upon students' individual interests and needs. These placements may be in corporate, hospitals, community agencies, and academic settings. The placement site will have a Health Promotion/Wellness Management philosophy and a comprehensive program.

BASIC PROGRAM CORE Courses

RSCH 325: Foundations & Methods of Research

One other CORE course

Program CORE

HPWM 310: Issues in Public Health
 HPWM 312: Dimensions of Wellness
 HPWM 314: Administration of Health Promotion Program
 HLTH 301: Health Behavior
 RHAB 276: Employee Assistance Program
 HPWM 340: Health Promotion/Wellness Management Fieldwork

Electives

To be chosen from the following list in consultation with an academic advisor.

CISC 301: Computer for Research
 HLTH 225: Human Disease
 HLTH 242: Special Topics for the Classroom Professional
 HLTH 265: Health of the Aged
 HLTH 270: Women's Health Care
 HLTH 340: Techniques of Applied Nutrition
 HFIT 200: Management of Health/Fitness Programs
 HFIT 210: Exercise Selection
 HFIT 261: EKG Assessment & Graded Exercise
 HFIT 275: Stress Management
 HPWM 316: Health Law
 HPWM 320: Seminar in Health Promotion
 HPWM 352: Student Teaching
 HSAD 240: Proposal Writing
 PHED 303: Exercise Physiology
 PHED 370: Cardiac Rehabilitation
 PHED 371: Physiology Applied Physical Conditioning
 PSYC 222: Interviewing & Counseling
 PSYC 230: Training & Development in Organizations
 PSYC 231: Communication & Motivation in Organizations
 PSYC 245: Imagery, Hypnosis, & Self-Hypnosis
 PSYC 315: Confusion, Chaos, & Creativity
 PSYC 321: Theories of Personality
 PSYC 322: Principles of Counseling
 PSYC 331: Psychopathology
 PSYC 333: Introduction to Psychotherapy
 PSYC 335: Psychology in Business & Industry
 PSYC 352: Consultation & Organizational Behavior
 PSYC 380: Group Dynamics
 PSYC 362: Marital & Family Interaction
 RLSR 230: Leisure Counseling
 RLSR 245: Personnel Management
 RLSR 300: Public Relations
 RLSR 347: Supervisory Management
 RHAB 270: Needs of the Aging

RHAB	275:	Holistic Medicine
RHAB	284:	Treatment Methods of the Alcoholic
RHAB	286:	Alcoholism & Family Treatment
RHAB	287:	Cardiac Rehabilitation
RHAB	299:	Pain Management
RHAB	335:	Counseling Theory & Techniques
RHAB	364:	Organization & Administration
SOCI	335:	Intergroup Relations & the Dynamics of Prejudice
RSCH	302:	Educational & Psychological Statistics II

HEALTH SCIENCE

The Health Science graduate program focuses upon the prevention, treatment, and rehabilitation of physical disease and injury. The program prepares students to assume vocational roles in clinical, agency, corporate or institutional settings. Two distinct programs are offered: Health Fitness, and Sports Medicine/Sports Injury Prevention and Management.

HEALTH FITNESS

The master's candidate may choose the M.P.E., M.Ed., or M.S. degree (thesis required). Students select one of two tracks: Management or Applied Sciences. Each student must complete a minimum of 43 semester hours or 47 semester hours with a thesis.

UNDERGRADUATE PREREQUISITES

	Semester Hours
Mammalian Anatomy & Physiology	8
Sports First Aid & Injury Prevention	3
Kinesiology	3
Physiology of Exercise	3
*Assessment in Movement & Sport	3
Physical Fitness through Selected Activities	3
Prevention & Intervention Programs in Health/Fitness Centers	3
*Management of Health Fitness Programs	3
*Heritage & Values	3
Skills and Techniques	5
* Carries graduate credit	

Basic program: 43-47 S.H. of graduate credit

	Semester Hours
CORE Requirement	
RSCH 325: Foundations & Methods	6
One other CORE course	

Program Requirements	12
HFIT 310: Exercise & Health	
HFIT 312: Exercise Adherence	
HFIT 340: Measurement & Evaluation: Health Fitness Programs	
HLTH 340: Techniques of Applied Nutrition	
PHED 203: Advanced Exercise Physiology	

Management Track (see also electives with * below)	6
MGTE 245: Personnel Management	
PHED 345: Sport Marketing	

Applied Science Track (see also electives with † below)	6
PHED 324: Laboratory Techniques in Movement Science	
PHED 303: Cardiopulmonary Function & Exercise	

Electives	9-12
*† HFIT 275: Stress Management	
*† HFIT 210: Methods of Exercise Selection & Leadership in Health Fitness Programs	

SPRINGFIELD COLLEGE GRADUATE

*

*† HLTH	265:	Health Related Aspect of Aging	
*HPWM	314:	Administration of Health Promotion Programs	
* MGTE	270:	Advertising	
* MGTE	280:	Marketing for Non-profit Organizations	
* MGTE	295:	Corporate Social Responsibility	
† PHED	302:	Metabolism & Exercise	
† PHED	372:	Medical Physiology	
* RLSR	300:	Public Relations	
* † RSCH	302:	Educational & Psychological Statistics II	
HFIT	380:	Field Experience	2-8

Research Requirements**5-9**

RSCH	301:	Educational & Psychological Statistics I (Required)	
PHED	341:	Independent Study in Physical Education	
RSCH	327:	Thesis Seminar	
RSCH	328:	Thesis	

A thesis is required for the M.S. Degree. Those students completing PHED 341 will take a written comprehensive examination and qualify for the M.P.E. or M. Ed. Degree.

SPORTS INJURY PREVENTION THROUGH PHYSICAL EDUCATION

**SPORTS INJURY PREVENTION AND MANAGEMENT
UNDERGRADUATE PREREQUISITES**

Mammalian Anatomy & Physiology	8
Kinesiology/Biomechanics	3
Physiology of Exercise	3
*Assessment in Movement & Sport	3
Prevention & Care of Athletic Injuries (Basic & Advanced)	6
*Athletic Injury Rehabilitation & Therapeutic Exercise	
*Athletic Injury Rehabilitation & Therapeutic Modalities	
*Heritage & Values	3
Introduction to Nutrition	3
Skills and Techniques	4
*Carries Graduate Credit	

BASIC PROGRAM: Minimum of 36 S.H. of Graduate Credit

		Semester Hours
CORE Requirements		6
RSCH 325:	Foundations & Methods	
	One other CORE course	
Program Requirements		21-24
PHED 203:	Advanced Exercise Physiology	
PHED 324:	Laboratory Techniques in Movement Science	
PHED 361:	Functional Human Anatomy	
PHED 362:	Skeletal Biomechanics	
PHED 374:	Fieldwork in Sports Medicine	
PHED 376:	Orthopedic Basis of Sport Injury	
RSCH 301:	Educational & Psychological Statistics I	
Selectives		3-4
HLTH 340:	Techniques of Applied Nutrition	
HFIT 275:	Stress Management	
PHED 251:	Qualitative Biomechanics of Movement	
PHED 351:	Quantitative Biomechanics of Movement	
PHED 364:	Kinesiology Applied to Disabling Conditions	
PHED 398:	Psychology of Sport & Physical Education	
PSYC 354:	Issues and Techniques in Athletic Counseling	
PHED 375:	Graded Exercise Testing and Electrocardiography	
Research Requirements		2-6
PHED 341:	Independent Study in Physical Education OR	
RSCH 327:	Thesis Seminar	
RSCH 328:	Thesis	

A thesis is required for the MS degree. Those students completing PHED 341 will take a written comprehensive examination and qualify for the M.P.E. or M.Ed. degree.

Students who receive a grade of "C+" or lower in any three courses will be expected to move to another major or area of concentration.

The Sports Injury Prevention and Management concentration is not a National Athletic Trainers Association graduate program leading to certification eligibility.

This program is designed for and limited to students who have backgrounds in any of the following areas: physical therapy, medicine, athletic training, or those who have made substantial progress toward NATA certification.

HEALTH STUDIES

TEACHER CERTIFICATION PROGRAMS

*** PROGRAM FOR NON-PROVISIONALLY CERTIFIED**

GRADUATE STUDENTS IN HEALTH EDUCATION

This teacher preparation program is for graduates who have earned undergraduate degrees in fields other than health education and who wish to complete the Massachusetts teacher certification requirements (provisional with advanced standing and standard) in health education. This certification program is based on the courses and experiences included in Springfield College's undergraduate Health Education-Teacher Preparation (Provisional with Advanced Standing Certification) and the Clinical Master's Degree Program (Standard Certification) in Health Education-Teacher Preparation. In the interest of feasibility, in cases where a graduate level course enables students to meet the same state stipulated competencies as undergraduate courses, the graduate course is offered as a substitute or an alternative to the undergraduate course. Completion of this program will, therefore, allow graduate students to qualify for provisional with advanced standing and standard Massachusetts teacher certification in elementary health education (N-9) and secondary health education (5-12).

Students in this program may choose to earn either a M.Ed. (Plan A) or a M.S. (Plan B). Students in this program, however, will have to complete a minimum of 47 to 56 credit hours due to state certification requirements.

*This certification program is new and has been submitted to the Massachusetts Department of Education for approval.

COURSES FOR HEALTH EDUCATION-TEACHER PREPARATION PROGRAM FOR NON-PROVISIONALLY CERTIFIED GRADUATE STUDENTS

I. All College CORE Requirements:

			Semester Hours
RSCH	325	Foundations and Methods of Research	3
		One other CORE course	3
			Subtotal 6

II. DEPARTMENTAL CORE REQUIREMENTS:

HLTH	301	Health Behavior	3
HPWM	310	Issues in Public Health	3
*HPWM	312	Dimensions of Wellness	3
			Subtotal 15

III. PROGRAM REQUIREMENTS:

HLTH	217	Organization and Administration for the School Health Program	3
HLTH	242	Special Health Topics for the Classroom -- Grades N-12	3
HLTH	302	Teaching Methods and Learning Styles	3
HLTH	320	Health Counseling	3
HLTH	252	Practicum in School Health Education -- Grades N-9	7
HLTH	253	Practicum in School Health Education -- Grades 5-12	7
			Subtotal 41

IV. Research Requirements:

			Semester Hours
RSCH	301	Educational & Psychological Statistics I	3
RSCH	327	Thesis Seminar	2
RSCH	328	Thesis	4
or			
RSCH	326	Research Project	2-3
RSCH	341	Guided Individual Study	2-3
			Subtotal 41 - 50

* Course could be waived and a substitution made if the student has an extensive background in health (must have advisor referral and the approval of the Director of School Health Programs).

Students who select the Master of Education Degree will be required to take comprehensive exams.

Students who elect to write a thesis will receive a Master of Science Degree.

V. ELECTIVES: (6 credits)			Semester Hours
CISC	301	Introductory Computer Concepts for Research	3
CISC	305	Statistical Applications of Computer Programming	3
EDUC	231	International Education: Culture and Change	3
EDUC	236	The Micro-Computer in the Classroom	3
EDUC	307	Philosophical Foundations of Education	3
HLTH	265	Health Related Aspects of Aging	3
HLTH	270	Women's Health Care	3
HLTH	340	Techniques of Applied Nutrition	3
HFIT	275	Stress Management	3
HFIT	310	Exercise and Health	3
HSAD	240	Proposal Writing and Fund Raising	3
HPWM	316	Health Law	3
MSSW	393	Proposal Writing and Grant Acquisition	3
PSYC	240	Psychology of Sexual Behavior	3
RSCH	341	Guided Individual Study	2-3
SOCI	365	Violence in the Family	3
			Total 47 to 56

PREREQUISITES:

These courses are necessary to meet Standard I - Subject Matter Knowledge

Courses in:

- Anatomy and Physiology
- Growth and Development
- Human Disease
- Human Sexuality
- Substance Use and Abuse
- First Aid and Safety
- Basic Nutrition
- Teaching Methods
- Multicultural Course (may substitute a graduate level course here)
- Pre-practicum

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

VI. Clinical Experience -- Standard Certification

The clinical experience will include a student teaching, supervision assisting and teaching seminar. All three experiences will be supervised and directed by Springfield College personnel. The student teaching experience will occur at the elementary, middle and/or high school level. The clinical experience will be for a total of 400 hours (10 Springfield Semester Hours).

CLINICAL MASTER'S IN HEALTH EDUCATION PROGRAM

This program is for graduates who have attained the qualifications for the state of Massachusetts provisional certification with advanced standing or its equivalent prior to admission into the program. Graduate students needing to attain these qualifications may do so at Springfield College (see the Health Education-Teacher Preparation for Non-Provisionally Certified Graduate Students).

In addition to coursework for the Master's Degree, in order to be eligible for certification students will be expected to complete a clinical experience and seminar (includes a teaching seminar). This clinical will be arranged and supervised by Springfield College personnel.

Students in this program may choose to earn either a M.Ed. (Plan A) or a M.S. (Plan B). Students in this program, however, will have to complete a minimum of 46 credit hours due to state certification requirements.

COURSES FOR HEALTH EDUCATION -- TEACHER PREPARATION FOR PROVISIONAL CERTIFICATION WITH ADVANCED STANDING

I. All College CORE Requirements:			Semester Hours
RSCH	325	Foundations and Methods of Research	3
		One other CORE course	3
			Subtotal 6

II. DEPARTMENTAL CORE REQUIREMENTS:			
HLTH	301	Health Behavior	3
HPWM	310	Issues in Public Health	3
*HPWM	312	Dimensions of Wellness	3
			Subtotal 15

III. PROGRAM REQUIREMENTS:			
*HLTH	217	Organization and Administration for the School Health Program	3
*HLTH	242	Special Health Topics for the Classroom - Grades N-12	3
HLTH	302	Teaching Methods and Learning Styles	3
HLTH	320	Health Counseling	3
			Subtotal 27

IV. RESEARCH REQUIREMENTS:			
RSCH	301	Educational & Psychological Statistics I	3
RSCH	327	Thesis Seminar	2
RSCH	328	Thesis	4
		OR	
RSCH	326	Research Project	2-3
RSCH	341	Guided Individual Study	2-3
			Subtotal 30 to 36

* Course could be waived and a substitution made if the student has an extensive background in health (must have advisor referral and the approval of the Director of School Health Programs).

Students who select the Master of Education Degree will be required to take comprehensive exams and complete a research project.

Students who elect to write a thesis will receive a Master of Science Degree.

V. ELECTIVES:
(Selections and number to be determined by the advisor. This number is based upon the number of prerequisites needed. 6 to 9 credits minimum.)

			Semester Hours
CISC	301	Introductory Computer Concepts for Research	3
CISC	305	Statistical Applications of Computer Programming	3
EDUC	231	International Education: Culture and Change	3
EDUC	236	The Micro-Computer in the Classroom	3
EDUC	307	Philosophical Foundations of Education	3
EDUC	391	School Law	3
HLTH	265	Health Related Aspects of Aging	3
HLTH	270	Women's Health Care	3
HLTH	340	Techniques of Applied Nutrition	3
HFIT	275	Stress Management	3
HFIT	310	Exercise and Health	3
HPWM	316	Health Law	3
HSAD	240	Proposal Writing and Fund Raising	3
MSSW	393	Proposal Writing & Grant Acquisition	3
PSYC	240	Psychology of Sexual Behavior	3
SOCI	365	Violence in the Family	3
			Subtotal 36

PREREQUISITES: A provisional with advanced standing or standard teaching certificate in health education or another area of education.

These prerequisites may be necessary for those persons who do not have a provisional certificate in health education specifically.

Courses in:

Anatomy and Physiology
Human Disease
Human Sexuality
Substance Use and Abuse
First Aid and Safety
Basic Nutrition
Multicultural Course (may substitute a graduate level course)

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

VI. Clinical Experience -- Standard Certification

The clinical experience will include a student teaching, supervision assisting and teaching seminar. All three experiences will be supervised and directed by Springfield College personnel. The student teaching experience will occur at the elementary, middle and/or high school level. The clinical experience will be for a total of 400 hours (10 Springfield Semester Hours).

Total 46 S.H.

**MOVEMENT SCIENCES
THE PROGRAM**

This program is designed around a core of science courses associated with the study of human movement. Movement Sciences concentrations are available in biomechanics, exercise physiology, or an interdisciplinary combination of both. The intent of this program is to prepare students for research activities in an appropriate setting or agency, teaching at the college level (this is not a certification program for the public schools), advancement of professionals or coaching skills, and continuation of studies at the doctoral level.

Students in the Movement Sciences programs normally spend more than one academic year in the completion of their master's degree (all concentrations have a minimum requirement of 36 semester hours). Because of the academic demand of the program of study and thesis requirement, students who receive a "C+" grade or lower in any three courses will be expected to leave the Movement Sciences curriculum. If this should occur, entry into another Springfield College graduate program may be possible.

All candidates are expected to have a strong undergraduate background with specialized courses in the sciences associated with the study of human movement. Where educational deficiencies are determined to exist, the student will be required to make up those deficiencies in addition to pursuing the required components of their graduate program.

All students in Movement Sciences are required to complete a thesis as an integral part of their program. This research must be conducted in their area of concentration. Those students who choose the interdisciplinary concentration are expected to take an interdisciplinary approach to this research in fulfillment of their thesis requirement. At the completion of their thesis, students will conduct a presentation of that research to their thesis committee and interested faculty and students.

ADMISSIONS

The number of students admitted to the Movement Sciences programs is limited based on faculty/student ratio and research facilities available. Student applications to the Movement Sciences Programs are initially reviewed as they are received. Those students who demonstrate exceptional qualifications may be offered admission on an early acceptance basis. However, most applications will be retained until February 1 with subsequent offers of admissions shortly thereafter.

**BIOMECHANICS CONCENTRATION
EXPECTED UNDERGRADUATE COMPETENCIES**

Mammalian Anatomy & Physiology I
 Mammalian Anatomy & Physiology II
 Inorganic Chemistry or Organic Chemistry
 Physics (Mechanical Concepts)
 Algebra or Trigonometry or Analytical Geometry or Calculus
 Kinesiology
 Exercise Physiology
 Assessment in Movement & Sport
 Heritage & Values

Selected Skills and Techniques

Aquatics Dance
 Team Sports Gymnastics
 Fitness

CORE Requirements

RSCH 325 Foundations & Methods of Research
 One other CORE course

6 Semester Hours

Program Requirements

PHED 251 Qualitative Biomechanics
 PHED 304 Neuromuscular Function & Exercise
 PHED 305 Seminar: Movement Sciences
 PHED 324 Laboratory Techniques in Movement Sciences
 PHED 351 Quantitative Biomechanics
 PHED 352 On-line Data Acquisition in Movement Sciences
 PHED 362 Skeletal Biomechanics

16 Semester Hours

SELECTIVES

Research Requirements

RSCH 301 Educational & Psychological Statistics I
 RSCH 327 Thesis Seminar
 RSCH 328 Thesis
 CISC 305 Statistical Applications of Computer Programming

5-6 Semester Hours

12 Semester Hours

**EXERCISE PHYSIOLOGY CONCENTRATION
EXPECTED UNDERGRADUATE COMPETENCIES**

Mammalian Anatomy & Physiology I
 Mammalian Anatomy & Physiology II
 Inorganic Chemistry
 Organic Chemistry
 Biochemistry
 Physics (Mechanical Concepts)
 Kinesiology
 Exercise Physiology
 Assessment in Movement & Sport
 Heritage & Values

Selected Skills and Techniques

Aquatics Dance
 Team Sports Gymnastics
 Fitness

CORE Requirements

RSCH 325 Foundations & Methods of Research
 One other CORE course

6 Semester Hours

Program Requirements

18 Semester Hours

PHED	302	Metabolism & Exercise
PHED	303	Cardiopulmonary Function & Exercise
PHED	304	Neuromuscular Function & Exercise
PHED	305	Seminar: Movement Sciences
PHED	306	Environmental Physiology
PHED	324	Laboratory Techniques in Movement Sciences
PHED	375	Graded Exercise Testing and Electrocardiography

SELECTIVES

4-6 Semester Hours

Research Requirements

9 Semester Hours

RSCH	301	Educational & Psychological Statistics I
RSCH	327	Thesis Seminar
RSCH	328	Thesis

**INTERDISCIPLINARY MOVEMENT SCIENCES CONCENTRATION
EXPECTED UNDERGRADUATE COMPETENCIES**

Mammalian Anatomy & Physiology I
 Mammalian Anatomy & Physiology II
 General Chemistry
 Physics (Mechanical Concepts)
 Algebra or Trigonometry
 Kinesiology
 Exercise Physiology
 Assessment in Movement & Sport
 Heritage & Values

Selected Skills and Techniques

Aquatics Dance
 Team Sports Gymnastics
 Fitness

CORE Requirements

6 Semester Hours

RSCH	325	Foundations & Methods of Research One other CORE course
------	-----	--

Program Requirements

20 Semester Hours

PHED	251	Qualitative Biomechanics
PHED	302	Metabolism & Exercise
PHED	303	Cardiopulmonary Function & Exercise
PHED	304	Neuromuscular Function & Exercise
PHED	305	Seminar: Movement Sciences
PHED	324	Laboratory Techniques in Movement Sciences
PHED	351	Quantitative Biomechanics
PHED	362	Skeletal Biomechanics

SELECTIVES

1-6 Semester Hours

Research Requirements

9 Semester Hours

RSCH	301	Educational & Psychological Statistics I
RSCH	327	Thesis Seminar
RSCH	328	Thesis

OCCUPATIONAL THERAPY THE PROGRAM

The Master's degree program in Occupational Therapy, accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) is designed for persons with various backgrounds and levels of education who wish to become occupational therapists. This course of study includes occupational therapy theory, skills and administration in pediatrics, physical disabilities, mental health and geriatrics. Full-time students can complete the academic and internship requirements in two years including two summers. The standard curriculum is set up for students to earn a Masters

of Education in Occupational Therapy. A Master of Science is also an option which requires three additional courses to be taken outside of the four semesters of our standard program. (See "Plan B and C" at the beginning of this catalogue.)

The Humanics Philosophy of Springfield College is in concert with that of occupational therapy -- both emphasize that health and learning are best gained through a mind, body and spirit unified approach. Our program is designed with an integration of course work, laboratory practice and community clinical experiences which allow for proficiency in patient evaluation, treatment, research and management of occupational therapy departments.

PROGRAM REQUIREMENTS

The Occupational Therapy master's program is a special sequentially planned and challenging curriculum. Therefore, students must start the program in the fall and full-time pursuance is strongly recommended. Part-time is also possible, up until the six to nine months of field work, but still entails a challenging schedule. For those attending full-time, we recommend only on-campus work-study if additional finances are necessary during the two year program.

A maximum of six to twelve semester hours of credits may be transferred to the Occupational Therapy Program. Once a student begins courses in the professional component of the program, completion of all field work must occur within five years. A minimum grade of C is required in each course as well as a minimum cumulative grade point average of 3.0.

GRADUATE VERSUS PROFESSIONAL REGISTRATION

Once all coursework and field work have been completed with passing grades, students are eligible to sit for the national registration examination which is given semi-annually by the American Occupational Therapy Certification Board. Registration is awarded to those who receive a passing grade on this test and is required before one can practice occupational therapy. In many states, including Massachusetts, state licensure is also required and is dependent on passing this examination.

ADMISSION POLICIES

We will guarantee consideration to all applicants who have submitted their applications and all required credentials by January 1. Those received after this date may be reviewed. Candidates with a baccalaureate degree, and advanced senior standing in a Springfield College undergraduate program, Certified Occupational Therapy Assistant status, or any other related associate's degree may be eligible to apply to this program.

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

	Semester Hours
Sciences	9-11
Must include: Anatomy & Physiology with labs which should have been taken in the last four years	6-8
One elective (Survey of Physics is strongly recommended)	3
Social Sciences	12
Must include: Introduction to Sociology	3
Introduction to Psychology	3
Abnormal Psychology	3
One elective	3
English (must include one composition course)	6
Introduction to Statistics	3

To receive considerations for full admissions, applicants must have a minimum grade point average of 3.0 in both the science and the social science prerequisite courses and also a 3.0 overall cumulative average. Students must have at least one course in the science and one in the social science categories with a minimum grade of B. Candidates may be accepted while still taking prerequisites, although it is to the applicant's benefit to have all the prerequisites completed. CLEP examinations to fulfill prerequisites are also available. Those who are strong candidates in all areas except meeting these standards may be considered on a probationary basis.

Applicants must also have observed, volunteered, or worked in an occupational therapy clinic setting. This is a very important part of the credentials. Additional experiences in working with people in an educational or health care setting, especially in the capacity of full-time employment, are also strongly valued. References to these experiences will strengthen the applicant's statement of personal and professional objectives. One reference from an occupational therapist is also strongly recommended.

Transcripts, references, a resume, a completed prerequisite worksheet, and a strong statement of personal and professional objectives are all a part of the application process. We strongly encourage that students also attend an informational session at the Dana O.T. Center before or during the application process. Please call us if this is a problem.

THE CURRICULUM

Fall (1st year)

PTMS	210	Human Anatomy I	3
PTMS	250	Neuroscience I	2
OCTH	201	O.T. Fundamentals	3
OCTH	205	Preclinical Education	2
OCTH	207	Group Process	1
RSCH	325	Foundations of Research	3
			14

Intersession (1st year)

OCTH	215	Clinical Education I	3
------	-----	----------------------	---

Spring (1st year)

PTMS	211	Human Anatomy II	3
PTMS	251	Neuroscience II	2
OCTH	220	Development, Dysf. & OT Adaptation in Infancy	3
OCTH	221	Development, Dysf. & OT Adapt. in Childhood	4
OCTH	277	Development, Dysf. & OT Adapt. in Adolescence	3
			15

Summer (1st year)

OCTH	340	Physical Dev't., Dysf. & OT Adapt. in Adults	3
OCTH	350	Psychosocial Dev't., Dysf. & OT Adapt. in Adults	3
OHTH	365	Development and OT Adapt. in Older Persons	3
			9

Optional Summer Additions

OCTH	215	Clinical Education I	3
Elective	3		

Fall (2nd year)

OCTH	341	Physical Dev't, Dysf. & OT Adapt. Adults II	3
OCTH	351	Psychosoc. Dev't., Dysf. & OT Adapt. Adults II	4
OCTH	370	OT Management	3
OCTH	380	Graduate Seminar	3
XXXX		Core Course	3
			16

Spring (2nd year) Jan. into July*

OCTH	389	Clinical Education II	10
OCTH	390	Clinical Education III	10

July (2nd year)

OCTH 390 (continued): 1 week seminar on campus

3 additional months (Optional)**

OCTH	393	Specialty Clinical Experience	0.00
------	-----	-------------------------------	------

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

** There is a minimum of a 3-credit placement/supervisory charge for this non-credit, pass/fail course.

PHYSICAL EDUCATION

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

At the master's level the candidate may earn a Master of Science, a Master of Education, or a Master of Physical Education degree by pursuing and successfully completing a program of study in one of the following areas of concentration: Adapted Physical Education; Athletic Administration; Clinical Master's Degree Program; Community Physical Education; Sport Management; Sport Psychology; Sport Studies; Teaching and Administration; or Teacher Certification Program for Non-Provisionally Certified graduate students in Physical Education.

To meet the need for additional study of 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.

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; and 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.
- To contribute to security by increasing the ability to meet demands of daily living.
- To protect individuals from undue demands and exercise beyond their tolerance.
- To develop strength, endurance, and coordination for daily living.
- To develop skill in appropriate games, sports, and rhythms.
- To aid in self-correction of conditions which 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.

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

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Sports First Aid & Injury Prevention	3
Elementary or Secondary Methods of Teaching Physical Education	3
Kinesiology/Biomechanics	3
Physiology of Exercise	3
Adapted Physical Education	3
*Assessment in Movement & Sport	3
Supervised Student Teaching & Senior Seminar	11
*Heritage & Values	2
*Organization & Administration of Education & Physical Education	3
Skills and Techniques	12
*Carries Graduate Credit	

- Other deficiencies which would preclude teacher certification for physical education in Massachusetts, e.g., student teaching, prepracticum, etc.
- A minimum of 12 semester hours in skills and techniques including at least one course in each of the following areas: outdoor pursuits, team sports, individual and dual sports, rhythmic, fitness, and aquatics.

Students who are accepted into the adapted and the teaching and administration programs in physical education who have not earned an undergraduate degree in physical education are expected to fulfill the following additional requirements:

- a. A cumulative academic index of 2.75 in skills and technique courses.
- b. A cumulative academic index of 2.50 in all prerequisites.

BASIC PROGRAM:

(Minimum of 36 S.H. of Graduate Credit)

**Semester
Hours**

CORE Requirements

6

RSCH 325: Foundations & Methods
One other CORE course

Program Requirements

18

PHED 262: Physical Education for Retarded
PHED 312: Developmental Physical Education
PHED 361: Functional Human Anatomy
PHED 363: Adapted Sports & Recreation
PHED 381: Fieldwork in Adapted Physical Education

Electives

Chosen from an approved list in consultation with program supervisor.

Research Requirements

2-9

RSCH 301: Education & Psychological Statistics
RSCH 327: Thesis Seminar
RSCH 328: Thesis
PHED 341: Guided Individual Study in Physical Education
(Passing the Comprehensive Examination required with this option)

ATHLETIC ADMINISTRATION

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

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Sports First Aid & Injury Prevention	3
Kinesiology/Biomechanics	3
Physiology of Exercise	3
*Assessment in Movement & Sport	3
*Heritage & Values	2
Skills and Techniques	6
* Carries Graduate Credit	

BASIC PROGRAM:

(Minimum of 32 S.H. of Graduate Credit)

**Semester
Hours**

CORE Requirements

6

RSCH 325: Foundations & Methods of Research
One other CORE course

Program Requirements		18-20
PHED	327: Construction & Maintenance of Physical Education Facilities	
PHED	333: Athletic Administration	
PHED	334: Seminar in Athletic Administration	
PHED	354: Fieldwork in Athletic Administration	
PHED	392: Organizational Theory & Personnel Management in Physical Education & Athletics	
PHED	394: Budgeting & Liability in Physical Education & Athletics	
MGTE	300: Selected Applications of Accounting	

Electives **0-7**
 Chosen from an approved list in consultation with program advisor.

Research Requirements		2-9
PHED	341: Independent Study in Physical Education OR	
RSCH	301: Educational & Psychological Statistics I	
RSCH	327: Thesis Seminar	
RSCH	328: Thesis	

COMMUNITY PHYSICAL EDUCATION

For those students who are interested in seeking employment in a community organization or agency where a professional background in the study of physical education is important, the Community Physical Education program is available. This is a not a teaching certificate program and no attempt is made to provide certification.

UNDERGRADUATE PREREQUISITES

Candidates are expected to have an undergraduate background in physical education, with or without student teaching. Where the undergraduate background is deficient, the student is required to make up such deficiencies in addition to pursuing the regular graduate program. The requirements are the same as the prerequisites for the Adapted Physical Education sequence, EXCEPT that Supervised Student Teaching in Physical Education is not required. Skill requirements are the same as those listed under Adapted Physical Education.

GRADUATE PREREQUISITES

These requirements are the same as listed under the Adapted Physical Education concentration.

**COMMUNITY PHYSICAL EDUCATION
 (Minimum of 32 S.H. of Graduate Credit)**

**Semester
 Hours**

CORE Requirements

RSCH	325: Foundations & Methods of Research	6
	One other CORE course	

Required Courses **12**

A minimum of 12 hours of 300-level P.E. courses with at least one course selected from each of the following three areas:

Community Physical Education

This area to be fulfilled by completing PHED 354: Graduate Field Experience and other courses selected in consultation with program advisor.

Applied Sciences

PHED	203: Advanced Exercise Physiology	
PHED	251: Qualitative Biomechanics	
PHED	296: Motor Learning & Control	
PHED	335: Motor Development & Analysis	
PHED	351: Quantitative Biomechanics	
PHED	398: Psychology of Sport & Physical Education	

Cognate Studies

PHED	320:	Philosophy of Sport
PHED	340:	International Relations Through Physical Education
PHED	348:	Comparative Physical Education
PHED	358:	Sport in American Culture
PHED	396:	Current Literature & Research in Physical Education

Research Requirements

RSCH	301:	Educational and Psychological Statistics	2-9
RSCH	327:	Thesis Seminar	
RSCH	328:	Thesis	
PHED	341:	Independent Study in Physical Education (Passing the Comprehensive Exam required with this option)	

Electives

Elective courses are to be chosen in accordance with the student's needs and interests and in consultation with the major program advisor. Elective area **MUST** include at least one 300-level physical education course.

SPORT MANAGEMENT

The Sport Management program is designed to prepare students for career opportunities within the sport industry such as facilities/arena management; professional sport management; sporting goods companies; management of resorts, private clubs, and camps; governmental agencies; and sport marketing organizations.

Utilizing an interdisciplinary approach to learning, coursework is selected from such areas as business, physical education, recreation, and psychology. The program accommodates interested graduate students from varying educational backgrounds. The program of study is designed to meet individual needs and interests based upon the student's past educational experience and vocational aspirations.

UNDERGRADUATE PREREQUISITES

	Semester Hours
*Assessment in Movement & Sport	3
Business Statistics	
College Math	3
*Computer Concepts for Research	3
*Heritage & Values	3
Other courses which may be individually prescribed	
Skills and Techniques	4
*Carries Graduate Credit	

BASIC PROGRAM:

(A minimum of 36 S.H. of Graduate Credit)

CORE Requirement

RSCH	325:	Foundations and Methods of Research	6
		One other CORE course	

Program Requirement

PHED	392:	Organizational Theory & Personnel Management in Physical Education & Athletics	20
PHED	394:	Budgeting & Liability in P.E. & Athletics	
PHED	345:	Sport Marketing	
PHED	356:	Internship in Sport Management	

Coursework Selected from the following list:

Graduate Selectives

MGTE	201:	Quantitative Methods
MGTE	205:	Managerial Supervision
MGTE	300:	Selected Applications of Accounting

MGTE	270:	Advertising
MGTE	275:	Consumer Behavior
MGTE	278:	Business Law
MGTE	280:	Marketing for Non-profit Organizations
MGTE	290:	Entrepreneurism
MGTE	295:	Corporate Social Responsibility
MOST	299:	Heritage & Values
PSYC	335:	Psychology in Business & Industry
PSYC	348:	Training & Development in Organizations
PSYC	349:	Communication & Motivation in Organizations
PSYC	380:	Group Dynamics
HSAD	240:	Proposal Writing & Fundraising
PHED	290:	The Female Athlete
PHED	298:	History of Physical Education & Sport
PHED	320:	Philosophy of Sport
PHED	327:	Construction & Maintenance of Physical Education Facilities
PHED	333:	Athletic Administration
PHED	334:	Seminar in Athletic Administration
PHED	340:	International Relations Through Physical Education
PHED	348:	Comparative Physical Education
PHED	358:	Sport in American Culture
PHED	396:	Current Literature & Research in Physical Education
PHED	398:	Psychology of Sport & Physical Education
RLSR	300:	Public Relations

Research Requirement

2-9

PHED	341:	Independent Study in Physical Education OR
RSCH	301:	Educational & Psychological Statistics I
RSCH	327:	Thesis Seminar
RSCH	328:	Thesis

A thesis is required for the M.S. Degree.

SPORT PSYCHOLOGY

The Sport Psychology concentration is designed for students who have a scholarly interest in Sport Psychology and wish to pursue this interest in doctoral programs of study. The intent of the program is to provide theoretical understanding of sport from a philosophical, sociological, psychological, and physiological perspective particularly as this knowledge may be practically applied to helping athletes maximize sport performance. Students who receive a grade of "C+" or lower in any three courses will be expected to move from the Sport Psychology concentration to another major or area of concentration.

UNDERGRADUATE PREREQUISITES

Mammalian Anatomy & Physiology	8
Kinesiology/Biomechanics	3
Physiology of Exercise	3
*Assessment in Movement & Sport	3
Psycho-Social Foundations of Sport	2
Motor Learning	2
*Heritage & Values	3
Skills and Techniques	6

*Carries Graduate Credit

BASIC PROGRAM:

(A minimum of 36 S.H. of Graduate Credit)

Semester Hours

CORE Requirements

6

RSCH	325:	Foundation & Methods of Research
		One other CORE course

Program Requirements

22-23

PHED	203:	Advanced Exercise Physiology
------	------	------------------------------

SPRINGFIELD COLLEGE GRADUATE

*

PHED	296:	Motor Learning & Control OR
PHED	335:	Motor Development & Analysis
PHED	320:	Philosophy of Sport
PHED	358:	Sport in American Culture
PHED	398:	Psychology of Sport & Physical Education
PHED	399:	Applied Sport Psychology
PSYC	354:	Issues & Techniques in Athletic Counseling
RSCH	301:	Educational & Psychological Statistics I

Electives

2-7

Chosen from an approved list in consultation with program supervisor.

Research Requirements

6

RSCH	327:	Thesis Seminar
RSCH	328:	Thesis

The candidate will be eligible for the M.S. Degree (thesis required), M.P.E., or the M.Ed.

SPORT STUDIES

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

UNDERGRADUATE PREREQUISITES

The Athlete in Literature

3

*Assessment in Movement & Sport

3

*Heritage & Values

3

Social Psychology

3

Introduction to Sociology

3

Skills and Techniques

6

*Carries Graduate Credit

BASIC PROGRAM:

(Minimum of 32 S.H. of Graduate Credit)

Semester Hours

CORE Requirements

RSCH	325:	Foundations & Methods of Research	6
		One other CORE course	

Program Requirements

PHED	220:	Sport & Art
PHED	290:	The Female Athlete
PHED	298:	History of Physical Education & Sport
PHED	320:	Philosophy of Sport
PHED	358:	Sport in American Culture
PHED	398:	Psychology of Sport & Physical Education

Electives

3-8

Chosen from an approved list in consultation with program advisor.

Research Requirements:

2-9

PHED	341:	Independent Study in Physical Education OR	
RSCH	301:	Educational & Psychological Statistics	1
RSCH	327:	Thesis Seminar	
RSCH	328:	Thesis	

A thesis is required for the M.S. Degree.

TEACHING AND ADMINISTRATION

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

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

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

UNDERGRADUATE PREREQUISITES

Prerequisites for this program are identical to those listed for the Adapted Physical Education Concentration.

**TEACHING AND ADMINISTRATION OF PHYSICAL EDUCATION
(Minimum of 32 S.H. of Graduate Credit)**

Semester Hours

CORE Requirements

5-6

RSCH 325: Foundation & Methods of Research
One other CORE course

Required courses

12

A minimum of 12 semester hours of 300-level physical education courses (excluding PHED 341) with at least one course selected from each of the following areas:

Teaching and Administration:

PHED 327: Construction & Maintenance of Physical Education Facilities
PHED 329: Curriculum Construction
PHED 331: Professional Preparation
PHED 332: Analysis Teacher Behaviors
PHED 333: Athletic Administration
PHED 354: Graduate Field Experience (only 2 S.H. applicable)
PHED 360: Advanced Instructional Strategies
PHED 392: Organizational Theory & Personnel Management in Physical Education & Athletics
PHED 394: Budgeting & Liability in Physical Education & Athletics

Applied Sciences

PHED 251: Qualitative Biomechanics
PHED 296: Motor Learning & Control
PHED 335: Motor Development & Analysis
PHED 351: Quantitative Biomechanics
PHED 203: Advanced Exercise Physiology
PHED 398: Psychology of Physical Education & Sport

Cognate Studies

PHED 320: Philosophy of Sport
PHED 340: International Relations Through Physical Education
PHED 348: Comparative Physical Education
PHED 358: Sport in American Culture
PHED 396: Current Literature & Research in Physical Education

Thesis

RSCH 327: Thesis Seminar
RSCH 328: Thesis

Non-Thesis

PHED 341: Independent Study in Physical Education
(Passing the Comprehensive Exam required with this option)

Electives

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

CLINICAL MASTER'S PROGRAM

The Clinical Master's Degree Program in Physical Education is established to meet state certification standards as well as institutional standards. Under the Massachusetts Certification Regulations, the teacher certification procedure is a two- step process. With a liberal arts and science or interdisciplinary Bachelor's Degree, those who meet the competencies established by the state will be eligible to receive a Provisional with Advanced Standing Certificate. The Clinical Master's Degree Program is designed for those students who wish to qualify for Standard Certification while earning the advanced degree. In addition to completing the coursework listed below, students seeking standard certification will be expected to complete a clinical experience and seminar. This will require 400 hours of documented work in a setting appropriate to the certificate level.

A clinical experience will be arranged and supervised by Springfield College personnel.

PROGRAM REQUIREMENTS

I. All College CORE Requirements

1. RSCH	325:	Foundations & Methods of Research	3 sh
2. SOCI	335:	Dynamics of Prejudice	3 sh
			Subtotal 6 sh

II. Program Requirements

Note: Students must take a minimum of 12 semester hours of 300 level Physical Education courses. Students must take at least one course from each of the following areas: Teaching and Administration, Applied Sciences, Cognate Studies.

1. All of the following:

EDUC	307:	Philosophical Foundations of Education	3 sh
PHED	329:	Curriculum Construction	3 sh
PHED	392:	Organizational Theory & Personnel Management in Physical Education & Athletics	3 sh
PHED	360:	Advanced Instructional Strategies	3 sh
PHED	335:	Motor Development & Analysis	3 sh
			Subtotal 15 sh

2. One of the following:

PHED	262:	Physical Education for the Mentally Retarded	2 sh
PHED	363:	Adapted Sports and Recreation	3 sh
			Subtotal 2-3 sh

3. One of the following:

PHED	251:	Qualitative Biomechanics	3 sh
PHED	316:	Research Seminar in Motor Learning	3 sh
PHED	296:	Motor Learning & Control	3 sh
PHED	371:	Physiology Applied to Physical Conditioning	3 sh
PHED	398:	Sport Psychology	3 sh
			Subtotal 3 sh

4. One of the following:

PHED	298:	History of Sport and Physical Education	2 sh
PHED	320:	Philosophy of Sport	3 sh
PHED	340:	International Relations through Physical Education	2 sh
PHED	348:	Comparative Physical Education	3 sh
PHED	358:	Sport in American Culture	3 sh
PHED	396:	Current Literature	2 sh
			Subtotal 2-3 sh

III. Program Selectives

One of the following:

PHED	327:	Construction & Maintenance of Physical Education Facilities	2 sh
PHED	331:	Professional Preparation in Physical Education	2 sh
PHED	332:	Analysis of Teacher Behavior	3 sh
PHED	333:	Athletic Administration	3 sh
PHED	394:	Budgeting & Liability in Physical Education & Athletics	3 sh

Subtotal 2-3 sh

IV. Research Requirement

1. For M.Ed. or M.P.E. degrees

PHED	341:	Independent Study in Physical Education	2 sh
------	------	---	------

Note: Candidates must also take the Master Comprehensive Examination

Subtotal 2 sh

2. For MS degree (9 sh)

RSCH	301:	Educational & Psychological Statistics I	3 sh
RSCH	327:	Thesis Seminar	2 sh
RSCH	328:	Thesis	4 sh

Subtotal 9 sh

**PREREQUISITES: PROVISIONAL CERTIFICATION IN PHYSICAL EDUCATION
TEACHER CERTIFICATION PROGRAM FOR NON-PROVISIONALLY CERTIFIED
STUDENTS IN PHYSICAL EDUCATION**

The Teacher Certification Program for Non-Provisionally Certified Graduate Students in Physical Education 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 Certification requirements (provisional and standard) in physical education. The certification program is based on the courses and experiences included in the Springfield College's state-approved undergraduate teacher preparation program (provisional) and Clinical Master's Degree Program (standard) in physical education. In the interest of feasibility, in cases where a graduate level course enables students to meet the same state-stipulated competencies as undergraduate courses, the graduate course is offered as a substitute or an alternative to the undergraduate course. Completion of this program will, therefore, allow graduate students to qualify for provisional and standard Massachusetts teacher certification in elementary physical education (N-9) and the secondary physical education (5-12).

REQUIRED COURSES FOR TEACHER CERTIFICATION PROGRAM FOR NON-PROVISIONALLY CERTIFIED GRADUATE STUDENTS IN PHYSICAL EDUCATION

Standard I -- Subject Matter Knowledge

Course			Semester Hours
BIOL	10	Anatomy and Physiology	4
BIOL	11	Anatomy and Physiology	4
MOST	24	Motor Learning	3
MOST	103	Physiology of Exercise	3
MOST	119	Kinesiology	3
MOST	299	Heritage and Values	3
PHED	108	Adapted Physical Education Program	3
PHED	125	Sports First Aid and Injury Prevention	3
PHED	335	Motor Development & Analysis	3
PHED	358	Sport in American Culture	3
PHED	398	Psychology of Sport and Physical Education	3
Physical Education Activity Courses			13.5
			Subtotal 48.5

Standards II, III, and VI -- Communication, Instructional Practice, and Equity

Course			Semester Hours
EDUC	307	Philosophical Foundations of Education	3
PHED	26	Elementary Design and Implementation	3
PHED	36	Secondary Design and Implementation	3

SPRINGFIELD COLLEGE GRADUATE

*

PHED	140	Pre-Practicum -- Elementary Level	2
OR			
PHED	150	Pre-Practicum -- Secondary Level	2
PHED	252s	Practicum Elementary	7
AND			
PHED	253s	Practicum Secondary	7
OR			
PHED	254s	Practicum at One Level (by petition)	14
PHED	329	Curriculum Construction	3
PHED	360	Advanced Instructional Strategies	3
PHED	392	Organizational Theory and Personnel Management in Physical Education and Athletics	3
SOCI	335	Dynamics of Prejudice	3
* Clinical Experience and Teaching Seminar			10
Subtotal *40-50			

* A clinical experience will be required only if it is necessary for certification, therefore, if it is not needed the subtotal for this section will be only 40 sh.

Standards IV, V, and VII -- Evaluation, Problem Solving, and Professional Standards

Course**			Semester Hours
MOST	210	Assessment in Movement and Sport	3
PHED	341	Independent Study in Physical Education	2
RSCH	301	Educational and Psychological Statistics I	3
RSCH	325	Foundations and Methods of Research	3
RSCH	327	Thesis Seminar	2
RSCH	328	Thesis	4
Subtotal 8-15			

** All graduate students in the physical education program are required to take MOST 210 and RSCH 325. In addition, candidates for the M.Ed. or M.P.E. degrees are required to take PHED 341 and take the Master Comprehensive Examination. Candidates for the MS degree are required to complete RSCH 301, RSCH 327, and RSCH 328 in addition to MOST 210 and RSCH 325.

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

General Skills (10 sh)

Courses			sh
MOSK	2	Sport Concepts	1.0
MOSK	183	Gymnastics I (prerequisite to Gym II)	5
MOSK	204	Swimming	5
MOSK	238	Fundamentals of Rhythm	5
MOSK	263	Track and Field I	5
PEPC	100	Fit for Life	1.0
PEPC	110	Conditioning and Fitness	5
PEPC	132	Folk Dance	5
PEPC	184	Gymnastics II	5
PEPC	244	Basketball	5
PEPC	251	Flag Football	5
PEPC	255	Soccer	5
PEPC	256	Softball	5

SPRINGFIELD COLLEGE GRADUATE

*

PEPC	258	Volleyball	5
PEPC	264	Track and Field II	5
PEPC	282	Tennis	5
PEPC	284	Wrestling	5
PEPC	293	Outdoor Adventure	5

Elementary Level (select 3 - 1.5 sh)

PEPC	231	Educational Dance	5
PEPC	246	Educational Games	5
PEPC	247	Fitness for Children	5
PEPC	248	Educational Gymnastics	5

Secondary Level (select 3 - 1.5 sh)

PEPC	150	Field Hockey	5
PEPC	211	Aerobic Dance	5
PEPC	254	New and Field Games	5
PEPC	265	Badminton/Archery	5

Skills Elective (.5 sh)

Elect any additional skills course, after consultation with advisor.

ADVANCED STUDY THROUGH REHABILITATION MANAGEMENT

THE CERTIFICATE OF ADVANCED STUDY

The Certificate Program in Physical Education is provided for selected graduate students who wish additional study beyond the master's program and intend to qualify for administration and supervisory 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 to 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 64 graduate credits. For those holding a master's degree, a minimum of 32 additional semester hours of graduate credits 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.

THE CERTIFICATE OF ADVANCED STUDY

	Semester Hours
Courses in Physical Education	12
Required: PHED 392, 394	
Electives: Courses approved by advisor	
Fundamentals of Administration	6
Selected courses in Educational Administration approved by advisor	
Liberal - Cultural Electives	8
Graduate courses with prefix other than HLTH, PHED, RLSR and approved by advisor	
Administrative Field Experience	6
Students in this program who have both teaching and administrative experience 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 26 semester hours of this program must be completed at Springfield College.

THE DOCTORATE

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.

A detailed statement entitled "Requirements and Procedures for the Doctor of Physical Education Degree" (D.P.E.) is available on request from the Graduate School.

RECREATION AND LEISURE SERVICES PROGRAM

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

Springfield College offers graduate programs in:

- Recreation Management
- Therapeutic Recreation Management
- Outdoor Recreation Management

RECREATION MANAGEMENT

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

- Armed Forces Recreation
- Campus Recreation
- Community/Public Recreation
- Corporate/Employee Services and Recreation
- Equestrian Management
- Resort and Commercial Recreation
- Travel and Tourism
- Youth/Community Agency
- YMCA

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

THERAPEUTIC RECREATION MANAGEMENT

Therapeutic recreation refers to those recreation services that are provided with specific, well-defined purposes in relation to recovery or adjustment to illness, disability, or injury. The Therapeutic Recreation Specialist is a member of the interdisciplinary team for assessment, treatment, and evaluation. Therapeutic Recreation Management Specialists work with persons who have physical disabilities, psychiatric disabilities, chronic illness, mental retardation, learning disabilities, and emotional disabilities.

Career opportunities are available in general medical/surgical hospitals, rehabilitation centers, psychiatric hospitals, services with persons with mental retardation, sheltered workshops, state training schools, the community, residential treatment facilities for substance abuse, among others.

Graduates of Springfield'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 Recreational/Child Life Specialist concentration is available in the department of Recreation and Leisure Services.

A Child Life Specialist works in health care settings focusing on the emotional and developmental needs of children. Through the use of play and other forms of communication, the specialist seeks to reduce the stress of health care and enable children and families to cope with these experiences positively. 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 requirements for certification by the NCTRC. Students who complete the Child Life Specialist concentration are eligible for certification through ACCH. Students should be aware that in order to follow the Child Life Specialist concentration they must complete requirements for the Therapeutic Recreation Management program. The Child Life Specialist concentration is not available as a separate program.

OUTDOOR RECREATION MANAGEMENT

According to the President's Commission on Americans Outdoors, millions of individuals are involved in recreation activities and 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, non-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).

THE YMCA

Springfield College Department of Recreation and Leisure Services has been preparing graduate students for professional employment for the YMCA for many years.

ACADEMIC REQUIREMENTS

CORE REQUIREMENTS -- For all programs

RSCH	325:	Foundations & Methods of Research	3
		One CORE Course	3

DEPARTMENTAL REQUIREMENTS -- For all programs

RLSR	205:	History & Philosophy of Recreation	3
RLSR	245:	Personnel Management	3
RLSR	280:	Legal Aspects of Leisure Services	3
RLSR	300:	Public Relations	3
RLSR	315:	Graduate Seminar	2
RLSR	347:	Supervisory Management	3
RLSR	301:	Graduate Field Experience	10
			Total 33

GRADUATE FIELD INTERNSHIP

Internship is a major part of the graduate programs in the Department of Recreation and Leisure Services. Graduate field experiences are done for at least 400 clock hours over an extended period of time, not less than 10 weeks. Students may begin field work after completing 24 semester hours with a GPA of 3.0. Field experience complies with NRPA and NTRS requirements.

GRADUATE COMPREHENSIVE EXAMINATION OR THESIS OPTION

All graduate students must complete:

I. The Graduate Comprehensive Examination

OR

II. The thesis option

THESIS OPTION

RSCH	301:	Statistics	3
RSCH	327:	Thesis Seminar	2
RSCH	328:	Thesis	4
			Total 9

RECREATION MANAGEMENT

Program Requirements

RLSR	207:	Organization & Administration of Public Recreation	3
RLSR	285:	Resort & Commercial Recreation	3
RLSR	335:	Recreation Programming	3
			Total 9

Number of semester hours required for Recreation Management Program 45-54

THERAPEUTIC RECREATION MANAGEMENT

Prerequisites

RLSR	72:	Introduction to Therapeutic Recreation	3
RLSR	172:	Processes & Techniques in Therapeutic Recreation	3
BIOL	10 & 11:	Mammalian Anatomy & Physiology (min. 1 semester)	4
PSYCH	121:	Abnormal Psychology	3
--	13	Program Requirements	
RLSR	230:	Leisure Counseling	3
RLSR	270:	Therapeutic Recreation with the Chronically Ill & Aged	3
RLSR	273:	Therapeutic Recreation Programming for Persons with Disabilities	3
			Total 9

Number of semester hours required for Therapeutic Recreation Management Program 45-67

CHILD LIFE SPECIALIST CONCENTRATION

Required Courses

RLSR	274:	Child Life Concepts	3
RLSR	276:	Child Life Clinic	3
RLSR	398:	Child Life Practicum	3-6
PSYC	____:	Child Development & Therapy	3
			Total 12-15

OUTDOOR RECREATION MANAGEMENT

Prerequisites

RLSR	189:	Outdoor Leadership	3
BIOL	1:	Basic Concepts in Biology	4
BIOL	150:	General Ecology	3
			Total 10

Program Requirements

RLSR	207:	Organization & Administration of Public Recreation	3
RLSR	285:	Resort & Commercial Recreation	3
RLSR	335:	Recreation Programming	3
RLSR	226:	Park & Natural Resource Management	3
			Total 12

Number of semester hours required for Outdoor Recreation Management Program 48-67

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 coursework along with professionally supervised clinical experiences.

The Rehabilitation Counseling and Services programs are offered in cooperation with the Rehabilitation Services Administration, United States Department of Education. A limited number of Federally funded traineeships 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:

1. Foundations of Rehabilitation
2. Diagnostic Assessment and Evaluation
3. Casework Planning, Practices, and Management
4. Interviewing and Counseling (Individual, Group, Family)
5. Service Coordination, Consultation, and Advocacy
6. Personal-Career Development and Placement

Within the general requirements, emphasis is placed on knowledge and understanding of medical, psychological, social, educational, and vocational aspects of disability and handicapping conditions. Faculty advisor meets with students at the beginning of their enrollment to outline an appropriate course of study. Individual differences in background 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
 Developmental Disabilities

REHABILITATION MANAGEMENT AND ADMINISTRATION

Case Management
 Employee Assistance
 Insurance Rehabilitation

REHABILITATION--SPECIAL SERVICES

Sensory Disabilities
 Head Injury and Neuro-behavioral Rehabilitation

Gerontological Rehabilitation
Cardiac Counseling and Education
Milieu Therapies
Other Individualized Specialties

The graduate programs are designed to meet the goals and needs of students with a variety of educational and experiential backgrounds as well as the national professional standards required to assist our graduates to be fully marketable in the field. Individual eligibility should be discussed with the department chairperson and faculty advisor.

Students who have completed the master's degree may pursue advanced course work leading to a Certificate of Advanced Study. Typically, students seeking the Certificate wish to complement their existing educational and professional background, training, and experience to qualify for advanced positions or to become eligible for rehabilitation certification. Programs are arranged individually with the student's faculty advisor. A minimum of 32 semester hours of graduate credit is required for the Certificate of Advanced Study. Two program levels are available for the master's degree. Program levels may be determined and approved by the completion of the first 12 to 15 semester hours of coursework.

PROGRAM LEVEL I

Eligibility: Students with bachelor's degrees, but without previous rehabilitation education or experience are eligible for the 64 semester hour program. Students should have a minimum of 15 to 18 semester hours of undergraduate coursework in the behavioral and social sciences especially psychology and sociology. Where the undergraduate background is deficient, prerequisite coursework may be necessary.

PROGRAM LEVEL II

Eligibility: Students who possess a bachelor's degree, previous experience, concurrent employment in rehabilitation counseling, or a minor in Rehabilitation Services Education with at least 18 semester hours of acceptable coursework are eligible for this program. A minimum total of 48 semester hours of graduate credit is required.

PROGRAM LEVEL III

Eligibility: In recognition of the increasing need for qualified professional counselors to work with the disabled 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. Students with acceptable previous employment experience, concurrent employment in counseling, 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 36 semester hours of graduate credit is required in this specialized program, although additional coursework may be necessary.

Certification: Students within this program level normally have or are obtaining the professional experience necessary to become eligible for certification as a rehabilitation counselor 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.

CERTIFICATE of ADVANCED STUDY

Students who have completed the master's degree may pursue advanced coursework leading to a Certificate of Advanced Study. 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 positions; or become eligible for rehabilitation certification. Programs are arranged individually with the student's faculty advisor. A minimum of 32 semester hours of graduate credits is required.

ACCREDITATION

The Rehabilitation Counseling and Services programs (Levels I and II) are approved and accredited by the Council on Rehabilitation Education. Students completing all coursework requirements including research, general rehabilitation course requirements, practica, and

internships are eligible for the national certification examination to become Certified Rehabilitation Counselors (C.R.C.) and to apply for state licensure.

REHABILITATION COUNSELING -- GENERAL CASEWORK

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

REHABILITATION COUNSELING -- GENERAL CASEWORK

CORE Requirements

General Requirements

RHAB	301:	Human Development & Disabling Conditions
RHAB	305:	Rehabilitation Counseling: History & Practices
RHAB	306:	Casework Management Techniques
RHAB	335:	Rehabilitation Counseling: Theory & Techniques
RHAB	342:	Career Development & Placement Techniques
RHAB	350:	Advanced Assessment Techniques
RHAB	361:	Medical Survey

Specific Program Courses:

RHAB	282:	Sex, Marriage, & the Disabled
RHAB	292:	Group Techniques
RHAB	325:	Assessment & Appraisal Techniques
PSYC	333:	Introduction to Psychotherapy
RHAB	364:	Organization & Administration

Clinical:

RHAB	366:	Clinical Practice I
RHAB	367:	Clinical Practice II
RHAB	368:	Internship

Research:

RSCH	301:	Statistics
RSCH	327:	Thesis Seminar
RSCH	328:	Thesis OR
RSCH	341:	Guided Independent Study OR
CISC	305:	Computer Programming
RSCH	301:	Educational Statistics
RSCH	326:	Research Project

ALCOHOL AND SUBSTANCE ABUSE COUNSELING

Alcohol and substance abuse has been a steadily increasing social problem for some time. Various rehabilitation programs are responding to meet the need. The primary objective of this program is to prepare students to work 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.

ALCOHOL REHABILITATION AND SUBSTANCE ABUSE COUNSELING

CORE Courses

General Requirements

RHAB	301:	Human Development & Disabling Conditions
------	------	--

RHAB	305:	Rehabilitation Counseling: History & Practices
RHAB	306:	Casework Management Techniques
RHAB	335:	Rehabilitation Counseling: Theory & Techniques
RHAB	342:	Career Development & Placement Techniques
RHAB	350:	Advanced Assessment Techniques
RHAB	361:	Medical Survey

Specific Program Courses:

RHAB	276:	Employee Assistance Programming
RHAB	284:	Treatment Methods of the Alcoholic
RHAB	286:	Alcoholism & Family Treatment
RHAB	289:	Treatment of Drug Abuse
RHAB	292:	Group Techniques

Clinical:

RHAB	366:	Clinical Practice I
RHAB	367:	Clinical Practice II
RHAB	368:	Internship

Research:

RSCH	301:	Statistics
RSCH	327:	Thesis Seminar
RSCH	328:	Thesis OR
RSCH	341:	Guided Independent Study OR
CISC	305:	Computer Programming
RSCH	301:	Educational Statistics
RSCH	326:	Research Project

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. Graduates of this program are typically employed in hospitals, clinics, community mental health programs, vocational rehabilitation agencies, and private psychiatric facilities.

PSYCHIATRIC REHABILITATION AND MENTAL HEALTH COUNSELING

CORE Requirements

General Requirements

RHAB	301:	Human Development & Disabling Conditions
RHAB	305:	Rehabilitation Counseling: History & Practices
RHAB	306:	Casework Management Techniques
RHAB	335:	Rehabilitation Counseling: Theory & Techniques
RHAB	342:	Career Development & Placement Techniques
RHAB	350:	Advanced Assessment Techniques
RHAB	361:	Medical Survey

Specific Program Courses:

RHAB	275:	Holistic Medicine
RHAB	292:	Group Techniques
RHAB	294:	Psychiatric Rehabilitation
PSYC	333:	Introduction to Psychotherapy
RHAB	364:	Organization & Administration

Clinical:

RHAB	366:	Clinical Practice I
RHAB	367:	Clinical Practice II
RHAB	368:	Internship

Research:

RSCH	301:	Statistics
RSCH	327:	Thesis Seminar
RSCH	328:	Thesis OR
RSCH	341:	Guided Independent Study OR
CISC	305:	Computer Programming
RSCH	301:	Educational Statistics
RSCH	326:	Research Project

DEVELOPMENTAL DISABILITIES

Graduate candidates interested in this program prepare themselves to work with those individuals who have one or more of the following disabilities: mental retardation, cerebral palsy, epilepsy, or various forms of learning disabilities. Primary consideration is given in the curriculum to developmental theory and practice, social learning, and behavioral techniques aimed toward helping persons with these disabilities to live, go to school, and work as independently and normally as possible. Graduates have excellent employment opportunities and usually become employed in special schools, developmental centers, rehabilitation hospitals, and community agencies.

DEVELOPMENTAL DISABILITIES**CORE Requirements****General Requirements**

RHAB	301:	Human Development & Disabling Conditions
RHAB	305:	Rehabilitation Counseling: History & Practices
RHAB	306:	Casework Management Techniques
RHAB	335:	Rehabilitation Counseling: Theory & Techniques
RHAB	342:	Career Development & Placement Techniques
RHAB	350:	Advanced Assessment Techniques
RHAB	361:	Medical Survey

Specific Program Courses:

RHAB	202:	Parents & Family of the Disabled
RHAB	242:	Behavioral Techniques for Developmentally Disabled
RHAB	264:	Rehabilitation of Mentally Retarded Individuals
RHAB	288:	Learning Disabilities
RHAB	364:	Organization & Administration

Clinical:

RHAB	366:	Clinical Practice I
RHAB	367:	Clinical Practice II
RHAB	368:	Internship

Research:

RSCH	327:	Thesis Seminar
RSCH	328:	Thesis OR
RSCH	341:	Guided Independent Study OR
CISC	305:	Computer Programming
RSCH	301:	Educational Statistics
RSCH	326:	Research Project

REHABILITATION MANAGEMENT AND ADMINISTRATION

New and increasing 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 program become employed in a variety of public and private rehabilitation settings. Excellent opportunities currently exist in business and industry in such areas as personnel, employee assistance programs, projects with industry, and insurance rehabilitation. Also, various management and administrative positions in rehabilitation facilities and other non-profit organizations are available to our graduates.

REHABILITATION MANAGEMENT AND ADMINISTRATION**CORE Requirements****General Requirements**

RHAB	301:	Human Development & Disabling Conditions
RHAB	305:	Rehabilitation Counseling: History & Practices
RHAB	306:	Casework Management Techniques
RHAB	335:	Rehabilitation Counseling: Theory & Techniques
RHAB	342:	Career Development & Placement Techniques
RHAB	350:	Advanced Assessment Techniques
RHAB	361:	Medical Survey

Specific Program Courses:

PSYC	230:	Training & Development in Organizations
RHAB	276:	Employee Assistance Programming
RHAB	325:	Assessment & Appraisal Techniques
PSYC	335:	Psychology in Business & Industry
RHAB	364:	Organization & Administration

Clinical:

RHAB	366:	Clinical Practice I
RHAB	367:	Clinical Practice II
RHAB	368:	Internship

Research:

RSCH	327:	Thesis Seminar
RSCH	328:	Thesis OR
RSCH	341:	Guided Independent Study OR
CISC	305:	Computer Programming
RSCH	301:	Educational Statistics
RSCH	326:	Research Project

REHABILITATION -- SPECIAL SERVICES

Within the scope of departmental offerings, guided independent studies, and related offerings of other cooperating departments of programs, opportunities exist with faculty advisor guidance and assistance to develop specialized programs or other specific individualized areas of concentration. This program provides for a blending of individual skills, background, and interests with both highly specialized and interdisciplinary areas of study. Its primary objective is to further enhance the student's professional development and career opportunities. For example, specialty programs currently exist within some of the following areas: sensory disabilities (visual and hearing disorders), gerontological services, pediatric rehabilitation, and marriage and family counseling with the disabled. Students interested in this program option must arrange a planned program of study with faculty advisors and obtain departmental approval.

REHABILITATION -- SPECIAL SERVICES**CORE Requirements****Rehabilitation Requirements**

RHAB	301:	Human Development & Disabling Conditions
RHAB	305:	Rehabilitation Counseling
RHAB	306:	Casework Management Techniques
RHAB	335:	Counseling & Case Management
RHAB	342:	Career Development & Placement Techniques
RHAB	350:	Evaluation & Assessment
RHAB	361:	Medical Survey

Specific Rehabilitation Course Options:

(Other offerings may be selected in consultation with faculty advisor.)

RHAB	202:	Parents & Family of the Disabled
RHAB	250:	Action Oriented Therapies

RHAB	261:	Speech/Language Disorders
RHAB	262:	Rehabilitation of the Hearing Impaired
RHAB	264:	Rehabilitation of the Mentally Retarded
RHAB	270:	Needs of Aging
RHAB	271:	Therapeutic Approaches to Aging
RHAB	275:	Holistic Medicine
RHAB	278:	Manual Communication with the Deaf
RHAB	279:	American Sign Language
RHAB	280H:	Transactional Analysis
RHAB	287:	Cardiac Rehabilitation
RHAB	299:	Pain Management
RHAB	364:	Organization & Administration

Clinical:

RHAB	366:	Clinical Practice I
RHAB	367:	Clinical Practice II
RHAB	368:	Internship

Research:

RSCH	301:	Statistics
RSCH	327:	Thesis Seminar
RSCH	328:	Thesis OR
RSCH	341:	Guided Independent Study OR
CISC	305:	Computer Programming
RSCH	301:	Educational Statistics
RSCH	326:	Research Project

SOCIAL WORK THROUGH GRADUATE COURSES

SOCIAL WORK

The Department of Social Work Master's in Social Work Program prepares social workers for professional practice through a single concentration in Advanced Generalist Practice. Students are prepared to work at the individual, family, group, organization, and community levels with knowledge-guided practice. In addition to the generalist core curriculum, students take five electives in the second year.

The program is offered in two formats: a weekday option and a weekend option. The content and quality of the program is the same under both options; the scheduling of classes differs in order to provide the flexibility required of employed persons.

Graduates receive the degree Master's in Social Work (M.S.W.).

Weekday Option

The 60 credit program is completed in two academic years or four semesters. In the weekday option classes meet during the week on Tuesdays and Wednesdays. In addition to classroom work, a field practicum is required in each of the four semesters, and as part of the field practicum, participation in a field seminar is required.

Weekend Option

In the extended degree program, the 60 credit program is completed in three calendar years or eight semesters. In the weekend option classes meet two weekends per month. Fifteen hours of practicum are required in the spring and summer semesters of each year, and as part of the field practicum, participation in a field seminar is required. In addition to classroom work, a field practicum is required in the fourth, fifth, seventh and eighth semesters.

The Curriculum Overview

The curriculum consists of:

1. A four course sequence in Social Work Practice.
2. Three course sequences in Human Behavior in the Social Environment, Social Policy and Services, and Social Research.
3. Four semesters of Field Practicum with associated Field Seminars.
4. Five electives.

Admission Requirements

1. Successful completion of a bachelor's degree from an accredited college or university. Baccalaureate study must reflect a broad liberal arts background which has included instruction in the humanities, social science, physical science, and communications. The study of people and their social conditions should be reflected by courses in sociology, political science, economics, anthropology, psychology, social or intellectual history, or human development, plus a course in human biology. (Those applicants who have not completed a course in human biology may remedy the deficiency by registering for an undergraduate course.)
2. A grade point average of 2.5 for all undergraduate work and 3.0 in the last 2 years of academic work. Exceptions to the GPA requirement will be made by the faculty on the basis of other evidence which demonstrates the ability to do graduate work in social work. Applicants who do not meet the GPA minimum will be considered only for provisional admittance.
3. The personal capacity to do work effectively with people and to achieve professional purposes.
4. Social work experience as an employee, volunteer, or in an undergraduate practicum.

5. Three references which address the applicant's performance in social work activity and academic and professional potential.
6. A 3-5 page personal statement describing the following: previous and current experience with human services agencies as a provider and/or recipient of services; beliefs and expectations which bring the student into the program; self-assessment of personal qualities considered to be useful in studying for the profession; areas of growth to focus on during the process of professional education; and career goals and plans as a professional social worker.

Advanced Standing

Applicants who have completed a baccalaureate degree in social work from an accredited BSW program with a "B" grade or higher may be awarded advanced standing.

Accreditation

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

The Master's in Social Work Program is accredited by the Council on Social Work Education, the official accrediting body for social work programs in the United States.

The Curriculum

Weekday Option

Fall-First Year

HBSE 1	3 CR
POLICY 1	3 CR
RESEARCH 1	3 CR
PRACTICE 1	3 CR
FIELD PRACTICUM & SEMINAR	4 CR
	16 CR

Spring-First Year

HBSE 2	3 CR
POLICY 2	3 CR
RESEARCH 2	3 CR
PRACTICE 2	3 CR
FIELD PRACTICUM & SEMINAR	4 CR
	16 CR

PROF. FOUND	2 CR
-------------	------

Fall-Second Year

HBSE 3	2 CR
RESEARCH 3	2 CR
PRACTICE 3	2 CR
FIELD PRACTICUM & SEMINAR	4 CR
ELECTIVE	2 CR
ELECTIVE	2 CR
	14 CR

Spring-Second Year

POLICY 3	2 CR
FIELD PRACTICUM & SEMINAR	4 CR
PRACTICE 4	2 CR
ELECTIVE	2 CR
ELECTIVE	2 CR
ELECTIVE	2 CR

14 CR

Weekend Option

Fall-First Year

HBSE 1	3 CR
POLICY 1	3 CR
	6 CR

Spring-First Year

HBSE 2	3 CR
RESEARCH 1	3 CR
	6 CR

Summer-First Year

HBSE 3	3
CRPOLICY 2	3 CR
	6 CR

Fall-Second Year

PRACTICE 1	3 CR
FIELD PRACTICUM & SEMINAR	4 CR
	7 CR

Spring-Second Year

PRACTICE 2	2 CR
FIELD PRACTICUM & SEMINAR	4 CR
RESEARCH 2	3 CR
	9 CR

Summer-Second Year

ELECTIVE	2 CR
POLICY 3	2 CR
ELECTIVE	2 CR
	6 CR

Fall-Third Year

ELECTIVE	2 CR
ELECTIVE	2 CR
PRACTICE 3	2 CR
FIELD PRACTICUM & SEMINAR	4 CR
	10 CR

Spring-Third Year

RESEARCH 3	2 CR
PRACTICE 4	2 CR
FIELD PRACTICUM & SEMINAR	4 CR
ELECTIVE	2 CR
	10 CR

GRADUATE COURSES

Graduate courses at Springfield College are numbered as follows:

200-299 -- Open to seniors and graduate students only*

300-399 -- Open to graduate students only

400-499 -- Open to Certificate of Advanced Study and Doctoral students only

*Instructors who teach 200-level courses in which graduate students are permitted to enroll require higher academic achievement for graduate students than is required for seniors.

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:

15 hours for 1 S.H. credit. 45 hours for 3 S.H. credit.

30 hours for 2 S.H. credit. 60 hours for 3 S.H. credit.

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 withdrawal of scheduled courses.

ANTHROPOLOGY

ANTH 321: Comparative Cultures (CORE Course) 2 S.H.

This course is an analysis of the origin, history, structure, and effects of various contrasting culture patterns. Culture differences in social systems, especially as manifested in value systems are studied. Social processes inhibiting and accelerating change are also examined. Kinds of social change and the study of selected examples from primitive and modern societies are explored.

ART THERAPY

ATPY 200: Art Therapy with Special Needs Populations 3 S.H.

This course is designed for individuals who are interested in working with multi-diagnosed individuals through art therapy. Various therapeutic approaches in art therapy as well as psychological and educational aspects of providing services to special needs populations are discussed. Students discover how art therapy can be used as an educational tool as well as a therapeutic modality.

ATPY 220: Theory 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 300: Art Therapy with Children & 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 301: Art Therapy Assessment Methods & Materials Analysis 2 S.H.

Students explore art materials and techniques applicable in treatment during individual and group art therapy sessions. Lectures focus on issues and principles of art therapy techniques as they refer to the process and product of studio experience. In addition to a comprehensive review of the literature, the developmental approach to art therapy is addressed. Students learn and apply their knowledge of various theoretical approaches in art therapy assessment.

ATPY 302: 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 upon an extensive exploration or thematic approach addressing these concerns.

ATPY 303: 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 mediums 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 305: Drawing and Mixed Media for the Art Therapist 2 S.H.

This studio course focuses on utilizing the elements of art in the therapeutic milieu. Students explore a variety of drawing mediums and collage. Research on art as healing accompanies the studio component.

Prerequisite: Portfolio review and permission of instructor.

ATPY 307: Integration of Art Education, Art History, & Art Therapy 2 S.H.

This course integrates concepts and theories of art education, art therapy and art history. Students learn the parameters and potential enmeshment of these disciplines. Discussions of the analysis of art by 19th and 20th century artists who experienced psychological problems as well as the utilization of art history in therapeutic practice with clientele is the essence of the course.

ATPY 310: Ethics in Art Therapy 1 S.H.

Professional standards, legal obligations, and ethical situations in art therapy are discussed and debated. Issues of insurance and liability regarding art materials and their interactions with medications are addressed. Prerequisites: ARTS 200, ARTS 301, and PSYC 331.

ATPY 312: Family Art Therapy 3 S.H.

This course introduces students to the use of art processes within the framework of systemic and contextual family therapy and familiarizes students with clinical family therapy models through the

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 application of art therapy with family therapy within specific limitations of clinical settings are examined. Prerequisite: ARTS 220 or permission of instructor.

ATPY 315: Issues and Treatment Methods in Brief Treatment Art Therapy 2 S.H.

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

ATPY 316: 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 Art Department.

ATPY 325: Supervision for Beginning Practicum in Art Therapy 2 S.H.

Practicum in Art Therapy is considered the core of art therapy training. Students observe an art therapist in practice and co-lead groups by the end of the semester for a total of 100 hours in the field. Students participate in bi-weekly 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 350: Practicum in Art Therapy 3-6 S.H.

Practicum in Art Therapy is 600 hours. This course provides practical involvement necessary for acquiring skills of art therapy in a variety of clinical settings. Practicum experiences include six sessions of group supervision seminar. Prerequisites include ARTS 200, 220, 300, 325 and PSYC 331. The six credits are usually taken over a period of two semesters.

ATHLETIC TRAINING

ATRN 205: Athletic Injury Rehabilitation & Therapeutic Exercise 3 S.H.

This course introduces the Athletic Training student to athletic injury rehabilitation. It includes assessment skills, treatment goal development, and documentation techniques. The use of therapeutic exercise in injury rehabilitation is emphasized. (Prerequisites: ATRN 126 and enrollment in the Athletic Training Major; non majors need permission of the instructor.)

ATRN 206: Advanced Prevention & Care of Athletic Injuries 3 S.H.

This course emphasizes an in-depth discussion of athletic injury preventative screening, pathomechanics of injury, and evaluation techniques. It consists of lecture-laboratory sessions where the students apply the screening and evaluation techniques in a case study approach. Prerequisite: PHED 125, enrollment in the Athletic Training Pattern, or permission of the instructor.

ATRN 207: Athletic Injury Rehabilitation & Therapeutic Modalities 3 S.H.

This course extends the discussion of athletic injury rehabilitation from therapeutic exercise (ATRN 205) to therapeutic modalities. Emphasis is on rehabilitation program development, integrating therapeutic exercise and modalities in the treatment of athletic injuries. (Prerequisites: ATRN 205 and enrollment in the Athletic Training Major; non majors need permission of instructor.)

BIOLOGY**BIOL 208: Cell Biology 4 S.H.**

Material covered includes an analysis of the cell, molecular constituents, and structure and function of organelles. Laboratory includes microtechniques and uses of various instruments and methods in cell biology. Prerequisites: BIOL 1 or BIOL 4-5; CHEM 21-22, PHYS 1-2.

BIOL 220: Cellular & Comparative Physiology (Models of Human Performance) 4 S.H.

Comparative studies of animal physiology and biochemistry are used as models to understand human performance. Knowledge about how lower animals move and adapt to various world environments have become powerful tools to study human performance. Laboratory experiences are applied to solving case histories of human performance as well as providing a practical understanding of cellular function--its metabolism, irritability, gas exchange, water balance, temperature regulation, and reproduction. Prerequisite: BIOL 188 or BIOL 90-91.

COMPUTER SCIENCE

CISC 295: Special Topics in Computer & Information Sciences 3 S.H.

This course deals with contemporary topics and issues within the scope of computer and information sciences. Topics may include a broad range of hardware and software issues treated from both a theoretical and an applied perspective. Prerequisite: Permission of the instructor.

CISC 301: 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, spread sheet use and design, library searching, statistical and mathematical data reduction, on-line data acquisition, elementary programming, etc.

CISC 305: 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 310: 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 or PASCAL is assumed. Prerequisite: CISC 65 or CISC 70 or the equivalent.

EDUCATION***EDUC 218: Media Methods Workshop 3 S.H.**

The origins of instructional media are traced from the eighteenth century. Modern instructional media are demonstrated with delivery systems. The opportunity to use instructional media and equipment is provided in class projects and assignments.

EDUC 231: International Education: Culture & Change (CORE Course) 3 S.H.

This course takes a cross-disciplinary approach in studying the origins and growth of selected educational patterns in other countries. Emphasis is on the various factors which influence the distinctive character and development of national systems of education.

EDUC 236: The Micro-Computer in the Classroom 3 S.H.

Students study and practice using the software and computer hardware typically utilized in the elementary and secondary school classrooms. The impact of computers in information processing in the public school classroom, and as a teaching/learning tool for classroom use, and for curriculum development and enhancement is explored.

EDUC 242: Educational Assessment of Children 2 S.H.

This course acquaints the students with formal and informal techniques for assessing and recording the development of young children with and without special needs. Naturalistic observation, anecdotal record-keeping and portfolio assessments are examined and experienced within the context of the course.

EDUC 250: Principles & Practices of Classroom Management 2 S.H.

In this course, students examine effective approaches to classroom management, student behavior, and student discipline in the elementary school. In the context of classroom groups, special attention is given to the skills and strategies needed to develop an optimal learning environment. Helping children manage their own behavior through preventive, problem-solving practices is emphasized.

EDUC 257: Half Practicum 5 S.H.

This is a supervised half practicum under the direct guidance of a tenured, certified public school teacher for a minimum of 150 clock hours. The course is intended to qualify students for alternate level certification within a field or for internship. Site assignments are made by the Coordinator of Teacher Preparation in consultation with the department chair. Prerequisite: Successful completion of a full practicum or approval of the Teacher Preparation Council.

EDUC 260: Adult & Professional Development in Education 3 S.H.

This course examines key issues of adult development and socialization as they relate to an individual's professional life and growth in the education field. A range of developmental perspectives are considered as well as issues of gender, ethnicity, and class.

EDUC 265: Curriculum Development for Infants/Toddlers 3 S.H.

Students examine the socio-emotional, cognitive, physical, and language development of children from birth to three years of age. Students learn about attachment, family/child practices, inclusionary programs for young children with special needs, and the role of play in developmental settings. This course fulfills part of the requirements for the Lead Teacher qualification for the Office for Children.

EDUC 267: Organization & Administration of Preschool Programs 2 S.H.

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

EDUC 268: Teaching English as a Second Language 3 S.H.

The course familiarizes students with methods and materials used in teaching English to non-English speakers. Emphasis is on means of developing and implementing ESL curricula to enable

children and adults to progress from survival-level communication toward increasingly fluent speech and development of basic reading and writing skills.

EDUC 270: Group Processes in the Classroom 3 S.H.

This course trains future middle school and high school teachers in a range of group techniques that can be utilized in the classroom. Participants acquire skills in group-process observation and analysis: group work design, facilitation, and evaluation. Major attention is paid to group designs for whole language learning activities.

EDUC 277: Individualized Reading 2 S.H.

Conditions in the classroom for individualizing teaching of reading; development of reading power through children's interests; growth of self-motivation through independent reading; the role of evaluation and keeping of records related to reading by children and by the teacher; methods of determining children's individual needs in reading are examined.

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

This course presents students with the theory and practice of assessment and evaluation in the classroom setting. The purpose, design, implementation, and interpretation of assessment/evaluative procedures to assess student learning are examined and practiced. Alternative forms of assessment and traditional measurement instruments are compared and contrasted.

EDUC 307: Philosophical Foundations of Education (CORE Course) 3 S.H.

This course provides an introduction to some of the major philosophical approaches to education, including theories of multicultural education. Emphasis is on the importance of understanding and implementing, in a philosophically consistent way, a multiethnic approach to education in a pluralistic society.

EDUC 312: Education & the Future (CORE Course) 3 S.H.

This course represents an attempt to study the human condition in the context of educational enterprises and alternative futures. It provides the opportunity to examine our developing consciousness of time and explores how awareness of the future affects our present thinking.

EDUC 319: Seminar in Education K-12 2 S.H.

The focus is on identifying and clarifying common problems and issues in education and developing strategies for communicating them effectively. The problems and issues vary as changes occur in state and Federal legislation and educational research.

EDUC 320: 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 365: Higher Education in America (CORE Course) 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 370: Group Processes & Organizations 3 S.H.

The purpose of this course is to train future administrators in a range of group process skills that can be utilized in organizations. Major attention is given to group process analysis, evaluation, and intervention in organizational contexts. Students also learn a variety of designs and facilitation techniques for promoting effective team work in organizations.

EDUC 376: Curriculum Design & Evaluation 3 S.H.

Participants engage in the development of curriculum, with special emphasis on design, implementation, and evaluation.

EDUC 391: School Law 3 S.H.

School law examines issues of law which affect public schools today. Legal aspects of teaching, teachers' and students' rights, and a variety of other legal issues are introduced.

EDUC 392: The Principalship 3 S.H.

The principalship identifies those skills which exemplify effective principals. Among the topics and skill competencies examined are school organization, curricular needs, program and staff development, strategies for institutional change, fiscal management, and leadership styles.

EDUC 393: Dynamics of Educational Leadership 3 S.H.

This course builds a knowledge base of the multi-diversified groups and subgroups with whom an administrator (i.e., principal, vice-principal, supervisor, or curriculum specialist) must interact. The significance of these relationships for leadership behavior are studied. Participants demonstrate the requisite skills that are successfully used in working relationships with groups of adults and in one-to-one conferences.

EDUC 394: Principles of Supervision 3 S.H.

This course studies major problems confronting supervisors in improving instruction: interpreting educational objectives to staff and public, coordinating education programs, teacher-supervisor relations, mentoring, evaluating instruction, and supervision of student teachers.

EDUC 395: Administrative Practicum 5 S.H.

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

ENGLISH**ENGL 205: Literacy, Hypermedia, & Modern Communication 3 S.H.**

Students in this course explore the relationship of technology and communication focusing on hypertext and hypermedia's power to redefine literacy in the classroom and in the workplace. Students work 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.

ENGL 220: Traditional Grammar & Usage 3 S.H.

This course examines rules of traditional grammar and usage in writing. Recent trends in usage are given special consideration.

ENGL 228: Modern Drama (CORE Course) 3 S.H.

This course explores modern trends in the development of dramatic literature with emphasis on Realism and Theatricalism.

ENGL 231: American Writers (CORE Course) 2 S.H.

A study of six major writers of America's first literary renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman, and Poe.

ENGL 243: Milton (CORE Course) 3 S.H.

This course provides a critical study of Milton's prose and poetry, with emphasis on such major works as *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, and on such minor works as the *Areopagitics*, the sonnets, the Latin poems in translation, the elegies and occasional verse.

ENGL 259: The Contemporary Novel (CORE Course) 3 S.H.

This course seeks to investigate the novel from the point where traditional courses in American and European literature terminate. Current novels are read and discussed in an effort to evaluate their literary merit, popularity, and contribution to modern culture.

ENGL 267: Shakespeare (CORE Course) 3 S.H.

This course is designed to develop the student's appreciation of Shakespeare as a master dramatist through a study of his better tragedies, comedies, and histories. The plays selected are concerned with serious problems which have always beset mankind. The emphasis shifts yearly from the tragedies to the comedies with histories incorporated each year.

ENGL 270: Practicum in Sports Journalism 2 S.H.

This practicum is designed to provide students a professional experience in sports broadcasting, sportswriting, and sports information. Prerequisite: 8 hours of Sports Journalism.

ENGL 280: Journalism Internship 6-10 S.H.

This course provides an opportunity for the student to work on an individual basis with a professional in the field of journalism. The student may be assigned to a newspaper or magazine office or to a radio station or television studio on a full-time basis for the equivalent of ten weeks. Prerequisite: Permission of the department chairperson. Graduate credit for 6 semester hours only.

ENGL 306: Language & Communication (CORE Course) 3 S.H.

This course explores the relationship between language and communication. It focuses on American regional and social dialects and their influence on intercultural and interpersonal communications.

HEALTH EDUCATION

HLTH 217: Organization & Administration for the School Health Program 3 S.H.

This course studies administrative relationships and procedure in conduct of school health programs; general policies, state responsibility, annual health examinations; examinations for athletes, follow-up services, clinics; classes for the handicapped, sanitation of school plant, duties of personnel, record and report forms; services of outside agencies and community relationships; and the opportunity for considering specific problems encountered during school or public health education experience. Prerequisite: HLTH 102.

HLTH 225: 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 the attendant psychosocial implications. Prevention and control is discussed within the ethical issues identified for study. Prerequisites: BIOL 1, BIOL 10-11, HLTH 1, or permission of instructor.

HLTH 230: Public Health Administration 2 S.H.

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

HLTH 242: Special Health Topics for the Classroom Professional 3 S.H.

This course is designed for the classroom professional (N-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 250: Workshop in Health 2 S.H.

This course provides students with an understanding of contemporary health problems of society. Provisions are made for students to seek solutions to these health problems through individual and group work. Note: A student may register for this course for credit more than once provided the area to be included is different each time.

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

This is a supervised experience in a health agency for a full term. Includes observation of, and participation in, the work of the agency.

HLTH 252: Practicum in Health Education Grades N-9 7 S.H.

This is a supervised practicum in grades N-9 of a public school which includes observation of, and participation in, the work of the school.

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

This is a supervised practicum in grades 5-12 of a public school which includes observation of, and participation in, the work of the school

HLTH 265: Health Related Aspects of Aging (CORE Course) 3 S.H.

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

HLTH 270: Women's Health Care (CORE Course) 3 S.H.

This course is designed to consider those personal health topics of special interest and applicability to women. The focus is upon the role of self-understanding and self-help in promotion of health and well-being. Prerequisite: Consent of instructor.

HLTH 301: Health Behavior 3 S.H.

A theoretical basis for the analysis and interpretation of health behavior is presented. Research and literature is reviewed in areas such as sociocultural and environmental factors associated with health behaviors and planning and developing effective programs.

HLTH 302 : 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. Also, the course analyzes how to teach students with special needs and how to develop, plan and implement IEP'S. Prerequisite: Permission of instructor.

HLTH 320: Health Counseling 3 S.H.

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

HLTH 340: 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: Consent of instructor.

HEALTH/FITNESS

HFIT 200: 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 Health Fitness (99 A.H.) and/or permission of instructor.

HFIT 210: Methods of Exercise Selection & Leadership in Health/Fitness Programs 3 S.H.

Students enrolled in this course are exposed to methods of leadership and exercise selection specific to preventative exercise prescription for people without disease, with controlled disease, and medically cleared company patients. Particular attention is directed to principles of selecting and organizing innovative activities for individuals of various ages and fitness levels. Lecture and lab time is included. Prerequisite: HFIT 160.

HFIT 261: Electrocardiogram Interpretation & 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. Prerequisites: HFIT 160 or YMCA Physical Fitness Workshop or permission of instructor.

HFIT 275: Stress Management 3 S.H.

This course covers the concept, sources, symptoms, and related disorders of stress and tension. Emphasis is given to the holistic approach to program management including social, psychological, and physical techniques. Project and laboratory experiences include individual and group techniques applicable to the educational, sports, agency, and corporate settings.

HFIT 310: Exercise & Health 3 S.H.

This course is a comprehensive review of what is known about regular exercise and its effects on individual and populational health. Key topics are prevention of coronary heart disease, metabolic disorders, excessive body fat distribution, cancer and hypertension. Critical analysis of relevant research is emphasized.

HFIT 312: Exercise Adherence 3 S.H.

This course is a comprehensive review of research in exercise adherence and determinants of physical activity. Key topics of inquiry are habitual exercise and public health, mental health, and longevity; theoretical models of adherence; strategies for modification; adherence comparisons in clinical, community, and corporate settings; and relevant research methodology.

HFIT 340: Measurement and Evaluation in Health & Fitness Programs 3 S.H.

This course introduces and evaluates the validity, reliability, and feasibility of current assessment techniques in the health and fitness field. Measurement issues in adult and youth fitness testing are examined. Evaluation of physical as well as psychological dimensions of exercise and sport psychology are addressed. An examination of measurement related research in exercise science, basic statistical analyses, and practical computer applications are covered. Students receive some practical experience administering tests and evaluating results.

HFIT 380: 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 HFIT Program Coordinator. Prerequisite: Program requirements completed or concurrent.

HEALTH PROMOTION/WELLNESS MANAGEMENT

HPWM 310: Issues in Public Health (CORE Course) 3 S.H.

Selected contemporary issues in the field of public health are examined: social, psychological, political, and community problems in the provision of health care services, payment of health care, and development of health manpower. Specific issues examined vary each year.

HPWM 312: Dimensions of Wellness (CORE Course) 3 S.H.

Wellness is best described as a way of life. 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 present wellness programs, identify assessment instruments, and can apply this knowledge to the achievement of a healthful way of living.

HPWM 314: Administration of Health Promotion Programs 4 S.H.

The 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 health care costs containment, employee productivity, and absenteeism are covered. Methods of quantifying program effectiveness are discussed and techniques for improving the student's employment market ability are examined. Prerequisite: HLTH 301.

HPWM 316: Health Law 3 S.H.

This course provides an analytical framework for the understanding of the legal climate within which the health care institution operates. Emphasis is placed on the legal concepts which bear most heavily upon current health care problems and planning decision-making activities of the health care profession.

HPWM 320: Seminar in Health Promotion 1-3 S.H.

This seminar considers problems and provides advanced study in health promotion/wellness management programs. A graduate student, with the permission of the advisor, may register for this seminar only two times.

HPWM 340: Health Promotion/Wellness Management Field Work 6-9 S.H.

A field work experience designed to supplement classroom study by providing direct insights in the operation of a health promotion/wellness management program through a participant-observer experience. Prerequisite: Consent of field work supervisor.

HPWM 352: Student Teaching in Health Education 10 S.H.

A supervised experience designed to give classroom experience by providing direct insights into the operation of health education programs in the public and private schools (including health services, health environment, and health curriculum).

HISTORY

HIST 205: The History of the Soviet Union (CORE Course) 3 S.H.

The analysis of Communist theory and interpretations of Soviet practice in selected areas of political, social, and cultural life since the Revolution in 1917. Areas of attention include education and the social sciences, the natural and physical sciences, religion, the arts, economic agencies and institutions, agencies of social control, and the U.S.S.R.'s relations with other nations of the world.

HIST 250: Europe Since 1900 (CORE Course) 3 S.H.

An examination of the political, social, and economic development of major European nations from the prelude to the First World War to the present with special emphasis on the causes and results of the two catastrophic wars and the efforts towards the creation of a world collective security system. Prerequisite: Permission of instructor.

HIST 281: Recent American History (CORE Course) 3 S.H.

An examination of the political, diplomatic, and cultural trends in American history since 1945. Emphasis is on topics such as the Truman Presidency; the Cold War; the McCarthy Era; the New Frontier; the war in Vietnam; the Nixon, Ford, and Carter years; the SALT Talks; inflation, the Energy Crisis; and the Middle East. Not offered every year.

HUMAN SERVICES AND ADMINISTRATION

HSAD 223: Introduction to Human Services Administration 3 S.H.

This course introduces the concepts and process of administration, develops an understanding of the task of executive leadership, and examines the implications of group work methods in the administration of social agencies.

HSAD 224: Strategic Planning 1-2 S.H.

This course is designed to assist executives of non-profit organizations to acquire insight concerning the human dimensions of planning and management and to become familiar with the concepts and processes involved in strategic planning, operational planning, and implementation. Adult learning techniques are employed.

HSAD 240: Proposal Writing & Fund Raising 3 S.H.

This course analyzes the methods of writing funding proposals for social agencies. Methods of identifying potential funding sources as well as the process of drawing up a proposal and a fund raising event are studied.

HSAD 272: Development Ethics 3 S.H.

This course is a study of the moral implications in the presentation and execution of means and choices of personal and community values as they affect the nature of human service needs and programs. Special emphasis is placed upon the varied moral systems that influence or determine the attainment of human service objectives. Students explore the various codes of ethics adopted by the U.N. and human service professions both national and international.

HSAD 310: Principles & Practices of Group Work 3 S.H.

This course considers philosophy, principles, and practices of group work as a method of working with individuals and in meeting human needs. Different types of groups are discussed and narrative records are used to understand the significance of group experience and its relation to the development of individuals and groups. Prerequisite: For HSAD majors only.

MANAGEMENT AND ECONOMICS

MGTE 201: Quantitative Methods 3 S.H.

This course helps students apply certain mathematical principles for use in business and economics. Much attention is given to problem solving so that students gain experience with mathematical notation and techniques. Understanding of the mathematical principles and application to the strategy of management decision-making are also accomplished through case solutions. Prerequisite: Reasonable facility with college math is desired.

MGTE 205: Managerial Supervision 3 S.H.

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

MGTE 253: Income Taxes 3 S.H

This course teaches students the principles of federal income taxation with emphasis on the preparation of income tax returns for individuals. Students study the procedures for computing tax liability and the concepts and reasoning behind the Internal Revenue Service regulations. This course also examines partnership and S corporation taxation. Prerequisites: MGTE 10 or MGTE 300.

MGTE 270: Advertising 3 S.H.

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

MGTE 275: Consumer Behavior 3 S.H.

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 101 or 102, ECON 2, and either PSYC 1 or SOCI 1 or permission of instructor.

MGTE 278: Business Law 3 S.H.

This course explores basic legal principles and engages 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, non-profit, health agencies and professional sports are included.

MGTE 280: Marketing for Nonprofit Organizations 3 S.H.

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

MGTE 290: Entrepreneurial Studies 3 S.H.

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: BUSM 10 or 11, BUSM 105, ECON 1, algebra, or permission of the instructor.

MGTE 295: Corporate Social Responsibility 3 S.H.

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

MGTE 300: Selected Applications of Accounting 3 S.H.

The 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 non-profit organizations. A management-oriented approach to accounting procedures is utilized.

OCCUPATIONAL THERAPY

OCTH 201: Occupational Therapy Fundamentals 3 S.H.

This course is a study of the historical and current philosophies of occupational therapy with emphasis on the present scope of practices, issues, and concepts. The values of occupational performance and activity in prevention, treatment and health maintenance is also addressed. Prerequisite: Major in Occupational Therapy or permission of the instructor.

OCTH 205: Preclinical Education 2 S.H.

This 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: Major in Occupational Therapy or permission of instructor.

OCTH 207: Group Process 1 S.H.

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

OCTH 215: Clinical Education I 3 S.H.

This course is a combination of 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 201 and OCTH 205.

OCTH 220: Performance, Dysfunction, & Occupational Therapy Adaptation in Infancy 3 S.H.

This course presents 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: Major in Occupational Therapy or permission of the instructor.

OCTH 221: Performance, Dysfunction, & Occupational Therapy Adaptation in Childhood 4 S.H.

Through the study of human performance from preschool through school age, emphasis is given to normal and dysfunctional processes which may affect growth and development, learning, self-care, play/leisure, and family functioning. Techniques for assessment and intervention in sensory, perceptual motor, cognitive, emotional and social skill development are emphasized and practiced in laboratory experiences with particular attention to skills needed in the school system. Prerequisite: OCTH 220.

OCTH 340: Physical Development, Dysfunction, & Occupational Therapy Adaptation in Adults I 3 S.H.

This course examines adult physical pathologies, theory, and practice in occupational therapy for adult physical dysfunctions. Human performance analyzing normal and dysfunctional process affecting work, self-care, and leisure are stressed. Techniques for occupational therapy interventions emphasizing a neurodevelopmental approach are reviewed and practiced in laboratory experiences. Prerequisites: OCTH 220 and 221.

OCTH 341: Physical Development, Dysfunction, & Occupational Therapy Adaptation in Adults II 3 S.H.

This course and laboratory continues the presentation of adult physical pathologies, theory, and scope of practice in occupational therapy. Techniques for occupational therapy intervention emphasizing bio-mechanic, rehabilitative, and human occupation approaches are reviewed and practiced. Prerequisite: OCTH 340.

OCTH 350: Psychosocial Development, Dysfunction, & Occupational Therapy Adaptation in Adults I 3 S.H.

This course, with a laboratory experience, presents psychosocial occupational therapy theory and practice as it relates to human performance and all daily activities. Operational use of psychosocial occupational therapy theories within the context of traditional psychiatric theories is examined. Occupational therapy intervention emphasizing therapeutic use of self, engagement in activity, and psychosocial evaluations are practiced. Prerequisites: OCTH 201 and 207.

OCTH 351: Psychosocial Development, Dysfunction, & Occupational Therapy Adaptation in Adults II 4 S.H.

This course continues the presentation of the theory and practice in occupational therapy for adult psychosocial dysfunctions affecting work, self-care, leisure, and the family. 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. Prerequisite: OCTH 350.

OCTH 360: Development, Dysfunction, & 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 201 and 350.

OCTH 365: Development and OT Adaptation for the Older Adult 3 S.H.

Aging includes a variety of physical and psychosocial changes along with increased risks for dysfunctions. Students discuss myths and facts around these issues, and the roles OT's play to facilitate normal health during this part of life. A short field experience is required. Prerequisite: OCTH 201.

OCTH 370: Occupational Therapy Management 3 S.H.

This course examines developing 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 201, 205.

OCTH 380: 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 389: 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 390: 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 389.

OCTH 393: Specialty Clinical Education NC

This optional field work 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.

PHILOSOPHY

PHIL 310: Comparative Philosophy (CORE Course) 3 S.H.

This course provides an opportunity for a student to learn about types of philosophy from a variety of cultures. After a study of the traditional systems of thought -- Hindu, Buddhist, Chinese, Platonic, and Christian -- an effort is made to demonstrate the influences of contemporary eastern and western thought on one another through the works of Marx and Mao, Ghandi and King, Jung and Suzuki.

PHIL 342: Human Values in Modern Literature (CORE Course) 3 S.H.

This is a study of human problems through the medium of literature. Topics include man and man, man and woman, man and God, the individual and the collective, the meaning of freedom, etc. Materials are drawn from representative works of such writers as Dostoevsky, Sartre, Camus, Eliot, Duerrenmatt, and Ionesco.

PHYSICAL EDUCATION

PHED 203: Advanced Exercise Physiology 3 S.H.

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

PHED 209: Physical Education for Atypical Children 3 S.H.

This course covers basic materials, methods, and principles for a graded program; programs of general class activities; and special adaptive education and the therapeutics of recreation for the disabled and handicapped. The laboratory period affords practical experience in individual and group methods for conducting developmental conditioning and corrective exercise in the appraisal of postural deviations and in prescriptive guidance for correction. Prerequisite: BIOL 10, 11.

PHED 220: Sport & Art (CORE Course) 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 221: Organization & Administration of Education & Physical Education 3 S.H.

The basic principles and patterns of organization and administration as manifested in educational institutions are analyzed in this course. Topics such as class scheduling, fiscal management, policy formulation, educational funding, teacher unions, and legal liability are explored. Prerequisites: Concurrent registration in PHED 154 or permission of instructor.

PHED 222: Organization & Administration of Aquatics 2 S.H.

Leadership problems of organization, administration, and supervision of pools and aquatic programs are presented. Also included are standards of health, supervision, maintenance, and operation of pools; survey studies of the status of personnel and programs in representative cities and organizations; training for professional and lay aquatic leaders; programs for schools, colleges, camps, and civic recreational centers; financing; publicizing; motivating attendance; and legal relations.

PHED 223: Organization & Administration of Intramurals 2 S.H.

This course analyzes the total aspects of organizing and administering an intramural sports program on the high school, junior college, and college/university levels. Leadership qualities, financing, publicizing, liabilities, tournament preparation, equipment, motivational aspects, and the role of coeducational activities are among some of the topics discussed.

PHED 225: Curriculum Development in Physical Education 2 S.H.

Students enrolled in this course are exposed to principles of curriculum development and frameworks for decision-making in physical education. Particular attention is directed to principles of selecting and organizing content appropriate for students of varying age levels. The processes of change and school politics form the bases for study of the implementation phase of curriculum development. Prerequisite: Concurrent registration in PHED 154 or permission of instructor.

PHED 240: Nutrition and Athletic Performance 3 S.H.

This course focuses on the interrelationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting body composition and weight control are covered. Prerequisite: Consent of instructor/HLTH 340.

PHED 245: Exercise & Aging 3 S.H.

This course provides information on the aging process and how this process is impacted upon by exercise. The focus is on children and the geriatric population. Physical activity enhances an individual's ability to maintain a healthy and active retirement, and fosters growth and development in children. Prerequisites: BIOL 10, BIOL 11, or permission of instructor.

PHED 250: 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. 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 251: Qualitative Biomechanics of Movement 3 S.H.

Qualitative biomechanical concepts of human and related animal movements are examined. Applications are drawn from normal locomotive, occupational, sport, and pathological movements. The student becomes familiar with determining and applying biomechanical principles based on aided and unaided observation, and measurements taken using commonly available equipment. Prerequisite: PHED 119.

PHED 262: Physical Education for the Mentally Retarded & Those with Associated Disorders 2 S.H.

Characteristics and needs of the mentally retarded are studied. Disorders associated with mental retardation are presented. Focus is on current research, problems of mainstreaming and programming, and associated areas of concern which affect the retarded in general. This is theory course. Prerequisite: Senior-graduate status.

PHED 270: Sociology of Sport (CORE Course) 2 S.H.

This course examines the study of sport within a sociological context. Theories of sport and society are examined in an attempt to analyze and explain various relationships existing between sport and social groups, processes, forces, and institutions.

PHED 290: 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 an "herstorical," legislative, governance, social, psychological, biomechanical, physiological, and nutritional perspective. Course format is lecture/discussion.

PHED 296: Motor Learning and Control 3 S.H.

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

PHED 298: History of Physical Education & Sport (CORE Course) 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 299: Philosophical Inquiry Into Physical Education 2 S.H.

This course is designed to help students develop an expanded view of the nature, meaning, and significance of physical education by examining questions and writings which focus on reality, beauty, knowledge, ethics, embodiment, and values.

PHED 302: Metabolism & Exercise 3 S.H.

Energy production, utilization and measurement are examined with emphasis on provision of substrates and energy for muscular exercise. The interactions between energy metabolism and training are explored in relation to metabolic adaptations, work capacity, energy stores, nutrition and performance. This course includes both lecture and laboratory sessions. Prerequisites: PHED 103, CHEM 32, PHED 324.

PHED 303: Cardiopulmonary Function & Exercise 3 S.H.

This course examines pulmonary function, gas exchange, cardiovascular function, and body fluids during exercise and recovery. Cardiopulmonary adaptations to training are examined in relation to age, gender, training program, and fitness condition. Prerequisites: PHED 103, PHED 324.

PHED 304: 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: PHED 103, PHED 324.

PHED 305: Seminar: Movement Science 1 S.H.

This course involves discussion of current research and literature relative to selected problems in movement science. Topics are selected on the basis of current trends as well as students' interests and needs.

PHED 306: 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 these stressors. How physical performance may be affected is studied both in lecture and in a laboratory component. The environmental stressors to be considered are heat, cold, altitude, and the hyperbaric environment. Prerequisite: PHED 103, PHED 324, or permission of instructor.

PHED 312: Concepts in Assessment & 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 316: Seminar in Research in Motor Learning 3 S.H.

The 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 the major areas of emphasis are in feedback, transfer, perception, and current motor learning theories of skill acquisition. Prerequisite: PHED 204 or equivalent is required and PHED 315 is recommended.

PHED 320: Philosophy of Sport (CORE Course) 3 S.H.

The ethical, aesthetic, epistemological, axiological, and metaphysical dimensions of sport are studied. Prerequisite: Undergraduate course in philosophy.

PHED 324: 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 Sciences related areas: Biomechanics, Exercise Physiology, Motor Learning, Cardiac Rehabilitation, Physical Therapy, and Sports Injury Prevention and Management. Prerequisites: PHED 19, PHED 103.

PHED 327: Construction & Maintenance of Physical Education Facilities 2 S.H.

Principles, terminology, and standards for planning, construction, use, and maintenance of outdoor and indoor physical education facilities are considered.

PHED 329: Curriculum Construction in Physical Education 3 S.H.

The course provides opportunity for graduate students, especially those preparing themselves for administrative positions, to avail themselves of a practical experience in physical education curriculum construction.

PHED 330: Curriculum & Instruction Seminar 2 S.H.

The seminar 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 331: 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.

PHED 332: 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 333: 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 also designed to prepare the graduate student to organize

and administer a program of intramural sports on both the public school and collegiate levels.
Prerequisite: PHED 221.

PHED 334: 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 concurrently with PHED 333.

PHED 335: 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 340: International Relations Through Physical Education 2 S.H.

The contribution to world-wide 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 is studied. Governmental and other programs designed to promote international understanding are emphasized. The role of international competition is discussed.

PHED 341: Independent Study in Physical Education 2 S.H.

The course is intended to meet the non-thesis master's degree requirements in the Health Science and Physical Education programs. A topic 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 345: Sports Marketing 3 S.H.

This course provides the student with basic knowledge and understanding of sports marketing and promotions on the educational, recreational, and professional levels. Attention is given to a history of sports marketing, definition of terms, principles of marketing, strategic market planning, and evaluation of sports marketing programs. The components of the course include developing products, sponsorships, special event fund raising, public relations, utilizing television, and radio networking.

PHED 348: 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 350: Special Topics in Physical Education and Sport 1-2 S.H.

This course is devoted to an analysis and synthesis of selected problems, issues, or special topics facing physical education and sport. Students may take a maximum of 4 S.H. in PHED 250 and PHED 350 within master's programs.

PHED 351: 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 cinematographic and force platform laboratory procedures for use in kinematic and kinetic analysis projects. Prerequisite: PHED 119 and PHED 251 or permission of instructor.

PHED 352: 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.

PHED 353: 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 non-verbal components of professional presentations.

PHED 354: 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 new experience is to be fitted to the student's career development and supervised by a qualified person. Prerequisite: PHED 154 or equivalent.

PHED 356: Internship in Sport Management 8-16 S.H.

This course is a 360-720 hour full-time supervised internship at an appropriate work site within the sport industry. The work experience is arranged on an individual basis and must reflect a new dimension consistent with career aspirations. Students become involved with on-the-job training through active observation and participation in programs, projects, and practices. Job placement must be made and approved by the Coordinator of the Graduate Physical Education Program. Prerequisite: Completion of all course requirements for the Sport Management concentration.

PHED 358: Sport in American Culture (CORE Course) 3 S.H.

This course offers the graduate student an opportunity to inquire into the nature, meaning, and expression of sport with particular emphasis on American Culture.

PHED 360: Advanced Instructional Strategies 3 S.H.

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

PHED 361: Functional Anatomy & 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 10, BIOL 11, PHED 103, PHED 119.

PHED 362: Skeletal Biomechanics 2 S.H.

This 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 causes of human motion. Prerequisite: Permission of instructor.

PHED 363: Adapted Sports & 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 108 or PHED 209.

PHED 364: Kinesiology Applied to Disabling Conditions 2 S.H.

Anatomical relationships which deal principally with arthrology, myology, and physical principles are stressed as they apply to mechanical and kinesiological problems of normal and abnormal motor functions are examined. Prerequisites: BIOL 10, 11 and PHED 19.

PHED 365: Fitness/Cardiac Rehabilitation Program Development 3 S.H.

This course, in a lecture/lab format, emphasizes the various developmental and administrative aspects of cardiac rehabilitation and health-care programs such as organization, policies and procedures, budget and finance, marketing, personnel, liability, cost effectiveness, quality control, and evaluation. The lab experience provides opportunities for site observation.

PHED 372: Medical Physiology 3 S.H.

This course presents the physiological mechanisms appropriate to an understanding of bodily function for individuals planning a career in cardio/pulmonary rehabilitation. The course discusses acute, chronic, normal, and pathological functions of the body with minor emphasis on the role of exercise. Prerequisite: all undergraduate requirements for admittance into the Cardiac Rehabilitation concentration.

PHED 374: Field Work in Sports Medicine 3-9 S.H.

This course provides a sports medicine supervision fieldwork experience with direct clinical supervision for students enrolled in the Sports Injury Prevention and Management Master's degree program. Sites include sports medicine centers, fitness centers, physical therapy centers, etc.

PHED 375: 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: PHED 303 or permission of instructor.

PHED 376: Orthopedic Basis of Sport Injury 3 S.H.

This is a course dealing with the prevention and management of sport-related injuries. It provides a detailed discussion of orthopedics as applied to sport and activity-related injuries. (This course is open to Theory of Athletic Injury Movement Science, and Physical Therapy master's degree students. Others may register with permission of the instructor.)

PHED 381: Field Work 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. Limited to students in the Master's Degree Adapted Physical Education Program. 2 S.H. fall, 3 S.H. spring.

PHED 390: Seminar in Sport Psychometrics 2 S.H.

This course is designed to provide students with information in regard to the theoretical basis of sport specific psychological inventories. There are opportunities to define and understand others' feelings and attitudes and to relate these to nonobservable (cognitive) processes and observable behaviors through an examination of selected inventories with demonstrated efficacy in the sport milieu. Prerequisites: RSCH 325 and PHED 398.

PHED 392: Organizational Theory & Personnel Management 3 S.H. in Physical Education & Athletics

This course explores the theoretical and practical aspects of organizational structures and personnel management, and improving public relations as these relate to administering physical education and athletic units. Emphasis is placed on the behavioristic theories relevant to recruitment and selection practices and on ways of enhancing school-community and school-media relationships.

PHED 394: Budgeting and Liability in Physical Education & Athletics 3 S.H.

This course is designed to provide knowledge and understanding of the budgetary processes in public school education, the laws pertaining to physical education and athletics throughout the United States, and the factors important to school and college physical educators concerning liability and negligence. Actual court cases concerning tort liability of physical educators and coaches are discussed and analyzed. Prerequisite: PHED 221 or PHED 392.

PHED 395: 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 396: Current Literature & 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 398: Psychology of Sport & Physical Education 3 S.H.

The course studies the research evidence of psychology of sport and interprets the findings in light of application to the field of physical education. Areas to be discussed are values in sport, motivation and arousal, level of aspiration, goal collaboration, anxiety and emotions, psych-out, stress, aggression, personality, self concept and body image, effects of competition, social facilitation, and team cohesion.

PHED 399: Applied Sports Psychology 3 S.H.

This course provides opportunities for investigations into current skill enhancement techniques from sport psychology. Direct application in sport through classroom learnings and supervised field experiences are emphasized. Prerequisite: PHED 398.

PHED 410: Doctoral Seminar 2 S.H.

This course deals with broad, vital issues in physical education and sport, and critically analyzes recent research studies related to these issues. Problems involved in conducting and publishing research are discussed. The course is required of all doctoral students in physical education.

PHYSICAL THERAPY

PTMS 202: Clinical Education I 2 S.H.

This is the initial clinical experience that is structured to provide the student with insights into the practice of physical therapy through patient contact and closely supervised administration of basic physical therapy techniques. Prerequisites: PTMS 121, PTMS 210, PTMS 240, PHED 103, PTMS 122, PTMS 211, PHED 19.

PTMS 210-211: Human Anatomy 3-3 S.H.

This course provides a comprehensive study of the structure and functions of human movement with emphasis on the skeletal, articular, and muscular systems. The focus is on the understanding of the development maturation and aging processes of these systems. Both microscopic and gross functions are discussed. Prerequisites: BIOL 4-5, 90-91 or permission of instructor.

PTMS 221: Clinical Science & Practice I 4 S.H.

This is the initial course in the Clinical Science and Practice sequence. The clinical evaluation techniques of goniometry and manual muscle testing are presented. Treatment approaches are introduced. These include sterile technique, massage, and thermal agents. The selection, application, and theories supporting these treatments are emphasized. Prerequisites: PTMS 10, PTMS 121, PTMS 122.

PTMS 222: Clinical Science & Practice II 4 S.H.

This course is designed to assist students in understanding and appreciating the role of physical therapy in the health care system. It provides a foundation for understanding patient care by developing the ability to identify, analyze, and assess the problems relating to orthopedic and muscular pathologies. Prerequisites: BIOL 90-91, PHED 19, 103 or permission of instructor.

PTMS 223: Clinical Science & Practice III 4 S.H.

Evaluation and physical therapy management of patients with peripheral nerve lesions, cardiac, pulmonary, and vascular disorders are presented in this course. The topics included are electrodiagnostic and electrotherapy, and cardiac and pulmonary rehabilitation. Prerequisites: PTMS 10, PTMS 121, PTMS 122, PTMS 221, PTMS 222.

PTMS 224: Clinical Science & Practice IV 4 S.H.

This course includes an analysis of muscle and joint action present in normal gait and evaluation and treatment of abnormal gait. Topics include physical therapy intervention and management of patients with spinal cord injury, amputations, cancer, and hand problems. In addition, there is instruction on orthotics and prosthetics. Prerequisites: PTMS 10, PTMS 121, PTMS 122, PTMS 221, PTMS 222, PTMS 223.

PTMS 240: Clinical Medicine/Pathology 4 S.H.

This course is a survey of general medical and surgical disorders including the pathophysiology of disease, clinical manifestations, and medical treatment with emphasis on conditions encountered in physical therapy. Topics include internal disorders/disease, orthopedics, pediatric, and neurology. Prerequisite: Major in physical therapy or permission of instructor.

PTMS 250-251: Neuroscience 2-2 S.H.

This course deals with both structure and function of the nervous system and is aimed at building a better understanding of both normal and abnormal movement. Emphasis is on the central nervous system, its specific functions, and on the integration of these functions in motor activity. Certain disabilities and lesions are discussed as well as the neurological basis behind treatment procedures. Prerequisites: PTMS 224, PTMS 10, PTMS 221, PTMS 222, PTMS 210-211, PTMS 240.

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

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

PTMS 300: Clinical Education II 2 S.H.

The second clinical 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. Additional lecture and discussion sessions focus on clinical related topics. Prerequisites: PTMS 210, 221, 222, 240, 10 and PHED 303.

PTMS 303: Organization & Delivery of Health Care 2 S.H.

This course introduces students to the health care system in the U.S. and examines the role of the physical therapist in various service delivery systems. Included are third party reimbursement, concepts of team participation, and the role of the government in health care.

PTMS 305: Clinical Science & Practice V 4 S.H.

This course provides the knowledge, skills, and abilities to apply neurophysiological principles and techniques in the therapeutic exercise. Included are motor and reflex development, evaluation procedures, various treatment approaches, and selected physical disabilities.

PTMS 310: Clinical Education Seminar 1 S.H.

This course introduces students to basic concepts and principles of clinical education in preparation for full time clinical affiliations.

PTMS 311-312: Clinical Education III-IV 6-6 S.H.

A full time Clinical Practicum Experience of eight (8) weeks duration in an approved health agency center located away from college. This experience is a supervised direct patient care one which allows students to put problem solving theories into practical application and to develop effective and efficient approaches to total patient care. Prerequisites: PTMS 210, PTMS 221, PTMS 222, PTMS 240, PTMS 303, PTMS 1, PTMS 205, PTMS 211, PTMS 223, PTMS 224, PTMS 325, PTMS 304, PTMS 250, PTMS 301, PTMS 320, PTMS 310, PTMS 300, PTMS 305.

PTMS 320: Administration & Management in Physical Therapy 3 S.H.

This course introduces students to basic concepts and principles of management as it applies 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.

PTMS 325: Principles of Education & Learning 2 S.H.

The focus of this course is on the basic objectives, learning experiences, and evaluation. It integrates theoretical concepts with clinical teaching and examines the role and responsibilities of the clinical instructor in physical therapy education. Students have an opportunity to develop instructional materials for use in both the classroom and clinical setting.

PTMS 331: Clinical Science & Practice VI 3 S.H.

This is the final course in the Clinical Arts series. New topics include the physical therapy management of chronic pain, temporomandibular joint dysfunction, oncology, and obstetrics. The course also includes a synthesis of material from the Clinical Arts series with exercises in comprehensive program planning. Prerequisites include successful completion of PTMS 311 and 312, or permission of the instructor.

PTMS 340: Advanced Orthopedics 3 S.H.

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

PTMS 341: Occupational Biomechanics 3 S.H.

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

PTMS 342: Pediatric Neurology 3 S.H.

This course addresses physical therapy evaluation, treatment and management for children with neurological dysfunction. The course will follow a continuum from the newborn through adolescence and young adulthood with modification of the evaluation, analysis and program

development at the various ages based on changing developmental needs. Prerequisite: PT Major or permission of instructor.

PTMS 350: Clinical Education V 2 S.H.

This course provides an opportunity for the student to gain essential knowledge, specialized application, and evaluation in the following special topic areas: cardiopulmonary PT, occupational biomechanics, administration, education, orthopedics, neurology, sports PT, research, clinical electrophysiology, community health, geriatrics, obstetrics/gynecology, oncology, and pediatrics.

POLITICAL SCIENCE

POSC 220: United States and Contemporary World Affairs (CORE Course) 3 S.H.

This is the study of contemporary problems and trends in American foreign policy. Selected issues such as defense strategy, human rights, detente, and trade are dealt with. Prerequisite: POSC 120, HIST 6, or permission of instructor.

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

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

POSC 280: Special Topics (CORE Course) 3-4 S.H.

This course is a comprehensive examination of a contemporary political or critical concern to man and his society. It dwells on the developmental roots and the contemporary controversy as well as the implications for the future.

POSC 377: Politics, Energy, & World Interdependence (CORE Course) 3 S.H.

This is an examination of selected problems confronting the nation as it seeks both to lead and adjust to an increasingly interdependent and diverse world. Focus is on the forces that constrain the nation as well as on the expanding relationships between domestic and foreign policies. Issues such as energy, technology, trade, communication, and prospects for democracy are dealt with.

PSYCHOLOGY

PSYC 201: Motivation & Learning 3 S.H.

An examination of the 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, and punishment along with the contributions of Skinner, Hull, and Tolman are but a few of the areas investigated.

PSYC 202: Coordinating Seminar 3 S.H.

Students investigate selected topics within psychology and integrate findings and conclusions from various areas of the field as a whole. Prerequisite: 24 S.H. of psychology.

PSYC 205: Physiological Psychology 3 S.H.

The physiological bases of a variety of behaviors are studied. Scientific experimental analysis concerned with sensory processing, learning, motivation, and the development of the major schools and issues in perception are considered. The biological concomitants of various psychological abnormalities are analyzed. Prerequisite: PSYC 1: Introduction to Psychology.

PSYC 213: 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 222: Interviewing & 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 experience in order for the students to gain a conceptual framework for the use of treatment methods in counseling.

PSYC 240: 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 involvements and sexual difficulties, failures, and therapy.

PSYC 245: Imagery, Hypnosis, & Self-Hypnosis 3 S.H.

This course examines the historical development, theories, techniques, and research in the application of imagery and hypnosis. Special emphasis is placed on the role of the utilization of these techniques as a tool in the human helping professions. Topics covered include the mind/body relationship, healing and pain management, neurolinguistic programming, criminal investigation, sports skill enhancement, and ethical and legal considerations.

PSYC 260: Rituals in Families 3 S.H.

This course provides an overview of the 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 299: Psychology of the College Age Adult 3 S.H.

Encompassing ages 17 through 25, this course deals with psychological and social development in this critical period. Principal dimensions of and conditions influencing development are examined. Relevant research findings are related to the student's current circumstances and stage of development.

PSYC 310: Special Topics in Counseling 2 or 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. May be taken up to a maximum of 6 semester hours of credit.

PSYC 315: Confusion, Chaos, & Creativity (CORE Course) 3 S.H.

This course introduces students to the new science of "chaos" and the concept of "confusion." Both the science of chaos and the concept of confusion are put into a psychological perspective with special emphasis on the study of creativity. Psychotherapy and counseling, play and work, art and science, and social movements are examined as creative acts which embrace the principles of confusion and chaos.

PSYC 321: Theories of Personality (CORE Course) 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) is covered so that students are able to examine their own assumptions about people.

PSYC 322: Principles of Counseling 3 S.H.

Primary content consists of processes and rationale of the main counseling theories through readings and class presentations. Recognition of deeper meanings of these counseling stances is encouraged by small group discussion, role playing, etc. Stress is on the "why" more than the "how" of counseling. Each student is encouraged to engage in counseling-type relationships in the surrounding communities.

PSYC 327: Individual Intelligence Testing 4 S.H.

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, WPPSI). A total of twenty satisfactory tests are required. The course format includes lecture, demonstrations and video-taped testing sessions. Prerequisite: PSYC 325 or equivalent.

PSYC 331: Psychopathology 3 S.H.

Employing psychodynamic, behavioral, and systems approaches, the various types of pathology are examined emphasizing descriptive characteristics, etiology, and treatment. Students are instructed in the uses of the DSM III along with training in the development and interpretation of case histories.

PSYC 333: Introduction to Psychotherapy 3 S.H.

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 321, PSYC 322, PSYC 331, or equivalent or permission of instructor.

PSYC 335: Psychology in Business & Industry 3 S.H.

This class aims to help students understand 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 covered are 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; etc.

PSYC 338: Adult Development & 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 343: Issues & Techniques in Career Development 3 S.H.

Designed to familiarize the counselor with the dynamic process involved in making educational and vocational choices. Special attention is given to career information, theory, testing, and organizational procedures needed for career guidance and programming. Class includes discussion of current issues such as leisure counseling, legislative and legal aspects, new trends in employment prospects.

PSYC 345: Fieldwork/Internship & 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 sub major and goals of the student and approved 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 director of the student's submajor. Each semester hour of credit is based upon 50 clock hours of fieldwork/internship plus a weekly 1 1/2-hour seminar. The minimum number of credits required varies with the submajor.

PSYC 348: Training & Development in Organizations 3 S.H.

This course presents an overview of the training and development process in organizations. Specific topics presented are adult learning theory, training needs assessments, training evaluation, program designs, and presentation skills.

PSYC 349: Communication & Motivation in Organizations 3 S.H.

This course examines the communications processes in organizations and motivational theories and practice. Specific areas addressed are communication modes and channels, non-verbal communications, listening skills, presentation skills, and employee counseling. Theories of motivation and their implementation in the workplace are also addressed.

PSYC 350: Organizational Development & 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 Life Programs, and the quality-control circle. Class demonstrations and participatory activities help students experience organizational change strategies.

PSYC 351: 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 352: Consultation & Organizational Behavior 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 353: Student Personnel Administration II: Consultation & Organization Behavior 3 S.H.

This course examines management, motivational, and leadership theories and their application in a variety of settings including student affairs. Change strategies, organizational development, and the role of the consultant are emphasized.

PSYC 354: Issues & 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, in-vivo counseling experiences, and field visits are designed to enhance learning.

PSYC 360: Introduction to Marriage & 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 the student understand these cognitive elements, it also provides for some direct experience with counseling techniques and assessment instruments.

PSYC 361: 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, roleplay exercises, and videotaped examples of systemic family therapy. Prerequisite: PSYC 367.

PSYC 362: Marital & Family Interaction 3 S.H.

The family is examined 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 363: 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 360, 362, or permission of instructor.

PSYC 364: 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 390, PSYC 360.

PSYC 366: Family Counseling for Separation & Loss 3 S.H.

This course focuses on the development of treatment modalities and intervention strategies for families stressed by predictable transitions (marriage, parenthood, retirement) and unpredictable events (divorce, disability, premature death) in the life cycle. Traditional theories of separation-individuation are considered along with emerging research on separation, loss, and grief.

PSYC 367: Strategic Family Therapy 3 S.H.

The purpose of the 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 360, PSYC 362, and PSYC 363.

PSYC 369: Professional Studies in Marriage & 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 one's career with one's own family.

PSYC 380: Group Dynamics (CORE Course) 3 S.H.

This is an examination of and experience in basic group processes. Emphasis is on knowledge of group dynamics, skill building as group leaders, and participation in a group experience. Awareness of self and others at increasingly open and honest levels of communication is encouraged without the intensity of encounter approaches.

PSYC 381: Advanced Group Dynamics 3 S.H.

This is an intensive laboratory in facilitating leadership and management development in self and others. Experiential and cognitive learning in all aspects of group management such as analysis of leadership styles, intra- and inter-group communication, management of conflicts, and other important elements is offered. Prerequisite: PSYC 380 or permission of instructor.

PSYC 390: Counseling Practicum 3 S.H.

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 322.

PSYC 392: 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 contingency planning, imagery, NLP, and other strategies to enhance their effectiveness in counseling this unique population. Prerequisite: PSYC 354 or permission of instructor.

PSYC 393: 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.

RECREATION AND LEISURE SERVICES

RLSR 200: Sports & Recreation Facility Management 3 S.H.

A survey is made of commercial recreation enterprises including design, starting and operating a commercial recreation business, auxiliary services, financial and personnel management, and marketing. Enterprises surveyed include tennis, racquetball, fitness, bowling, ice and roller skating, horseback riding, and skiing. Also considered are theme parks, family campgrounds, and industrial recreation facilities.

RLSR 205: History & Philosophy of Leisure & Recreation (CORE Course) 3 S.H.

The course content includes development of the recreation movement and its cultural, social, and economic background in the new leisure milieu. Philosophies of significant people in the field of recreation are explored and a personal philosophy of recreation is developed by the student.

RLSR 207: Organization & Administration of Public Recreation 3 S.H.

The course focuses on the nature and concerns of recreation professionals working in tax-supported agencies. Financing, budgeting, personnel administration, cooperation with other governmental agencies, office management, and facility planning are included.

RLSR 226: Management of Natural Resources 3 S.H.

The course enables students to develop an understanding of the management concepts, practices, and interrelationship of land, water, flora, and fauna resources. Emphasis is placed on forestry principles, wildlife management, watershed protection, and soil conservation in the framework of the basic concept of multiple use.

RLSR 230: Leisure Counseling (CORE Course) 3 S.H.

The course includes the historical and philosophical aspects of leisure education and leisure counseling, a review of existing programs, descriptions of methods, techniques and instruments utilized, and methods for developing the leisure profile of an individual.

RLSR 245: Personnel Management: Human Resource Management 3 S.H.

This course examines the responsibilities of personnel managers and managers who perform the personnel functions. This course content includes work analysis, staffing, training and development, appraisal, compensation, maintenance, union relations, communications, motivation, and legislation. Contemporary topics covered are employee recognition, employee assistance programs, burnout, and sexual harassment. Also BUSM 245.

RLSR 270: Therapeutic Recreation with the Chronically Ill & Aged 3 S.H.

This course is designed to provide an overview of the various concepts, principles, and practices related to the planning and delivery of therapeutic recreation and recreation and leisure services to the chronically ill and the aged.

RLSR 273: Therapeutic Recreation Programming for Persons with Disabilities 3 S.H.

The course explores programs in areas of recreation activities designed for persons with social, emotional, and physical handicaps. Programs for geriatric populations are included. Areas covered are athletics and sports, arts and crafts, music and dramatics, and other appropriate activities.

RLSR 274: Child Life: Concepts & Theories in Working with the Hospitalized Child 3 S.H.

This course is designed to introduce the field of child life by focusing on its implications in a health care setting. Concepts include child life in a health care setting, the effects of hospitalization on children, the role of recreation/play in a hospital setting, design of a play area, and involvement with children and families under stress. Prerequisite: RLSR 72 or permission of instructor.

RLSR 276: Child Life: Clinical Issues & Practical Techniques 3 S.H.

This course is designed to provide an overview of clinical issues and practical techniques related to the delivery of child life services in health care settings dealing with children and adolescents. Prerequisites: RLSR 72 and RLSR 274 or permission of instructor.

RLSR 280: Legal Aspects of Leisure Services 3 S.H.

The course offers an examination of general legal concepts, Federal and state legislation, and legal liabilities as they impact on the recreation and leisure service profession. It is designed to assist administrators and supervisors to anticipate and cope with potential litigation.

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

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

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

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

RLSR 286: Recreation & Leisure Behavior 3 S.H.

This course examines the behavior of individuals and populations involved in recreation and leisure. Students explore the concepts developed in behavioral theories that apply to recreation and leisure and develop an understanding of recreation and leisure behavioral research.

RLSR 300: Public Relations: Principles, Cases, and Problems 3 S.H.

The course is designed to provide students with the basic knowledge of public relations by focusing on its practices, concepts, and evolution. Primary concepts include public relations as a management function, 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.

RLSR 301: Graduate Field Experience/Clinical Internship 10 S.H.

Each student should plan to spend a minimum of ten weeks in a field placement. This experience comprises a carefully designed program agreeable to all parties concerned: the student, the agency director, and the director of this major. Selection of location is consistent, if possible, with the student's vocational goals. Prerequisite: Graduate standing in Recreation and Leisure Services Program.

RLSR 306: Problem Solving 2 S.H.

The course covers the role and qualifications of the leader as a problem solver in recreation services. The ways for being effective, creative leaders are emphasized through appreciation of methods of problem solving. Strong emphasis is placed on the practical application of these methods.

RLSR 310: Resource Analysis 3 S.H.

The course is designed to provide the student with techniques necessary for evaluating the potential of a recreational resource. Attention is given to the development and reporting of research studies in the field. Students must complete a study of a major problem facing a recreational agency.

RLSR 313: Domestic & 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. The manner in which a tourist industry is deliberately developed and the impacts which tourism has are explored. Prerequisite: RLSR 185.

RLSR 315: Seminar in Recreation & Leisure Services 2 S.H.

Current and future concerns of the student and professional are examined. The relationship between Humanics and professionalism is explored. A professional field assignment is required.

RLSR 320: Maintenance Management 2 S.H.

The course acquaints students with the scope and complexity of maintenance of park and recreation facilities. It develops a general awareness of the wide variety of disciplines necessary for competent administration of maintenance services.

RLSR 330: Current Issues 3 S.H.

Current issues and problems confronting the leisure and recreation movement are dealt with in this course. Material is presented on a team basis.

RLSR 335: Program Planning 3 S.H.

Principles and methods of program development and delivery are explored. Emphasis is on understanding participant leisure behavior, participant leisure needs, and the ways in which organizations create services to respond to these needs.

RLSR 340: Outdoor Recreation Planning 2 S.H.

This is 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. Included also is an investigation of the supply-demand relationships and cost benefit analysis.

RLSR 347: Supervisory Management 3 S.H.

This course includes 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.

RLSR 398: Clinical Practicum in Child Life 3-9 S.H.

The clinical practicum in child life is designed to provide child life students with opportunities for observing, assisting and utilizing child life interventions in a clinical child life setting. Under professional supervision, this course is individually contracted to assist students define career options and qualify for child life certification.

REHABILITATION COUNSELING

RHAB 202: Parents & Family of the Disabled 3 S.H.

This course assists human service practitioners in understanding the implications of being a parent, child, sibling, or spouse of a disabled person. A family systems approach is used to examine problems in readjustment to disability and the effectiveness of coping strategies. The goals of the interventions examined include support of the family unit and its individual members.

RHAB 242: Behavioral Techniques for the Developmentally Disabled 3 S.H.

This course is an introduction to the principles of applied behavior analysis with attention to effectiveness with developmentally disabled youths and adults. The case study approach provides guidelines for solving specific problems. Students design and implement behavior modification programs for various rehabilitation settings.

RHAB 250: Action-Oriented Therapies 3 S.H.

This course provides an opportunity to examine, discuss, and experience several of the action-oriented therapies currently in use in many rehabilitation facilities serving physically disabled adults, exceptional children, and geriatric patients. Action-oriented therapies employ nonverbal modes of interacting, games, drama, freeplay, movement, music, art, or other activities. Students explore these as therapeutic modalities in which many conflicts are sorted out and resolved. Emphasis is also placed on the use of these techniques to enhance intellectual and emotional functioning for more effective independent living and rehabilitation. Prerequisites: RHAB 25 and PSYC 1 or equivalent.

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

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

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

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

RHAB 261: Rehabilitation in Speech & Language Disorders 3 S.H.

This course provides an introduction to common speech and language disorders encountered in the rehabilitation population, including aphasia, laryngectomy, stuttering, and problems of voice and articulation. Social and vocational considerations in the rehabilitation of individuals with communication disorders are included. Prerequisite: RHAB 160 or equivalent.

RHAB 262: Rehabilitation of the Hearing Impaired 3 S.H.

This course 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.

RHAB 263: Rehabilitation Programs & Systems 3 S.H.

An analysis of the major rehabilitation systems is followed by an evaluation of specific program serving a variety of disabled populations. Attention is given to change agency programs serving a variety of disabled populations. Attention is also given to change agency techniques that can be used by practitioners to effect and participate in program development.

RHAB 264: 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 MR, autism, cerebral palsy, epilepsy, TBI, and other CNS disorders. Exploring techniques used in various life stages and reviewing innovative ways to overcome apathy and discrimination in community settings set the tone for this offering.

RHAB 270: Rehabilitation Needs of the Aging (CORE Courses) 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.

RHAB 271: Therapeutic Approaches with the Aging 3 S.H.

This course familiarizes participants with the variety of rehabilitative techniques available to help reverse debilitation and disorientation often associated with aging and to help maintain maximal functioning in the late years. Prerequisite: RHAB 270 or permission of instructor.

RHAB 275: Holistic Medicine 3 S.H.

This course examines current techniques in holistic medicine as they apply to the rehabilitation of a variety of disabled children and adults. Methods emphasizing prevention, amelioration, and self-efficacy are stressed. Students are better able to understand various methods of treating the total person including meditation, guided imagery, reflexology, Reiki, acupuncture, chiropractic, and others.

RHAB 276: Employee Assistance Programming 3 S.H.

This course explores the knowledge, issues, and techniques of establishing, maintaining, and evaluating employee assistance programs. Approaches to dealing with various worker problems emotional and mental health, marital and family, financial, and other problems affecting attendance and productivity are considered. Organizational as well as therapeutic factors and their interrelationships are discussed. Prerequisite: RHAB 25, PSYC 1 or permission of instructor.

RHAB 278: Manual Communication with the Deaf 2 S.H.

An introduction to sign language and finger spelling as used by persons who are deaf or hard of hearing. Content includes a brief history of the use of the language of signs, background information on deafness, and how it effects those who have been born deaf or lost their hearing later in life. Students learn to converse in sign language with the instructor.

RHAB 279: Advanced Manual Communication 2 S.H.

This course is designed to familiarize students with AMESLAN, the form of sign language customarily used by persons who are deaf in this country. AMESLAN makes use of many of the signs in signed English but sentences are greatly shortened, and syntax and tense are largely ignored. Prerequisite: RHAB 278 or permission of instructor.

RHAB 280: Special Issues & Techniques in Rehabilitation 2 S.H.

This course provides an opportunity for an intensive examination, discussion, and skill development in a specialty area of rehabilitation services. Designated topical units may be selected from disability areas, rehabilitation techniques, or current professional issues. May be taken up to a maximum of 6 semester hours of credit. Prerequisite: RHAB 25, RHAB 131, or equivalent.

RHAB 282: Sex, Marriage, & Disabled Persons 3 S.H.

This course studies the sexual problems of disabled people. Emphasis is placed on the relationship of human sexual need and the sexual consequences of being born with or acquiring specific physical or mental handicaps. Also discussed are issues of reproduction, marriage, family planning, deviancy, love, caring, and sharing.

RHAB 283: Learning Disabilities 3 S.H.

This course examines theories of etiology and intervention models for remediation and compensation of learning disabilities. Emphasis is on those adolescents and adults whose learning disorders are chronic and may include other primary handicapping conditions.

RHAB 284: Treatment Methods in the Rehabilitation of the Alcoholic 3 S.H.

This course analyzes the major issues in the fields of alcohol rehabilitation including the etiology of the disease and its biological and psychological consequences. Primary consideration is given to treatment issues, polyaddiction, specific detoxification methods, self-help programs, individual and group counseling, therapeutic community residences, family and other support systems.

RHAB 286: Alcoholism & Family Treatment 3 S.H.

This course is an introduction to the issues and techniques of treating the family with an alcoholic member. Among the topics discussed are viewing the family as a client, diagnostic assessment techniques, and prescriptions for treatment of the alcoholic as well as spouse and children. A family case analysis approach is also utilized. Prerequisite: RHAB 284 or PSYC 360 or equivalent.

RHAB 287: Cardiac Rehabilitation 2 S.H.

This course familiarizes students with the fundamental principles and current practices of cardiac rehabilitation. The types and causes of disability in cardiac disease, as well as diagnostic evaluation techniques, are discussed. Emphasis is placed on a continuum of medical, surgical, psychosocial, and vocational management from the acute recovery period to post-hospital rehabilitation.

RHAB 289: Treatment Techniques for Substance Abuse 3 S.H.

This course is a study of the rehabilitation techniques and treatment alternatives utilized with substance abusers. A wide variety of illicit substances are considered. CNS depressants, stimulants, opiates and other analgesics, cannabinoids, hallucinogens, glues, solvents, and over-the-counter drugs. Emphasis is on methods which may be incorporated in a total treatment approach of intervention, education, and rehabilitation. Prerequisites: RHAB 25, 31 or equivalent.

RHAB 291: 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 for rehabilitation professionals with knowledge and skills in this area. The emphases of this course are on the causes, symptoms, and especially the treatment methods for neurological injury. Prerequisite: RHAB 25 or equivalent.

RHAB 292: Group Counseling Techniques in Rehabilitation 3 S.H.

This course presents an overview of the major counseling techniques used with rehabilitation clients in group situations. The integration of group counseling theory in specific rehabilitation settings is also emphasized. Active participation by all students is presumed.

RHAB 294: Psychiatric Rehabilitation 3 S.H.

This course is an overview of major issues and treatment methods used in the rehabilitation of the psychiatric client. Primary emphasis is given to the range of counseling techniques, the use of psychoactive medication, and the interdisciplinary nature of services within the community. Rehabilitation diagnosis techniques and vocational rehabilitation strategies are discussed.

RHAB 299: Pain Management: Issues & Techniques 3 S.H.

This course is an introduction to the issues and techniques of pain management. The nature and types of pain are explored. A spectrum of pain management techniques is considered including physical, psychological, self-regulatory, holistic, and biological approaches. Case analysis and medical management which fosters self-help and independent functioning are emphasized. Prerequisites: RHAB 25, PSYC 1, and RHAB 160 or permission of instructor.

RHAB 301: Human Development & Disabling Conditions (CORE Course) 3 S.H.

This course is designed to assist students to gain an understanding of the world of disabled persons. The social and psychological aspects of illness, trauma, and various handicapping conditions are examined. The nature, meaning, and dynamics of disability are explored in relation to the normal course of human development.

RHAB 305: Rehabilitation Counseling: History, Philosophy, & 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 the disabled person, the rehabilitation team, and inter-agency relationships. Students become familiar with the role and functions of rehabilitation counseling through lectures, readings, group discussion, and selected exercises.

RHAB 306: 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, rehabilitation, planning, and utilization of resources is investigated. Casework recording and management skills are presented and practiced with an emphasis on the resolution of ethical dilemmas.

RHAB 325: Rehabilitation Assessment & Appraisal Techniques 3 S.H.

This course familiarizes students with the range and variety of techniques used in assessing the personal and vocational rehabilitation potential and progress of disabled individuals. Measurements of behavior, intelligence, aptitude, achievement, and personality are considered. Note: This course

is also numbered as RHAB 125. Course requirements are considerably more rigorous and higher academic achievement is required of graduate students than is expected of undergraduates.

RHAB 335: Rehabilitation Counseling: Theory & Techniques 3 S.H.

This course provides an overview of counseling theories and practices as they pertain to the rehabilitation process. Emphasis is given to the student's development of counseling skills and techniques which influence and support client change and rehabilitation efforts. Counseling effectiveness is assessed through the use of sample cases, role play, and videotape sessions. Prerequisite: RHAB 305 or permission of instructor.

RHAB 342: Career Development & Placement Techniques in Rehabilitation 3 S.H.

This course provides an examination of career development theories and placement procedures utilized by those in vocational counseling and placement of the handicapped and disabled. Topics considered include job analysis, job restructuring, job-seeking skills, vocational evaluation, and work sample assessment and development.

RHAB 350: Advanced Assessment Techniques 3 S.H.

This course examines the diagnostic assessment process which rehabilitation specialists and counselors use to evaluate personal, social, medical, and vocational competencies. The integration of traditional and situational assessment procedures is considered. Report writing techniques are discussed and practiced. The role of the computer in the assessment process is also considered. Prerequisite: RHAB 125 or 325 or equivalent.

RHAB 361: 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.

RHAB 364: Rehabilitation Organization & 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.

RHAB 366: Rehabilitation Counseling Practice I 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 50 clock hours for each semester hour of credit in addition to a seminar. Prerequisite: Graduate degree student in rehabilitation.

RHAB 367: Rehabilitation Counseling Practice II 3 S.H.

This course is a supervised experience in an approved rehabilitation setting. The experience includes work with a caseload and increased responsibilities 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.

RHAB 368: Rehabilitation Internship 6-12 S.H.

This course is a 300- to 600- hour full-time or part-time supervised internship in an appropriate rehabilitation center, hospital, school, or agency for students doing advanced graduate work in rehabilitation counseling. It is an intensive and practical professional learning experience providing the student an opportunity to demonstrate and perfect skills and competencies in all aspects of rehabilitation counseling.

RELIGION**RELI 222: Christianity & Modern Society (CORE Course) 3 S.H.**

A study of the ethical principles of Christianity as they relate to the social, political, and economic problems of the present day.

RELI 224: The Life & Teachings of Jesus (CORE Course) 3 S.H.

This is a social-historical examination of the record of Jesus' life and thought. Attention to the present-day significance of his message.

RELI 305: The Religious Quest (CORE Course) 3 S.H.

This is a study of modern religious thought, with special attention to movements, thinkers, problems and proposed solutions. Topics discussed include Fundamentalism, Liberalism, NeoOrthodoxy, Death-of-God Theology, Catholic Reform, and Naturalistic Humanism.

RESEARCH

RSCH 301: Educational & 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.

RSCH 302: Educational & 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 301 or permission of instructor.

RSCH 325: Foundations & Methods of Research (CORE Course) 3 S.H.

(Required of all master's degree students)

This course emphasizes man's search for truth and the ways in which such search is conducted. Includes the identification and delineation of research problems, survey of related literature, and detailed examination of different research methods. Attention is given to the presentation of research results in acceptable form.

RSCH 326: Research Project 2-3 S.H.

A research study 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 325. Open only to degree students.

RSCH 327: 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 325. Recommended: RSCH 301 and any necessary laboratory techniques classes.

RSCH 328: Thesis 4 S.H.

This involves meetings with the thesis committee and satisfactory completion of thesis requirements including the oral examination. Prerequisite: RSCH 327.

RSCH 341: Guided Individual Study 2-6 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 401: 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.

RSCH 427: 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 325. Recommended: RSCH 301 and any necessary laboratory techniques classes.

SOCIAL WORK

MSSW 301: Human Behavior in the Social Environment I: Stages in the Life Process - Individuals, Families, & 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, groups, organizations, and the community. Particular emphasis is given to gender, race, class, and culture.

MSSW 302: Human Behavior in the Social Environment II: Social Structure & the Life Cycle - Culture, Community, Organizations, & Individuals 3 S.H.

This course continues the systems theory and person-in-environment framework introduced in HBSE 1. 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 301.

MSSW 303: Human Behavior in the Social Environment III: Economic & Political Analysis of Social Movements 2 S.H.

This advanced course, the third in the series, provides an analysis of social movements in themselves and in relation to community organizing and community development among oppressed groups. Using the civil rights movement as the starting paradigm of an organized social movement based ethnicity and race, it compares and contrasts this with movements based on economic position (the labor movement, working class women's organizing, and the welfare rights movement) and on sexual orientation (the movement for Gay and Lesbian liberation). Prerequisites: MSSW 301 and 302.

MSSW 311: Social Welfare Policy & Services I: Social Welfare Policy in America - History & Basic Analysis 3 S.H.

The course looks at the history of American social welfare policy and social work focussing primarily on progressive reform eras. It uses history as a springboard for developing an understanding of the dimensions, values, and dynamics of social policy and for exploring persistent issues of the profession. In this process, it introduces three "lenses" that reveal special insights into conventional history and policy matters -- race, gender, and class lenses. The course also reviews current social welfare policies and introduces students to the legislative process.

MSSW 312: Social Welfare Policy & Services II: Policy Implementation & Change in Organizations & Communities 3 S.H.

This course moves from the policy development, analysis, and design insights of Policy I to an exploration of the complexities of policy implementation and a consideration of ways in which social workers, their clients, and oppressed communities can address threats that result in the implementation process. Prerequisite: MSSW 311.

MSSW 313: Social Welfare Policy & Services III: Advanced Policy Analysis & Advocacy 2 S.H.

This advanced course is the third in the series. It involves formal, sophisticated policy analysis and policy advocacy. Initially the course focuses on the steps of formal policy analysis -- problem analysis and definition, identification of policy options, identification of criteria, assessment of options against criteria, and recommendation. The ultimate objective of the course is to use rational analytic information to increase student capacity to influence policymaking. Prerequisites: MSSW 311 and 312.

MSSW 321: 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 322: Social Work Research II: Social Work Research & 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 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 321.

MSSW 323: Social Work Research III: Qualitative Research 2 S.H.

This advanced course stresses qualitative methodology and its relevance for social work theory and praxis. While it continues to emphasize primary areas of social work such as clinical practice, program and policy development, its emphasis is upon the elicitation of the structure and meaning of lived experiences of individuals in social settings. Prerequisites: MSSW 321 and 322.

MSSW 324: Human Rights 2 S.H.

This course examines how the social construct, "Human Rights" can assist in the development of economic and social justice thereby being 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 334: Families & Public Policy: Systems in Crisis 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 335: 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 practicing techniques of problem identification and assessment are introduced through examination of strategies to help families deal with maturation and situational crises.

MSSW 339: 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 341: Social Work Practice I: Assessment, Goal Setting, & Practice Techniques with Individuals, Families, & Small Groups 3 S.H.

This course provides information on the historical base of social work with emphasis on the underlying values and ethics which drive professional practice. Relationship in all social work practice is studied with emphasis on theory, concepts, and skills. Differential theoretical constructs and assessment and intervention skills used in direct practice with individuals, families, and small groups are examined.

MSSW 342: Social Work Practice II: Assessment, Goal Setting, & Practice Techniques with Groups, Organizations, Communities. 3 S.H.

This course, based on a problem-solving model, examines assessment, goal setting, and intervention techniques in large systems. It includes community organization and planning intervention strategies. It explores the problems of stress and conflict of interest between clients and workers and focuses on the relationship between alleviation and empowerment in large scale intervention such as groups in the context of communities and organizations. Prerequisite: MSSW 341.

MSSW 343: Social Work Practice III: Advanced Generalist Practice I 2 S.H.

This course develops the advanced knowledge and skills required to enter into the complex arena of interaction within and between human service organizations. It includes preparation for management roles and responsibilities. As such it builds on the foundation content in Practice II on leadership in communities and organizations as well as on foundation content in the Policy HBSE and Research sequences. Prerequisites: MSSW 341 and 342.

MSSW 344: Social Work Practice IV: Advanced Generalist Practice II 2 S.H.

This capstone course pulls together what has been learned about advanced generalist social work practice and requires more comprehensive conceptualizations and models. A framework for examining empirical data is provided by introducing an interactional practice model. Multi-level practice with vulnerable populations provides the context for the application of social work skills using case to cause as well as cause to case. Prerequisites: MSSW 341, 342, & 343.

MSSW 349: Psychoanalytic Theories of 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, counter transference, 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 357: Environmental Assessment & Strategic Planning 2 S.H.

This course examines strategic planning for public and nonprofit organizations. The goals of the course involve developing an understanding of what strategic planning is and how to apply it to organizations. It considers the importance of blending theory and practice to achieve organizational development and change.

MSSW 361: Organizational Development 2 S.H.

This course examines theories of organizational behavior, the professional practice of organizational development, and integrated strategies of planned organizational change. Through the context of this course, students explore several types of organizations, the organizational goals, and look at organizations as systems in the sense of being societal microcosms that mirror, or are reflective of, the larger society. Three primary organizational styles -- the autocratic, bureaucratic, and laissez faire management styles are studied.

MSSW 368: Legal Aspects of Social Welfare 2 S.H.

This course examines law and legal processes using legal materials and teaches legal advocacy skills. Among the areas explored are social work malpractice, privileged communication, and discrimination. Selected types of dispute resolution are explored with emphasis on developing initial skills in testifying and negotiation.

MSSW 375: Adult Psychological Service Assessment & Intervention Strategies 2 S.H.

This course examines psychiatric assessment processes including the mental status examination. Diagnostic categories and the criteria for diagnosis using the Diagnostic and Statistical Manual of Mental Disorders [DSM III Revised] are used as the primary tests for this course. Treatment planning using the data attained through the assessment and diagnostic process helps to develop an understanding of mental health treatment and the importance of the interdisciplinary treatment team.

MSSW 376: Psychopathology & Social Deviance 2 S.H.

This course identifies the classification of major childhood, adolescent, and adult mental disorders including etiology, symptomatology, epidemiology, treatment alternatives, and prevention. Emphasis is given to applying social work values and commitment to safeguarding the rights of diverse and vulnerable populations.

MSSW 384-385: Field Seminar & Practicum 4 & 4 S.H.

These courses provide foundation learning in field seminar concurrently with a practicum experience suitable for generalist social work practice. Seminar content emphasizes integration of knowledge from the foundation courses with the practicum experience to develop self-assessment and beginning social work skills.

MSSW 386-387: Field Seminar & Practicum 4 & 4 S.H.

These courses provide foundation learning in a field seminar, concurrently with a practicum experience, suitable for advanced generalist practice in social work. Seminar content emphasizes the ongoing application of knowledge from second year courses to the practicum experience and the development of increasingly advanced social work skills. Prerequisites: MSSW 384 and 385.

MSSW 391: Women's Issues in Human Services 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 392: Health Policy & Services 2 S.H.

This course examines the current crisis in the U.S. health care system and its sociopolitical contexts. Giving prominence to debates and contrasting perspectives in policy, topics include factors in the cause of disease, structure and processes of health care organizations, contrasting approaches to financing medical care, and health care and social change. Structural constraints on health workers and the potentials for progressive structural change are emphasized.

MSSW 393: Proposal Writing & Grant Acquisition 2 S.H.

This course introduces proposal planning and development techniques. Differences between grants written for Federal funds and those written for foundations are described. Utilization of grant acquisition informational resources such as the Federal Request for Proposal (RFP) and researching private foundation funding are reviewed.

SOCIOLOGY

SOCI 235: Criminology (CORE Course) 3 S.H.

The causation, control, and prevention of adult crime are studied in relation to criminal law. Prerequisites: 12 semester hours of sociology, psychology, or other social science, or permission of instructor.

SOCI 250: American Social Structure (CORE Course) 3 S.H.

This course examines American society as a network of social institutions including the family, politics, the economy, education, and religion. Each institution is studied from its historical emergence to its contemporary structures.

SOCI 310: Social Welfare (CORE Course) 3 S.H.

An historical and sociocultural exploration of current social welfare programs and services is taken. The evolution, characteristics, and problems associated with these programs are examined in detail.

SOCI 315: Great Social Problems of Our Time (CORE Course) 3 S.H.

The definition, analysis, or causation and study of attempted resolution of social problems in the areas of social disorganization and deviant behavior are examined.

SOCI 335: Intergroup Relations & the Dynamics of Prejudice (CORE Course) 3 S.H.

An examination of basic concepts in intergroup relations such as anti-minority ideology, prejudice, and discrimination as these have developed and manifested themselves in society.

SOCI 342: Theories and Methods of Social Casework 3 S.H.

This course explores the theories, principles, and methods of casework in various social agency settings. Attention is focused on identifying and assessing situational problems using psychological variables.

SOCI 365: Violence in the Family (CORE Course) 3 S.H.

This course is a comprehensive review of family violence: child abuse, marital abuse, abuse of the elderly, 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.

THE GRADUATE TEACHING FACULTY AT SPRINGFIELD

Date in parentheses following the name indicates beginning of service as a member of the Teaching Faculty at Springfield College.

ROBERT W. ACCORSI (1990)

Assistant Professor of Recreation & Leisure Services
B.S., Westfield State College, 1977; M.Ed., Springfield College, 1980

MARY C. ALLEN (1988)

Assistant Professor of Education
B.A., Regis College, 1972; M.Ed., Westfield State College, 1976; Ed.D., University of Massachusetts, 1991

SIMONE ALTER-MURI (1991)

Assistant Professor of Art/Coordinator of Art Therapy
B.A., University of Massachusetts, 1976; M.Ed., Lesley College, 1979; Ed.D., University of Massachusetts, 1990

ROBERT C. BARKMAN (1969)

Professor of Biology
B.A., Wittenberg University, 1964; M.S., University of Cincinnati, 1966; Ph.D., 1969

ROBERT J. BERGQUIST (1971)

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

THOMAS L. BERNARD (1974)

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

RAYMOND F. BERTE (1972)

Professor of Rehabilitation
B.S., Springfield College, 1954; M.Ed., 1957

EDWARD R. BILIK (1959)

Professor of Physical Education/Director of Athletics
B.S., Springfield College, 1957; M.S., 1962; Ed.D., University of Oregon, 1966

L. WILLIAM BLIZARD (1962)

Professor of Arts and Education
B.S., State Teachers College at Buffalo, New York, 1958; M.A., New York University, 1960

BRITTON W. BREWER (1991)

Assistant Professor of Psychology
B.A., University of Washington, 1986; M.A., Arizona State University, 1988; Ph.D., 1991

GRETCHEN A. BROCKMEYER (1979)

Professor of Physical Education/Associate Academic Dean
B.A., Luther College, 1966; Ed.D., University of Georgia, 1979

STANLEY P. BROWN (1965)

Professor of Mathematics
B.S., Springfield College, 1954; M.S.T., Colby College, 1960; M.S., Louisiana State University, 1961; Ed.D., University of Massachusetts, 1976

FRANCES P. CASEY (1976)

Associate Professor of Rehabilitation

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

DELIGHT E. CHAMPAGNE (1984)

Associate Professor of Psychology

B.A., Boston University, 1969; M.A., University of Connecticut, 1981; Ph.D., 1983

ELIZABETH J. CHARRON (1990)

Assistant Professor of Business Management

B.A., Mount Holyoke College, 1984; M.B.A., University of Massachusetts, 1990

JULIA CHEVAN (1993)

Assistant Professor of Physical Therapy

B.S., Boston University, 1985; M.P.H., University of Massachusetts, 1988

PHILIP W. CONKLIN (1984)

Associate Professor of Business Management

B.A., University of Dubuque, 1954; M.B.A., Syracuse University, 1966; M.Ed., Boston University, 1975; Ph.D., University of Connecticut, 1984

WILLIAM J. CONSIDINE (1976)

Professor of Physical Education

B.S., Western Illinois University, 1964; M.S., Illinois State University, 1966; P.E.D., Indiana University, 1970

JOHN J. COSTELLO (1958)

Associate Professor of Physical Education

B.S., Springfield College, 1957; M.S., 1958; Ph.D., University of Connecticut, 1965

LYNN E. COUTURIER (1988)

Assistant Professor of Physical Education

B.S., Springfield College, 1981; M.S.

JOHN C. COX (1965)

Professor of Psychology

B.S., Springfield College, 1961; M.Ed., 1963

JEAN A. CROTHERS (1986)

Associate Professor of Physical Therapy

B.S., Northeastern University, 1973; M.S., University of Pittsburgh, 1982

EILEEN L. CYR (1988)

Assistant Professor of Education

B.S., Bridgewater State College, 1982; M.B.A., American International College, 1988

J. PATRICK DECOTEAU (1990)

Assistant Professor of Rehabilitation

B.A., University of New Hampshire, 1973; M.Ed., Plymouth State College, 1978; Ph.D., University of Illinois at Urbana-Champaign, 1988

MARTIN L. DOSICK (1965)

Professor of Sociology

A.B., Boston University, 1952; M.A., 1955; Ph.D., University of California at Los Angeles, 1965

SUSAN M. ETHEREDGE (1993)

Assistant Professor of Education

B.A., Smith College, 1977; M.Ed., 1985

ELIZABETH E. EVANS (1971)

Professor of Physical Education
B.S., Springfield College, 1962; M.Ed., 1970; Certificate of Physical Therapy, University of Pennsylvania, 1971; Ph.D., University of Connecticut, 1983

ROBERT A. FIORE (1980)

Associate Professor of Business Management
B.A., University of Massachusetts, 1976; M.B.A., 1980

JAMES E. GENASCI (1963)

Professor of Physical Education/Distinguished Springfield Professor of Humanics
B.S., Springfield College, 1950; M.S., 1955; Ed.D., Colorado State College, 1960

BERNARD J. GRANNEY (1990)

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

PETER M. HALEY (1985)

Assistant Professor in Physical Education
B.S., Springfield College, 1977, M.Ed., 1978

ESTHER HASKVITZ (1992)

Assistant Professor of Physical Therapy
A.B., Washington University, 1976; M.Ed., University of Virginia, 1982; M.S., Texas Women's University, 1984; Ph.D., University of Virginia, 1992

BARBARA JENSEN (1970)

Professor of Physical Education
B.S., Springfield College, 1957; M.S., University of Iowa, 1963; Ph.D., 1965

CHARLES JOSLYN (1992)

Assistant Professor of Social Work/Field Practicum Coordinator
B.A., University of Chicago, 1962; M.S.S.A., 1964; Ph.D. Smith College, 1978

LAURA JO JUDD (1978)

Assistant Professor of Recreation
B.S., Springfield College, 1954; M.S., University of Illinois, 1958

JONATHAN KAHANE (1972)

Associate Professor of Psychology
B.A., Clark University, 1966; M.A., George Washington University, 1968; Ph.D., Yeshiva University, 1972

ROBERT KLEIN (1990)

Assistant Professor of Education
B.A., Colgate University, 1972; M.A., Yale University, 1974; M. Div., Columbia Theological Seminary, 1985; Ed. M., Harvard Graduate School of Education, 1986;
Ed. D, 1988

THOMAS A. LACHUISA (1990)

Assistant Professor of Sociology
B.S., Springfield College, 1977; M.S.W., University of Connecticut, 1984; Ph.D., University of Southern California, 1989

JOAN G. LESSER (1992)

Assistant Professor of Social Work
B.A., City College of New York, 1974; M.S.W., Columbia University, 1976; Ph.D., NYU, 1992

PAUL LEVY (1990)

Associate Professor of Social Work

B.A., Amherst College, 1965; M.S.S.A., Case Western Reserve, 1967; J.D., George Washington University, 1971; D.S.W. Columbia University, 1990

ROBERT N. LUSSIER (1978)

Associate Professor of Business Management

B.S., Salem State College, 1972; M.Ed., Suffolk University 1974; M.B.A., 1975; C.A.G.S., Boston College, 1978

LAURA MAGGIO (1987)

Associate Professor of Psychology/Director of Marriage & Family Therapy Program

B.S., St. Bonaventure University, 1974; M.A., Miami University, 1977; Ph.D., 1984

BARBARA D. MANDELL (1986)

Associate Professor of Psychology

B.S., North Adams State College, 1966; M.Ed., American International College, 1972; Ed.D., University of Massachusetts, 1987

BETTY L. MANN (1984)

Associate Professor of Physical Education/Associate Director of the School of Graduate Studies

B.S.E., North Adams State College, 1967; M.Ed., Springfield College, 1974; D.P.E., 1984

DAVID J. MILLER (1993)

Associate Professor of Physical Therapy

B.A., Stockton State College, 1974; Certificate in Physical Therapy, Emory University, 1974; M.S., University of North Carolina, 1983; Ph.D., University of Massachusetts, 1993

SUSAN McCARTHY-MILLER (1992)

Assistant Professor of Education

B.A., University of Massachusetts, 1973; M.Ed., 1977; Ed.D., 1981

NICHOLAS P. MOUTIS (1977)

Professor of Physical Education

B.S., Springfield College, 1952; M.S., University of Illinois, 1953; Ph.D., University of Oregon, 1967

MILDRED C. MURRAY (1967)

Buxton Professor of Physical Education

B.S., Springfield College, 1961; M.S., 1967; Ph.D., University of Connecticut, 1976

LIRIO K. NEGRONI (1994)

Assistant Professor

B.A., University of Puerto Rico, 1978; M.S.W., University of Puerto Rico, 1980

NANCY J. OGLE (1980)

Professor of Sociology and Anthropology

B.S., Phillips University, 1959; M.A., Kansas State University, 1967; Ph.D., Oklahoma State University, 1972

W. MASON OLDS (1966)

Professor of Religion and Philosophy

A.B., Mercer University, 1957; B.D., Colgate Rochester Divinity School, 1959; Ph.D., Brown University, 1973

DEREK W. PAAR (1986)

Associate Professor of Psychology

B.S., Springfield College, 1972; M.Ed., Idaho State University, 1973; Ph.D., United States International University, 1980

MARKELLA L. PAHNOS (1993)

Associate Professor of Health Education

B.S., Slippery Rock University, 1969; M.Ed., 1972; Ph.D., University of Pittsburgh, 1984

VINCENT PAOLONE (1989)

Assistant Professor of Physical Education

B.S., West Chester State College, 1968; M.Ed., Temple University, 1982; Ed.D., 1988

ALBERT J. PETITPAS (1978)

Associate Professor of Psychology

B.A., Bridgewater State College, 1968; M.Ed., Northeastern University, 1971; Ed.D., Boston University, 1981

PETER J. POLITO (1970)

Professor of Computer & Information Sciences and Physics

B.A., Northeastern University, 1965; M.S., 1967; Ph.D., 1971

STEPHEN E. POSNER (1982)

Instructor of Physical Education

B.S., University of California at Berkeley, 1976; M.A., Syracuse University, 1980

KATHERINE M. POST (1992)

Assistant Professor of Occupational Therapy

B.S., Upsala College, 1974; M.S., Columbia University, 1976

DIANE L. POTTER (1960)

Professor of Physical Education

B.S., Springfield College, 1957; M.S., 1963; Ed.D., University of Georgia, 1979

ROBERT E. PRICE (1979)

Professor of Religion and Philosophy

A.B., Columbia College, 1965; B.D., Union Theological Seminary, 1969; Ph.D., Duke University, 1977

JAMES L. RAGONNET (1971)

Associate Professor of English

B.A., St. John's University, 1966; M.A., Niagara University, 1967; Ph.D., R.P.I., 1981

ELLEN BERGER RAINVILLE (1990)

Assistant Professor of Occupational Therapy

B.S., Tufts University, 1976; M.S., Lesley College, 1987

MALVINA T. RAU (1974)

Professor of Physical Education/Academic Dean/Provost

B.S., East Stroudsburg State College, 1964; Ph.D., Temple University, 1973

CHARLES J. REDMOND (1969)

Associate Professor of Physical Education

B.S., Springfield College, 1968; M.Ed., 1971; M.S. in Physical Therapy, Boston University, 1981

JAMES B. ROBERTSON (1973)

Associate Professor of Physical Education

B.S., Springfield College, 1966; M.S., 1969; C.A.S., 1973

WAYNE RODRIGUES (1987)

Instructor in Physical Education

B.S., Bridgewater State College, 1983; M.Ed., Springfield College, 1985

ANN W. ROY

Assistant Professor of Social Work

B.A., Ohio Wesleyan University, 1973; M.S.W., Louisiana State University, 1980; Ph.D., Case Western Reserve University, 1985

CHARLES N. ROYS (1969)

Associate Professor of Physical Education
B.S., Springfield College, 1961; M.S., 1967

THOMAS J. RUSCIO (1968)

Professor of Rehabilitation/Director of the Rehabilitation Counselor Training Program
B.A., American International College, 1964; M.Ed., Springfield College, 1965; C.A.S., 1966

DANIEL M. RUSSELL (1984)

Associate Professor of Social Sciences
B.S., University of New Orleans, 1971; M.A., 1977

H. JOSEPH SCHEUCHENZUBER (1974)

Professor of Physical Education
B.S., West Chester State College, Pa., 1968; M.S., Pennsylvania State University, 1970; Ph.D., Indiana University, 1974

DIETRICH H. SCHLOBOHM (1969)

Professor of History
B.S., State University Maritime College of New York, 1961; M.A., Michigan State University, 1965; Ph.D., 1970

JOAN E. SIMMONS (1989)

Assistant Professor of Occupational Therapy/Director of the Occupational Therapy Program
B.S., Keene State College, 1977; M.S., Virginia Commonwealth University, 1984

JOHN C. SMITH IV (1989)

Assistant Professor of Health Education
B.S., Bowling Green State University, 1973; M.S., Old Dominion University, 1978; Ph.D., University of Miami, 1983

DONALD R. SNYDER (1982)

Associate Professor of Recreation & Leisure Services; Director of Recreation & Leisure Services
B.S., Southern Connecticut State University, 1973; M.S., 1978; Ed.D., New York University, 1989

JOSEPH F. STANO (1978)

Associate Professor of Rehabilitation Counseling
B.A., Assumption College, 1972; M.A./C.A.G.S., 1974; Ph.D., University of Connecticut, 1982

WILLIAM J. SULLIVAN (1970)

Professor of Physical Education/Director of the School of Graduate Studies/Coordinator of Research
B.S., Springfield College, 1959; M.Ed., 1963; P.E.D., Indiana University, 1970

SWEELIN TAN (1992)

Assistant Professor of Education
B.S., University of Wisconsin-Madison, 1985; M.A., 1986; M.S., 1990; Ph.D., University of Wisconsin-Madison, 1993

MICHAEL D. THEULEN (1983)

Assistant Professor of Physical Education
B.S., Keene State College, 1969; M.A., University of South Dakota, 1981; D.P.E., Springfield College, 1983

FRANK J. TORRE (1973)

Professor of Chemistry and Computer & Information Sciences
B.S., Monmouth College, New Jersey, 1967; Ph.D., Rutgers University, 1971

CORRIE S. TRATTNER (1991)

Assistant Professor of Occupational Therapy
B.S., Boston University, 1971; M.S., 1981

LINDA J. TSOUMAS (1986)

Associate Professor of Physical Therapy/Chair, Department of Physical Therapy
B.S., University of Vermont, 1975; M.S., University of Massachusetts, 1979

FORREST C. TYSON (1971)

Associate Professor of Physical Education
B.A., Springfield College 1964; M.A., 1965; Ph.D., Ohio State University, 1976

MARJEANNE VACCO (1987)

Associate Professor of Social Work
A.B., Colby College, 1962; M.S.W., Boston University, 1964; Ph.D., Walden University, 1991

JUDY L. VAN RAALTE

Assistant Professor of Psychology
B.S., Tufts University, 1986; M.A., Arizona State University, 1988; Ph.D., 1990

FRANCINE J. VECCHIOLLA (1990)

Associate Professor of Social Work/Director and Chair, Department of Social Work
B.S., Springfield College, 1972; M.S.W., University of Connecticut, 1974; Ph.D., Brandeis University, 1987

KENNETH A. WALL (1983)

Associate Professor of International Studies
A.A., Waldord College, 1966; B.A., St. Olaf College, 1968; M.S., Springfield College, 1973; D.P.E., Springfield College, 1975

KATHERINE WALSH-BURKE (1994)

Assistant Professor of Social Work
B.S., Smith College, 1975; M.S.W., Columbia University, 1977; D.S.W., Boston College, 1990

ROBERT WELLES (1994)

Assistant Professor of Physical Therapy/Academic Coordinator of Clinical Education
B.S., Central Connecticut State College, 1971; M.A., Columbia University, 1974; Certificate in Physical Therapy, Columbia University, 1975

MICHAEL C. WHITE (1988)

Assistant Professor of English
B.A., University of Connecticut, 1975; M.A., University of Connecticut, 1977; Ph.D., University of Denver, 1982

FRANK A. WOLCOTT (1955)

Professor of Physical Education; Assistant Director of Athletics
B.S., Springfield College, 1952; M.S., 1961

JOSEPH WRONKA (1992)

Associate Professor of Social Work
B.A., Brooklyn College, 1970; M.A., Duquesne University, 1972; Ph.D., Brandeis University, 1992

HERBERT ZETTL (1969)

Associate Professor of History; Distinguished Springfield Professor of Humanics
B.A., Alderson-Broadus College, 1963; M.A., University of Vermont, 1965

ADJUNCT PROFESSORS**DAVID BALSLEY**

Physical Education

P.A., Hardwick, 1969; M.Ed., Springfield College, 1972; P.T., Downstate Medical Center

JAMES BUTTS

Social Work

B.A., Kent State University, 1973; M.S.S.A., Case Western Reserve University

WAYNE CARPENTER

Counseling and Psychological Services

B.A., University of New Hampshire, 1974; M.E., Springfield College, 1982; Ph.D., Syracuse University, 1988

CAROL J. CLAFLIN

Counseling & Psychological Services

B.S., Springfield College, 1957

JUDITH DAVIS

Counseling and Psychological Services

B.S., Temple University, 1966; M.Ed., University of Massachusetts, 1971; Ed.D. University of Massachusetts, 1987

PATRICK DECHELLO

Social Work

M.S.W., Fordham University, Ph.D., 1981; B.S., Sacred Heart University, 1979; B.A., Sacred Heart University, 1979; A.S., Sacred Heart University, 1977; R.P.H., Associate Trainers in Clinical Hypnosis Syosset, 1982

KATE DeCOU

Social Work

B.A., Regis College, 1969; M.S.W., University of Chicago, 1972

CYD DISPENZA

Counseling and Psychological Services

B.S., State University of New York, Brockport, 1962; M.S., Springfield College, 1988; Ph.D., Temple University, 1992

ANN M. DRENNAN

Social Work

A.B., Emmanuel College, 1949; M.S.S.W., Boston College, 1951

GARY ENRIGHT

Counseling and Psychological Services

B.S., Springfield College, 1979; M.Ed., Springfield College, 1987

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

WILLIAM N. GOODWIN

Counseling & Psychological Services, Psychology, and Community Service

B.S., Springfield College, 1949; M.S., 1952; Ph.D., University of Connecticut, 1961

STEVEN N. GROSS

B.A., University of Massachusetts, 1971; M.Ed., University of Massachusetts, 1977; M.S.S.W., Springfield College, 1992

JOAN HANCOCK

Counseling and Psychological Services

B.S., Springfield College, 1987; M.Ed., Springfield College, 1989

MICHAEL HAYES

Counseling and Psychological Services

B.A., Georgetown University, 1969; M.S.W., Smith College School for Social Work, 1976

EDWARD C. HEBERT

Rehabilitation Services

B.A., University of Massachusetts, 1966; M.A., University of Massachusetts, 1972

RAYMOND HERSHEL

Public Relations (Graduate)

B.A., Emerson College, 1967

JEFFREY KASSIS

Counseling and Psychological Services

B.G.S., University of Michigan, 1975; M.S.W., State University of New York at Albany, 1977

TIMOTHY KNAPP

Counseling and Psychological Services

B.A., Concordia College, 1977; M.Div., Concordia Theological Seminary, 1983

BARNETT D. LASCHEVER

Recreation & Leisure Services

B.S., University of Michigan, 1951

MARJORIE MARCOTTE

Counseling and Psychological Services

B.A., Mount Holyoke College, 1973; M.A., Mount Holyoke College, 1980; Ed.D., American International College, 1993

JOHN L. NEUMANN

Counseling and Psychological Services

B.S., Springfield College, 1951; M.Ed., Springfield College, 1956

FRED NEWDOM

Social Work

M.S.W., Columbia University; B.A., City College of New York

ROSEMARY NICHOLS

Counseling and Psychological Services

B.S., Lesley College, 1987; M.Ed., Springfield College, 1989

JILL McCARTHY PAYNE

Recreation & Leisure Services

B.S., University of Massachusetts, 1976; M.Ed., Springfield College, 1979; Juris Doctor, Western New England School of Law, 1986

PHIL RICH

M.S.W., State University of New York, 1979; Ed.D., University of Massachusetts, 1992

ROXANNE RICH

Social Work

J.D., University of Connecticut, 1986; M.S.W., Simmons College, 1976; B.A., Colgate University, 1972

CHRIS ROBERTS

Counseling and Psychological Services

B.S., Management University of Utah, 1975; B.S., Finance University of Utah, 1981; M.B.A., University of Phoenix, 1986

DORA ROBINSON

Social Work

M.S.W., University of Connecticut, 1981; B.S., Cornell University, 1976

GEORGE ROSCH

Social Work

Ph.D., Cambridge Graduate School of Psychology, 1991; M.S.W., State University of New York at Stony Brook, 1980; B.A., State University of New York at Stony Brook, 1978

NAN SALKY

Counseling and Psychological Services

B.A., University of Colorado/Boulder, 1978; M.A., Antioch/New England Graduates School, 1983

CARLOS SANTIAGO

Social Work

M.S.W., Smith College, 1982; M.Ed., Harvard University, 1974; B.A., University of Puerto Rico, 1970

JOHN L. STACEY

Counseling and Psychological Services

B.S., Southern Connecticut State University, 1971; M.S., Southern Connecticut State University, 1976; Ed.D., University of Massachusetts, 1987

MARJORIE M. STEPANSKY

Counseling and Psychological Services

B.A., State University of New York at Cortland, 1973; M.S., State University of New York at Albany, 1977

KAREN A. STEVENS

Counseling and Psychological Services

B.A., University of Massachusetts, 1972; M.S., University of Massachusetts, 1978; M.S., Teachers College Columbia University, 1990; Ed.D.

PAUL WATERMAN

Counseling and Psychological Services

B.S., University of Massachusetts, 1976; M.A.T., University of Massachusetts, 1979; M.S., University of Massachusetts, 1991

RICHARD A. WHITING

Counseling and Psychological Services

B.A., Springfield College, 1966; M.S., Springfield College, 1968; Ed.D., University of Massachusetts, 1980

JEANNE ZOBEL-LACHIUSA

Occupational Therapy

B.S., Springfield College, 1979; M.A., University of Southern California, 1986

CLINICAL FACULTY

ART THERAPY

SONYA R. HAWKINS

Clinical Assistant Professor of Art Therapy

B.S., University of Massachusetts, 1986; M.A.T., Vermont College of Norwich University, 1989

EXERCISE PHYSIOLOGY

JOHN P. CAREY

Clinical Professor of Medical Physiology

B.S., Holy Cross College, 1953; M.D., Yale University, 1957

MARY JANE DeSOUZA

Clinical Professor of Exercise Physiology

B.S., Springfield College, 1980; M.S., 1984; Ph.D., University of Connecticut, 1988

MICHAEL J. GERMAIN

Clinical Professor of Medical Physiology

B.A., Hampshire College, 1973; M.D., University of Calgary, 1976

CHRISTOPHER M. HIGGINS

Instructor in Cardiac Rehabilitation

B.S., Springfield College, 1974; M.S., University of Wisconsin at LaCrosse, 1978

ROBERT P. LOUT

Clinical Professor of Medical Physiology

A.B., St. Anselm College, 1968; M.D., Georgetown University, 1973

OCCUPATIONAL THERAPY

BONNIE BREIT

B.S., Medical University of South Carolina, 1979

GRACE CALCANO

B.S., University of Puerto Rico, 1982

KAREN M. COREY

Clinical Assistant Professor of Occupational Therapy

B.S., Western New England College, 1977; M.S., Texas Woman's University, 1984

RUTH M. GRIFFIN

Clinical Assistant Professor of Occupational Therapy

B.S., University of Hartford, 1966; M.Ed., University of Hartford, 1967; Ph.D., University of Connecticut, 1973; J.D., Southern New England School of Law, 1989

JOYCE YAFFA

Clinical Assistant Professor of Occupational Therapy

B.S., Utica College, 1976; M.S., University of Pittsburgh, 1982

PHYSICAL THERAPY

THOMAS BIANCO

Clinical Assistant Professor of Physical Therapy

B.S., University of Pennsylvania, 1985; M.S., Springfield College, 1990

SUSAN CLOPTON

Clinical Assistant Professor of Physical Therapy

B.S., Boston University, 1975; M.S., Massachusetts General Hospital, 1985

NICHOLAS P.W. COE

Clinical Professor of Anatomy

M.B.B.S., Guy's Hospital Medical School, University of London, 1969; Licentiate of the Royal College of Physicians, 1969; Member of the Royal College of Surgeons, 1969

NANCY H. MILLER

Clinical Professor of Medicine

B.A., Stockton College, 1974; B.H.S., Duke University, 1979; M.D., University of North Carolina School of Medicine, 1985; M.P.H., 1986

DAVID W. PAGE

Clinical Professor of Anatomy

B.S., Springfield College, 1964; M.D., University of Toronto, 1970

DEBORAH PELLETIER

Clinical Instructor of Physical Therapy

B.S., University of Connecticut, 1981

SOLVEIG M.V. PFLUEGER

Clinical Professor of Medicine

B.A., Moorhead State College, 1967; Ph.D., University of Texas, 1970; M.D., 1981

ROBERT REED

Clinical Assistant Professor of Physical Therapy

A.S., Springfield Technical Community College; B.S., Northeastern University, 1975; M.S., Boston University, 1979

GAIL STERN

Clinical Assistant Professor of Physical Therapy

B.A., State University of New York at Stony Brook, 1972; M.S., University of Southern California, 1982

SPORTS INJURY PREVENTION AND MANAGEMENT

JOSEPH M. BOYLE

Clinical Associate Professor of Athletic Training

B.S., Springfield College, 1978; D.C., Palmer College of Chiropractic, 1983

JAY GRANT

Clinical Instructor in Athletic Training

B.S., Springfield College, 1975; M.A., Western Michigan University, 1978

STEVEN B. HOLSTEN

Clinical Professor of Orthopedics/Sports Medicine

B.A., Rutgers University, 1963; M.D., Jefferson Medical College, 1967

ELLEN PERRELLA

Clinical Instructor in Athletic Training

B.S., University of Utah, 1981; M.S., University of Colorado, 1983

JOSEPH H. SKLAR

Clinical Professor of Orthopedics/Sports Medicine

A.B., University of Pennsylvania, 1971; Ph.D., 1975; M.D., 1976

BRIAN SPELLACY

Clinical Instructor in Athletic Training

B.S., Springfield College, 1986; M.Ed., 1988

FACULTY EMERITI

Archie P. Allen, Professor of Physical Education
Louis J. Ampolo, Assistant Professor of Physical Education
Doris M. Borrner, Professor of Library Science
John W. Brainerd, Professor of Biology and Conservation
Carroll Britch, Professor of Drama and English
Mary Lord Brown, Associate Professor of Human Services and Administration
Josephine L. Cecco, Distinguished Springfield Professor of Humanics
Joel R. Cohen, Distinguished Springfield Professor of Humanics
Paul U. Congdon, Distinguished Springfield Professor of Humanics
Leon Doleva, Professor of Education
Wayne S. Doss, Professor of Physical Education
Eugenie L. Dozier, Associate Professor of Physical Education
Edward T. Dunn, Distinguished Springfield Professor of Humanics
Mattie S. Edwards, Professor of Education
Mark A. Ehman, Professor of Religion
Janice C. Eldridge, Distinguished Springfield Professor of Humanics
Olga E. Ellis, Professor of Education
Walter H. English, Distinguished Springfield Professor of Humanics
Lora M. Ewing, Assistant Professor of English
Harold C. Harlow, Professor of Human Services and Administration
Gerard A. Harrison, Professor of Recreation and Leisure Services
Thomas W. Hay, Assistant Professor of Physical Education
Roberta Heston, Associate Professor of Education
Miriam F. Hirsch, Professor of Sociology
Allen R. Kaynor, Professor of Psychology
Clifford E. Keeney, Professor of Biology
Attalah A. Kidess, Professor of Physical Education
Gertrude Lamb, Instructor in Physical Therapy
Roger Lind, Professor of Human Services
James B. McGuire, Professor of English
Robert E. Markarian, Professor of Education
Merle K. Miller, Professor of Psychology
Valerie Montgomery, Professor of Modern Languages
John L. Neumann, Associate Professor of Physical Education
Thomas O'Connor, Professor of Political Science
Bruce Oldershaw, Associate Professor of Education
John O'Neill, Professor of Human Services
Henry J. Paar, Distinguished Springfield Professor of Humanics
Douglas E. Parker, Professor of Physical Education
Robert B. Resnick, Professor of English
Jean F. Ross, Distinguished Springfield Professor of Humanics
Irvin R. Schmidt, Professor of Physical Education
Emery W. Seymour, Buxton Professor of Physical Education
Sherrod Shaw, Professor of Physical Education
Charles E. Silvia, Distinguished Springfield Professor of Humanics
Edward J. Sims, Distinguished Springfield Professor of Humanics
Edward H. Thiebe, Associate Professor of Music
Margaret Thorsen, Professor of Physical Education
Holmes N. VanDerbeck, Distinguished Springfield Professor of Humanics
Gilbert T. Vickers, Director of Music, Professor of Music Education
Charles F. Weckwerth, Distinguished Springfield Professor of Humanics
Robert J. Wehner, Professor of Political Science

Springfield College is a small, privately endowed institution of higher learning that emphasizes educating young men and women for the human helping professions. It is situated in the center of New England providing easy access to the skiing areas of New Hampshire and Vermont, the cosmopolitan assets of Boston, as well as the quiet beauty of the Berkshire Hills.

Location: Springfield. The third largest city in Massachusetts, population 155,000. In addition to a large central retail district, the city offers such cultural opportunities as museums, a symphony, and professional theater company.

Campus: More than 32 buildings, such new facilities as the Fuller Arts Center, Physical Education Complex, academic/interfaith Chapel, and the Applied Health Sciences Center. These facilities stretch over 160 acres that comprise the college's Main Campus and East Campus, a site of woods and field that overlooks Lake Massasoit and is one mile from the Main Campus.

Graduates: More than 5,500 graduate alumni are at work in the United States and numerous other countries throughout the world. Their professional education at Springfield has prepared them to assume leadership positions in virtually all areas of community service, including recreation, physical education, guidance, psychological services, education, rehabilitation, community leadership and development, and community education.

Addresses and Telephone Numbers:

(The College's telephone area code is 413. When writing to an office use the following address: Springfield College, 263 Alden St., Springfield, MA 01109-3797)

Graduate Office

Administrative Building	748-3125
Graduate Admissions	748-3225

Financial Aid Office

Administration Building	748-3108
International Center	748-3215

Housing Office

Administration Building	748-3102
TTY	748-3383

(located in Campus Police Station)

Office of the Graduate School

Administration Building
(413) 748-3125

1994-95 CALENDAR

FALL SEMESTER

Classes Begin	Aug. 29
Holiday -- Labor Day	Sept. 5
Holiday -- Columbus Day	Oct. 10
Family and Friends Weekend	Oct. 14-16*
Homecoming	TBA
Thanksgiving Break	Nov. 23-27
Classes Resume	Nov. 28
Classes End	Dec. 14
Reading Day	Dec. 15
Exams	Dec. 16
Reading Days	Dec. 17-18
Exams	Dec. 19-21

INTERSESSION

Classes Begin	Jan. 2
Holiday (Martin Luther King)	Jan. 16
Classes End	Jan. 20

SPRING SEMESTER

Classes Begin	Jan. 23
Spring Break	Mar. 18-26
Classes Resume	Mar. 27
Classes End	May 10
Reading Day	May 11
Exams	May 12
Reading Days	May 13-14
Exams	May 15-17
Baccalaureate	May 20
Commencement	May 21

SUMMER SESSION

Mini Session (3 weeks)	May 22 - June 9
Session I (6 weeks)	May 22 - June 30
Session II (6 weeks)	July 3 - Aug. 11
P.E. Grad (8 weeks)	June 19 - Aug. 11

* Subject to change due to change in Divisional Status for the football team.

The Springfield College Graduate Catalogue contains current information regarding programs, curricula, career opportunities, campus life, and admissions and such information is not intended to be and should not be relied upon as a statement of the College's contractual undertakings.

Springfield College reserves the right in its sole judgment to issue and change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees, and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, cancelling of scheduled classes, and other academic activities and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

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

Any students who are unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day shall be excused from any such examinations or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which they may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon Springfield College. No fees of any kind shall be charged by the institution for making available to any student such opportunity. No adverse or prejudicial effects shall result to any students because of their availing themselves of the provisions of this section.

© 1994 Springfield College

Notes on the Catalog Conversion Process

This catalog is being viewed in the Adobe Acrobat Reader using Portable Document Format (PDF), but was originally prepared for use with a different multi-media viewer.

It was converted from computer files supplied by the school, or the printed catalog was scanned and converted using an OCR (Optical Character Recognition) process. In either case, the catalog's original page formatting was stripped and all photographs and graphics were removed to conserve disk space. The catalog was then reformatted to fit the viewer parameters.

Because of this, the page numbers in the original Table Of Contents and Index were no longer valid and these sections were deleted to avoid confusion. A new, hyperlinked table of contents was then created.

Future editions of this catalog will be converted with a process that better retains page formatting and the original table of contents and index will be hyperlinked.