

## DEPARTMENT OF HEALTH SCIENCE

(585) 395-2643

*Chairperson and Associate Professor:* Douglas Scheidt, PhD, University of Buffalo; *Associate Dean of Professions and Professor:* Eileen L. Daniel, DEd, University of Oregon; *Professor:* Thomas Golaszewski, EdD, SUNY Buffalo; *Associate Professors:* Joseph E. Balog, PhD, University of Maryland; Linda F. Balog, PhD, University of Maryland; Priya Banerjee, PhD, Southern Illinois University-Carbondale; Catherine Cardina, PhD, Ohio State University; Gary J. Metz, MPA, SUNY Brockport; Celia Watt, PhD, University of Texas-Austin; *Assistant Professors:* Jennifer R. Boyle, PhD, University of Maryland; Patti A. Follansbee, PhD, Southern Illinois University-Carbondale; Justin M. Laird, PhD, University of Texas-Austin.

### Degree Program

#### MSEd Health Education

The Department of Health Science offers the MSEd Health Education program for the preparation of professional health educators. Professional preparation for the field of health education focuses on skills for the promotion of health, and strategies for enhancing and encouraging change toward positive health behaviors. Students may pursue one of the following options:

#### 1. Community Health Education

The MSEd offers opportunities for advanced study related to the planning, implementation and evaluation of health-education programs in a variety of community settings, including public health departments, voluntary health associations, medical and mental-health care organizations, work-site settings and health advocacy organizations. Completion of this degree prepares the candidate to be eligible to become credentialed as a Certified Health Education Specialist (CHES), as set forth by the National Commission for Health Education Credentialing.

#### 2. New York State Professional Certification to Teach Health (K-12)

The MSEd also meets the academic requirements established by the New York State Department of Education for professional certification as a health teacher.

#### Background

In New York state, the field of teacher education is in the midst of an era of unprecedented change. Effective February 2, 2004, the educational requirements for teaching certifications changed, as did the certificate titles themselves.

What was called a provisional certificate is now titled an *initial* certificate. Similarly, what was called a permanent certificate, is now titled a *professional* certificate. Please note that *initial certification* is the first certification level that prospective teachers earn under the revised 2004 New York state certification requirements; *professional certification* is the final required certification.

Programs leading to certification are subject to New York State Department of Education revision. Please contact the graduate coordinator for the latest information on these programs.

#### ***For those with initial certification in health education***

The 36-credit program can be completed within 15 months by a student attending full-time or completed over longer periods of time for part-time students. This program satisfies the New York State Department of Education requirements for professional certification as a health teacher.

#### ***For those with initial certification in another content area***

Additional health content courses beyond the 36-credit core curriculum may be required to satisfy New York State Department of Education requirements for professional certification as a health teacher.

***For those not possessing certification to teach***

In addition to student teaching (nine credits), this alternate program may require a field experience, and additional health content courses beyond the 36-hour core curriculum to satisfy New York State Department Education requirements for professional certification as a health teacher.

**Admission Requirements**

Applications packets are available through the Office of Graduate Admissions at (585) 395-5465 or via e-mail to *gradadmit@brockport.edu*. All applicants for the Master of Science in Education (Health Education) program must have completed a baccalaureate degree from an accredited college or university (see pg. 23 for further details). All applicants will be evaluated on an individual basis to determine the course requirements for their program. Academic standards for acceptance into the program include the following:

1. An undergraduate grade point average (GPA) of at least 3.0; (An applicant with an undergraduate GPA of less than 3.0 may present his/her written rationale for acceptance in the application materials.)
2. Three (3) satisfactory letters of recommendation. The letters should comment on the applicant's:
  - a. competence in professional work performance;
  - b. academic performance in college;
  - c. ability to communicate effectively, both orally and in writing; and
  - d. ability to relate effectively with colleagues, students, clients, superior and subordinate personnel, and the general public.
3. Performance on the Graduate Record Examination (GRE) including writing competency examination.
4. Evidence of having successfully completed ("C" or better) at least two semesters of anatomy and physiology (or equivalent course) and one semester of statistics at the undergraduate level.

*Note: Courses completed prior to matriculation may or may not be approved for subsequent inclusion in a successful applicant's Plan of Study, at the discretion of the department. No more than six credits taken before matriculation will be applied to a graduate student's degree program.*

Applications, official transcripts from all colleges attended, GRE scores and three recommendations should be submitted to the College's Office of Graduate Admissions. The deadline for receipt of completed applications is November 1 for spring admission and April 1 for summer or fall admission.

The decision to recommend acceptance or rejection of an application lies wholly within the department's jurisdiction. The Department of Health Science has a professional responsibility to deny admission or continuation in any of its graduate programs to any applicant/student whose level of performance and/or personal characteristics do not adequately meet academic, professional or ethical standards.

**Program Requirements and Curriculum**

To earn a graduate degree at SUNY Brockport, students must complete all degree requirements with a minimum cumulative GPA of 3.0 or better. Students must earn a "B-" or better in all core courses (HLS 600, 602, 640, 641, 645, 684 and 686). In other courses, a minimum grade of "C+" is required. Students whose GPA falls below a 3.0, or who are deemed as not making reasonable progress toward the degree, will be academically dismissed from the program by the department.

Criteria determining "not making reasonable progress:"

1. Failure to earn at least one credit during the previous 12 months and not receiving a written leave of absence approval from the department; or

2. Maintaining an incomplete grade beyond the contracted time period (which may include a written extension of the incomplete grade); or
3. Not completing the program in the allotted five years from the date of matriculation (unless granted an extension by the Office of Graduate Studies upon petition from the advisor or based on an approved leave of absence); or
4. Failure to maintain continuous enrollment once beginning work on the major paper or thesis, by registering for at least one credit in HLS 698 or 700 each fall and spring semester until the project is completed and approved.
5. For Alternate MEd applicants only, students must have passed the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination (NYSTCE) with a score accepted by the New York State Department of Education prior to HLS 586 Field Experience placement.

## Master of Science in Education (Health Education)

<b>Required core courses:</b>		<b>Credits</b>
HLS 600	Issues in Health and Wellness	3
HLS 602	Principles and Philosophy of Health Education	3
HLS 640	Program Planning and Educational Strategies	3
HLS 641	Health Education Organization in the School and Community	3
HLS 645	Applied Strategies in Health Education	3
HLS 684	Measurement for Health Education Evaluation	3
HLS 686	Seminar in Research Design	3
HLS 698	Major Paper	3
	or	
HLS 700	Thesis	6
	Graduate Electives by Advisement	9–12*
<b>Total:</b>		<b>36**</b>

\*Students choosing HLS 698 Major Paper must complete 12 credits of electives subject to approval by their advisor. Students choosing HLS 700 Thesis must complete nine credits of electives subject to approval by their advisor.

\*\*Students who are pursuing professional certification and have their initial certification in another content area may be required to complete additional health content course work. Students who are pursuing professional certification and do not possess any certification will be required to complete student teaching (nine credits), and may be required to complete a field experience and additional health content courses beyond the 36-hour core curriculum.

### 15-Month Plan

This 36-hour program can be completed by a student who maintains full-time enrollment. This program is an appropriate choice for students who (1) have initial certification in health education and wish to pursue professional certification; or (2) wish to work in community health settings including public health departments, voluntary health associations, medical organizations, work-site settings and health advocacy organizations.

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Elective*	HLS 602	HLS 600	HLS 698
Elective*	HLS 641	HLS 645	
Elective*	HLS 684	HLS 640	
	Elective*	HLS 686	

\*Students should consult with their academic advisor to determine appropriate elective choices; some electives may be offered on a fall-only or spring-only basis and during Summer and Winter Sessions.

### Electives in Alcohol and Substance Abuse Studies

The Department of Health Science offers a set of electives in alcohol and substance abuse studies. These electives may be pursued by non-degree status (non-matriculated) graduate students (such as students seeking to obtain or maintain a Credentialed Alcoholism and Substance Abuse Counselor status with New York state) as well as by matriculated students working towards their MEd who may use some of these electives for the nine to 12 credits of electives in consultation with their advisor. MEd students who would like to complete the concentration in alcohol and substance abuse studies, designed to partially fulfill the requirements to sit for the New York State CASAC examinations, would need to take HLS 509 or 518, 521, 522, 523, 535, 545, 597, and 598, in addition to the MEd core courses.

<b>Alcohol/Substance Abuse Studies (specialization, non-degree)</b>		<b>Credits</b>
HLS 509	Introduction to Alcohol and Other Drugs*	3
<b>OR</b>		
HLS 518	Alcohol Use and Abuse*	
HLS 521	Group Counseling for Alcohol and Other Drugs	3
HLS 522	Individual Treatment Planning for Alcohol and Other Drugs	3
HLS 523	Theories on Alcohol and Other Drugs	3
HLS 524	Counseling Diverse Populations for Alcohol and Other Drugs	3
HLS 535	Evaluation and Assessment of Alcohol and Other Drugs	3
HLS 545	Psychopharmacology of Alcohol and Other Drugs	3
HLS 597	Internship Seminar for Alcohol and Other Drugs**	3
HLS 598	Internship for Alcohol and Other Drugs	6–12
<b>Total:</b>		<b>30–36</b>

\*HLS 509 or HLS 518 is a prerequisite or corequisite for all other courses in this specialization.

\*\*To be taken concurrently with HLS 598.

### HEALTH SCIENCE COURSES

**HLS 502 Women's Health (A).** *Cross-listed as WMS 502.* Studies women as healthy functioning human beings. Includes lectures and discussion with guest speakers to present positive information and insights on anatomical, physiological, mental, spiritual and emotional aspects of today's woman. *3 Cr.*

**HLS 509 Introduction to Alcohol and Other Drugs (A).** Introduces students to a variety of drug problems, including alcohol and tobacco, in contemporary society. Analyzes the diverse determinants (e.g., pharmacological, behavioral, social, economic, historic) of these problems. Discusses effective substance abuse prevention and treatment strategies. *3 Cr. Every Semester.*

**HLS 518 Alcohol Use and Abuse (A).** Examines patterns and symptomatology of alcohol use and abuse, the Medical Model/Disease Concept of Alcoholism, the DSM III-R criteria for alcohol abuse and dependency, and other various models of alcohol use. Explores theories of co dependency, treatment modalities, and evaluation methodologies for clinical and educational interventions.

Also examines the significance of alcohol and other drugs as they impact the criminal justice, traffic safety, employee wellness and adolescent health care systems. *3 Cr.*

**HLS 519 Human Sexuality (A).** *Cross-listed as WMS 519.* Provides each student with the opportunity to gain an awareness of him/herself and others as sexual beings. Examines sexual knowledge, attitudes and behaviors throughout the various life stages, in order to integrate human sexuality into one's total health and well-being. *3 Cr. Every Semester.*

**HLS 521 Group Counseling for Alcohol and Other Drugs (B).** *Prerequisites or corequisites: HLS 509 or HLS 518.* Introduces students to the basic foundations of group dynamics and group therapy in alcoholism counseling. Addresses the historical development of the group process movement in addition to stages of group therapy, techniques of group therapy, curative aspects of the group process, interpersonal learning and problems associated with group process. *3 Cr. Every Semester.*

**HLS 522 Individualized Treatment Planning for Alcohol and Other Drugs (B).** *Prerequisites or corequisites: HLS 535 (may be taken concurrently); either HLS 518 or HLS 509 (may be taken concurrently).* Introduces students to the elements of individualized treatment planning. Covers client goal formulation in addition to writing attainable client objectives and evaluation of these objectives. Also examines the biopsychosocial-spiritual aspects of the individualized treatment plan and client case management. 3 Cr. *Every Semester.*

**HLS 523 Theories of Alcohol and Other Drugs (A).** *Prerequisites or corequisites: HLS 518 or HLS 509.* Reviews major contemporary theories on alcoholism and other addictions (disease model, psychoanalytic formulations, conditioning models, social learning analyses, family systems perspectives, socio-cultural viewpoints, trans-theoretical model [stages of change] and harm reduction). Critically evaluates the concepts and research generated from each perspective. Analyzes the usefulness of each theory in the practice of substance abuse prevention and counseling. 3 Cr. *Spring.*

**HLS 524 Counseling Diverse Populations for Alcohol and Other Drugs (A).** *Prerequisites or corequisites: HLS 518 or HLS 509 (may be taken concurrently).* Prepares students for working in a counseling setting with alcohol/substance abusers having multiple emotional and developmental disabilities, criminal justice clients and individuals from diverse population groups, including Native Americans, Latinos, people of color, women and gays/lesbians. 3 Cr. *Fall.*

**HLS 526 HIV/AIDS: Issues and Implications (A).** Examines HIV/AIDS issues and implications facing the United States and the world today: understanding the disease, its perceived causes, pathways for transmissions and prevention strategies. Also examines educational strategies for schools and community agencies. 3 Cr. *Every Semester.*

**HLS 528 Substance Abuse and the Criminal Justice System (A).** Introduces criminal justice students to the impact of alcohol and illicit substances on the criminal justice system. Discusses drug identification, administration, psycho-pharmacology theories of alcohol and substance abuse, and investigation techniques. Addresses the role of alcohol and substance abuse in the criminal justice system and law enforcement community. 3 Cr.

**HLS 535 Evaluation and Assessment of Alcohol and Other Drugs (B).** *Prerequisites or corequisites: HLS 518 or HLS 509 (may be taken*

*concurrently).* Examines theory and methodology of measurement, assessment and evaluation in alcohol and substance abuse and dependence. Studies the more widely researched and utilized methods of assessment: clinical interviews, structured interviews and standardized instruments. Reviews instruments used in screening, diagnosis, treatment planning and neuropsychological evaluation. Also covers documentation, report writing and the ethics of assessment. Involves extensive use of clinical materials to illustrate the uses and limitations of various techniques. 3 Cr. *Fall.*

**HLS 545 Psychopharmacology of Alcohol and Other Drugs (A).** *Prerequisites or corequisites: HLS 518 or HLS 509 (may be taken concurrently). Cross-listed as PSH 545.* Studies the effects of alcohol, sedatives, stimulants, opiates, hallucinogens and other drugs, especially on the central nervous system, behavior and mood. Relates the pharmacokinetics and pharmacodynamics to intoxication, tolerance, withdrawal, abuse and dependence of each drug. Also explores the learning and motivational components of drug tolerance and addiction. 3 Cr. *Spring.*

**HLS 570 Health Implications of Stress (A).** Involves comprehensive study of research, theory and empirical knowledge of the psychosomatic implications of stress on health and disease. Examines the nature of stress, the effects of stress on the human organism, including an examination of physiological, psychological and behavioral symptoms and changes. Investigates causes of stress during various stages of life, as well as occupational and family sources of stress. Studies and allows for the practice of behavioral interventions and specific techniques. 3 Cr.

**HLS 571 Childhood and Adolescent Stress (A).** Provides an overview of stress and its effects on children and adolescents in today's society; and the nature, symptoms and causes of stress in children and adolescents. Explores positive and negative ways children and adolescents manage stress; useful techniques for controlling and reducing stress in a healthful manner; and how parents, teachers and health professionals can help young people manage stress. 3 Cr.

**HLS 575 Computer Applications in Health Education (A).** Provides students with an introduction to the potential issues of microcomputers in health education. Covers a range of hardware and examines general and specific software applications of microcomputer technology to the practice of health education. Explores important social, educational, legal and ethical issues related to the use of technology in health education. 3 Cr.

**HLS 586 Field Experience (A).** *Prerequisites: All 600-level core courses completed and program coordinator's approval.* Provides a field experience in a school site requiring a minimum of two days per week for each six-week placement. Includes planning, teaching and evaluation of health education plus other complementary responsibilities at each school setting. *1-3 Cr. Fall.*

**HLS 590 Selected Topics in Health Science (A).** To be defined by the instructor in accordance with a specific topic to be covered that semester. May be repeated under another topic area. *1-6 Cr.*

**HLS 595 Practicum School Health Education (B).** *Prerequisite: All HLS core courses, completed electives and departmental approval.* Enables students to plan, teach and evaluate their effectiveness in utilizing eight methodologies of school health education; determine student needs and engage in student-teacher planning; and apply health education knowledge and skills to promote health services. Requires students to teach at elementary and secondary levels. (Satisfactory/Unsatisfactory grading). *9 Cr. Spring.*

**HLS 597 Internship Seminar for Alcohol and Other Drugs (A).** *Course fee. Prerequisites: either HLS 509 or HLS 518; HLS 521; HLS 522; HLS 523; HLS 524; HLS 535, HLS 545 and instructor's permission.* Designed to be taken concurrently with HLS 598. Allows students to process their experience in the field in a clinical group supervision format. Addresses issues which present themselves within the internship setting, including situations with clients, peers and supervisors. Covers ethics, confidentiality and diversity issues. (Satisfactory/Unsatisfactory grading). *3 Cr. Every Semester.*

**HLS 598 Internship for Alcohol and Other Drugs (B).** *Course fee. Prerequisites: either HLS 509 or HLS 518; HLS 521; HLS 522; HLS 523; HLS 524; HLS 535, HLS 545 and program coordinator's permission.* Enables students to apply their knowledge from course work in a variety of treatment settings with people in varying stages of alcohol and substance abuse and dependence. Allows students to gain experience in assessment, evaluation, treatment planning, referrals, counseling, therapeutic treatment and making referrals. Examines professional ethics in the practice setting. (Satisfactory/Unsatisfactory grading). *1-12 Cr. Every Semester.*

**HLS 599 Independent Study in Health Science (A).** Permits students to pursue in greater depth topics studied previously in conventional graduate-level courses. Designed individually

through consultation between student and instructor to suit the student's needs and interests and the special competence of the instructor. May involve additional requirements established by the department. May be repeated with advisor's approval. *1-6 Cr. Every Semester*

**HLS 600 Issues in Health and Wellness (A).** Explores current research, theory and knowledge of the relationship between lifestyle and wellness, individual responsibility and wellness, and disease prevention and health behaviors. Identifies and analyzes current critical health and wellness issues in the US. *3 Cr. Spring.*

**HLS 602 Principles and Philosophy of Health Education (A).** Explores and analyzes various views of health, disease, illness and health education. Considers alternative concepts of health and their implications for directions in health education. Examines contemporary and important bioethical issues that confront health educators and impact on the role of health education, including the biotechnological and health policy issues. *3 Cr. Fall.*

**HLS 604 Mind Body Relationships in Health (A).** Takes a practical, scientific approach to problems of interrelatedness of mental, emotional and physical aspects of health. Relates and applies facts from fields of anatomy, physiology and psychology as a basis for realizing ideas of optimum health, both in teaching and in personal life. *3 Cr.*

**HLS 640 Program Planning and Educational Strategies (B).** *Prerequisites or corequisites: HLS 600 and HLS 602.* Examines the process of program planning for the field of health education. Presents a comprehensive framework of how to apply fundamental planning and health-education principles for promoting health and preventing disease in community and school settings. Includes analysis, development and application of health-education strategies designed to affect health behaviors in school and community settings. *3 Cr. Fall.*

**HLS 641 Health Education Organization in School and Community (A).** Examines the school and community organizational context within which health education flourishes. Gives attention to the identification of the existing school and community health resource network associated with the delivery of health-education services, and allows students to develop specific proposals for establishing an effective school and community partnership for health promotion and the prevention of disease, disability and premature death. *3 Cr. Spring.*

**HLS 645 Applied Education Strategies in Health Education (B).** *Prerequisites:* HLS 600, HLS 602 and HLS 640. Provides an application of educational theory related to health behavior. Emphasizes the use of theoretical frameworks in developing group or individual instructional methodologies to affect psychosocial variables which effect health behavior. Also emphasizes the implementation of health education programs in school and community settings. 3 Cr. Spring.

**HLS 684 Statistics Measurement for Health Education Evaluation (A).** Provides students with fundamental statistical, evaluation and research methods that are used in health education to measure health knowledge, attitudes, skills and behaviors. Covers traditional descriptive and inferential techniques used in health education research and evaluation. Uses microcomputer software packages to provide students with computer skills for statistical analyses. 3 Cr. Fall.

**HLS 686 Seminar in Research Design (A).** *Prerequisite:* HLS 684. Covers the review, appraisal, analysis and design of common research procedures; applications of statistical procedures, library methods, evaluation procedures and experimental methods; and preparation for the development of proposals for a thesis or a major paper. 3 Cr. Spring.

**HLS 693 Internship and Seminar in Community Health (A).** *Prerequisite:* Internship coordinator's permission. Involves a community health fieldwork practicum providing experiences in the health programs of various community health agencies, or related health care facilities. 1-6 Cr.

**HLS 698 Major Paper in Health Education (A).** *Prerequisite:* Advisor's permission and a graduate GPA of 3.0. Written usually after completion of most, if not all, classroom courses. Achieves in-

tegration of concepts, methods and information relative to a specific topic or issue in health education. Focuses on problems, theory or practice. May reflect library research, field study, curricula development or program evaluation. Students will register for a minimum one credit every semester once they begin to work with their advisor on the paper. HLS 698 may be repeated, but only three credits may be used toward the credits required for graduation. Students must maintain continuous registration (fall and spring semesters) from the first semester that they begin working on their proposal until their major paper is completed and accepted. (Satisfactory/Unsatisfactory grading). 1-3 Cr.

**HLS 699 Independent Study in Health Science (A).** Permits students to pursue in greater depth topics studied previously in conventional graduate-level courses. Designed individually through consultation between student and instructor to suit the student's needs and interests and the special competence of the instructor. May involve additional requirements established by the department. 1-6 Cr.

**HLS 700 Thesis (A).** *Prerequisite:* Advisor's permission and a graduate GPA of at least 3.0. Entails individual investigation, preparation and oral defense of a substantial research project in health science. Done in tutorial consultation with a graduate faculty member. Students will register for a minimum one credit every semester once they begin to work with their advisor on the thesis. HLS 700 may be repeated, but only six credits may be used toward the credits required for graduation. Students must maintain continuous registration (fall and spring semesters) from the first semester that they begin working on their proposal until their thesis is completed, defended and accepted. (Satisfactory/Unsatisfactory grading). 1-6 Cr.

## DEPARTMENT OF HISTORY

(585) 395-2377

*Chairperson and Associate Professor:* Kathleen S. Kutolowski, PhD, University of Rochester; *Distinguished Teaching Professors:* Arden Bucholz, PhD, University of Chicago; Owen S. Ireland, PhD, University of Pittsburgh; *Professors:* John W. Killigrew, PhD, Indiana University; W. Bruce Leslie, PhD, Johns Hopkins University; Salahuddin Malik, PhD, McGill University; Lynn H. Parsons, PhD, Johns Hopkins University; *Associate Professors:* John P. Daly, PhD, Rice University; Anne S. Macpherson, PhD, University of Wisconsin; Kenneth P. O'Brien, PhD, Northwestern University; Alison M. Parker, PhD, Johns Hopkins University; Wanda E. Wakefield, PhD, SUNY Buffalo; *Associate Professor Emeritus:* Ronald W. Herlan, PhD, SUNY Buffalo; *Assistant Professors:* Katherine Clark, PhD, Indiana University; Jennifer M. Lloyd, PhD, University of Rochester; Morag Martin, PhD, University of California-Irvine; Paul B. Moyer, PhD, The College of William and Mary; James Spiller, PhD, University of Wisconsin.

For more than a quarter century the Department of History has offered high quality and rigorous graduate training in history to a diverse student body, including secondary school teachers seeking certification or advanced training; those committed to museum, archival and records management careers; PhD aspirants; and mid-life career changers from a variety of professions. Their one common feature has been a love of history and a desire to study it intensively.

### Admission to the Program

There are two ways to begin graduate study in history:

- I. Students may sample a course or two on a non-matriculated basis. Students should consult with the Director of Graduate Studies in the Department of History before registering to help ensure that the courses selected match the student's needs and background.
- II. Students may apply for admission to the MA in History as a matriculated degree candidate.

*The Admissions Process:* Application forms can be obtained from the Office of Graduate Admissions at (585) 395-5465; Office of Graduate Admissions at SUNY Brockport, 350 New Campus Drive, Brockport, NY 14420; or by e-mailing [gradadmit@brockport.edu](mailto:gradadmit@brockport.edu).

Please submit application materials to the Office of Graduate Admissions by May 15 to be considered for summer admission; by July 15 for fall-semester admission; and by December 1 for spring-semester admission. Students must submit the following credentials to the Office of Graduate Admissions as part of the self-managed application packet:

1. Official transcripts of all college work, both graduate and undergraduate. Students may transfer up to 12 graduate credits of course work from other institutions with the approval of the Graduate Committee.
2. Two letters of recommendation from college or university instructors or others qualified to evaluate the student's likely success as a graduate student in history.
3. A sample of the student's writing (usually a term paper or other research project).

OPTIONAL: The department encourages but does not require scores from the Graduate Record Examination.

*Criteria for Admission:* In assessing these materials, the Graduate Committee in the Department of History will consider the following:

- 1) Intellectual ability: In general, a "B" average in previous college course work is expected.
- 2) Background in history: An undergraduate major in history is helpful, but not required. Students without a history major should have the equivalent of a minor field (15-18 credits) in history and/or other disciplines in the humanities or social sciences.
- 3) Writing, research and analytical skills.
- 4) A passion for the study of history and an ability to articulate how the MA program fits with the student's personal and career plans.

## PROGRAM REQUIREMENTS AND OPTIONS

### General Requirements:

- 1) The MA in History is a 33-credit degree program.
- 2) Up to 12 credits of graduate course work with a grade of “B” or better may be transferred from other institutions with the approval of the Graduate Committee. Courses presented for transfer credit must have been taken within the past five years.
- 3) Students must have at least a “B” average in their graduate course work to be eligible for graduation. Those with GPAs below 3.0 will be placed on academic probation. Two semesters with GPAs below 3.0 may result in academic dismissal.
- 4) All courses must carry graduate credit (500 or above). At least half of the courses must be at the 600 level or above.
- 5) Degree requirements must be completed within five years of the date of matriculation.

### The MA Curriculum:

- 1) **HST 600 Introduction to Historical Studies.** (3 credits): Acquaints students at the beginning of their MA work with the major approaches to historical inquiry practiced in the 20th century.
- 2) **The Major Field.** (18 credits): Students will choose between two tracks to complete a major field. Each track involves several reading seminars, a research experience, and electives.

<b>A. American History</b>		<b>Credits</b>
HST 614	Reading Seminar in Early America	3
HST 615	Reading Seminar in Modern America	3
HST 691	Research in American History	3
HST XXX	Elective in American History	3
HST XXX	Elective in American History	3
HST XXX	Elective in American History	3
<b>B. World History</b>		<b>Credits</b>
HST 64X	Regional Seminar	3
HST 64X	Regional Seminar	3
HST 695	Research in World History	3
HST XXX	Elective in World History	3
HST XXX	Elective in World History	3
HST XXX	Elective in World History	3

NOTE: Regional Seminars on Europe, Africa, East Asia, Latin America and others rotate from semester to semester. The Reading Seminars in American History may also be used to satisfy World History requirements.

- 3) **The Minor Field** (9 credits): Students may construct a minor field in a variety of ways. A selection of courses in world or American history constitutes the most common option. Public history (including museum studies, archive and record management, and local history) is an area the graduate program is developing. Students may also take up to nine credits in graduate courses outside of history and apply them to an interdisciplinary minor field, such as women’s studies. Some students interested in teaching have built a minor field in education.
- 4) **A Capstone Experience:** Students may choose one of two options:
  - A. **HST 700 Historical Integration** (3 credits): A semester-long individualized experience designed to integrate a student’s graduate studies. Normally results in an essay of 30–50 pages and an oral defense of the essay.
  - B. **HST 701 Master’s Thesis** (3 credits): Designed to meet the needs of those students who wish to focus their graduate studies more heavily toward research by writing a master’s thesis. The thesis must be connected to broad historical trends and reflect a knowledge of recent historiography. Successful completion of the thesis, including an oral examination, is required for graduation for those choosing this option.

**OTHER PROGRAM POSSIBILITIES:**

- 1) **HST 710 College Teaching Practicum:** Provides an opportunity to assist one of the faculty members in teaching at the introductory undergraduate level. Requires reading in the literature on current teaching practice and course development, and involves participation in every aspect of college-level teaching—lecturing, leading discussions, preparing and evaluating exams and papers, tutoring students out of class and more. Normally culminates in a pedagogical essay reflecting on the teaching experience.
- 2) **Internships:** The department maintains relationships with a number of area institutions, particularly museums.
- 3) **Overseas Study:** A few graduate students have pursued a portion of their program in foreign universities. The program is pleased to accept applicable work as transfer credit.

**FINANCIAL AID**

The department offers a limited number of assistantships and fellowships. Please contact the Program Director for details.

Students who would like a copy of the *Master of Arts in History Program Handbook* and other information about the program should write or call:

Director of Graduate Studies  
 Department of History  
 SUNY College at Brockport  
 350 New Campus Drive  
 Brockport, New York 14420-2956  
 Telephone: (585) 395-2377

## HISTORY COURSES

**HST 501 American History: Topics (A).** Provides an overview of selected topics in American history for teachers and nonspecialists interested in acquiring, updating or refreshing basic understanding. Topics vary yearly. May be repeated for credit. *3 Cr. Summer.*

**HST 503 Graduate Internship (A).** Entails field experience in an archive, museum, historical society or other institution that can provide a professionally valuable period of training closely related to the student's academic program. Arranged through the Graduate Committee. *1-3 Cr.*

**HST 504 Topics In World History (A).** Considers the development of world history during the 20th century and introduces the study of several of its separate civilizations, such as India, China, Islam, Europe, Africa and America and topics such as gender, ecology, demography and war. *3 Cr. Summer.*

**HST 506 Culture and Sport (A).** Examines the influence of cultural patterns of sports as they have developed over the centuries. Using a wide variety of materials, allows students to look at sport in Africa, Asia, Europe and North America. *3 Cr.*

**HST 507 American Environmental History (A).** Examines the changing relationship between people and the natural environment over the course of American history. Focuses on how agriculture, resource extraction, nature conservation, industrial production, and urbanization and suburbanization created opportunities for an limitations on American economic and social activity. *3 Cr.*

**HST 511 History of New York State (A).** Surveys New York state history from the hegemony of the Iroquois to today. Includes main themes such as New York as a microcosm of national experience, social pluralism, economic development and politics. *3 Cr.*

**HST 515 Natives and Newcomers (A).** *Prerequisites: HST 211 and HST 390.* Provides an in-depth exploration of the context and consequences of the Indian-European contact in early North America (c. 1400-1840). Topics include the nature of pre-contact Indian and European cultures; the impact of European disease, plants and animals on Native peoples; and the encounter of Indian and European cosmologies, economies and methods of warfare. Also considers how Indian-European contact transformed constructs of gender, ethnicity and race. *3 Cr.*

**HST 516 Colonial North America (A).** Examines the history of North America from the advent of European expansion to the collapse of Europe's North American empires (c. 1400-1800). Focuses on cultural encounters and exchange between Indian, European and African peoples; European methods of colonization; the struggle for imperial domination in North America; and the evolution of colonial societies with particular emphasis on Britain's North American colonies. *3 Cr.*

**HST 517 The American Revolution (A).** Covers the socio-political dimensions of American history from the beginning of the Revolution through the creation of the new nation, the Constitution, the emergence of national-level politics. *3 Cr.*

**HST 518 The Early Republic (A).** Examines in depth the young American nation from 1800 to 1848, the ages of Jefferson and Jackson. Focuses on the market revolution and the transforming social and political changes that followed in its wake and prepared the way for Civil War. *3 Cr.*

**HST 519 Civil War and Reconstruction (A).** Provides an intensive study of the Civil War era (1848-1877). Surveys the breakdown of the American institutions that led to the Civil War, followed by an examination of the war itself and its controversial aftermath in the Reconstruction era. *3 Cr.*

**HST 520 America from its Centennial to Pearl Harbor (A).** Examines the period of dramatic change unleashed by America's precipitous transformation from a rural, agrarian, Protestant society into an urban-industrial giant re-shaped by immigration. Explores the impact of these forces on the American economy, family life, religion, politics, education and international role. Culminates with the Great Depression leading into the New Deal and WWII. *3 Cr. Fall.*

**HST 521 America Since 1929 (A).** Uses the Depression as a watershed and then examines American society to the present. Features political change from Roosevelt to Reagan, foreign policy from Pearl Harbor to the present, and the evolution of popular culture since the 1920s. Also gives attention to economic and social developments. *3 Cr. Spring.*

**HST 522 History of American Education (A).** American education can only be understood in light of its past. Americans have long placed education at the center of national life, expecting it to cure social problems, shape cultural identities, and promote both individual mobility and social

cohesiveness. Examines the evolution of American schools and educational beliefs within the context of social, cultural, political and economic change, and places American education into an international perspective. *3 Cr.*

**HST 523 American Social History (A).** Explores the relationship between social structure, individual experience and everyday life; also patterns of gender roles, family organization, work and leisure, immigration and mobility, and the development of new lifestyles. *3 Cr.*

**HST 524 The United States and the World (A).** Focuses on the late 19th century, when the United States burst on the international scene, quickly becoming the most influential society in history. Examines that dramatic trajectory through America's cultural, diplomatic, economics, educational and political relations with other societies. Explores the impact of America on other societies and their impact on American society. *3 Cr.*

**HST 526 American Cultural History 1865-Present (A).** Examines the emergence of modern American culture between the late 19th and early 21st centuries. Focuses on how nationalism and war, race and gender, industrial production and consumption, science and technology, and mass education and entertainment affected the way Americans identified themselves and made sense of their world. *3 Cr. Spring.*

**HST 534 Modern Caribbean History: Puerto Rico/Cuba Since 1898 (A).** As an advanced course, covers the French, Spanish and British Caribbean since the Haitian Revolution of the 1790s. Investigates how slavery and abolition, colonialism and nationalism, social and cultural movements, racism and dependency have forged this fascinating and paradoxical region. Considers questions of identity, especially for Afro-Caribbean women and men, in comparative framework. *3 Cr.*

**HST 537 Studies in Social Science: London (A).** Sponsored by Brunel University and SUNY Brockport, enables students to live and to study for one semester in London. Examines the relationships between British and American society and history by means of lectures, discussions and field trips. *Credit varies. Every Semester.*

**HST 538 Women and Gender in Latin American History (A).** *Cross-listed as WMS 538.* Examines at an advanced level the diversity of Latin-American and Caribbean women's experiences from Iberian conquest to the 20th century. Analyzes the gender dynamics of colonial, national,

dictatorial, and revolutionary states, economies, and cultures, as well as the importance of women's movements and feminism. Discusses Latina history in the US and Latin-American and Caribbean masculinity in historical perspective. *3 Cr.*

**HST 540 Study in Mexico (A).** Provides students with immersion in Mexican life and culture in Cuernavaca. Permits students to earn credits through the study of Spanish in small groups and through study of Mexican history, politics and culture. Enhances academic study with the experience of living with Mexican families. *Credit varies. Spring. 15 Cr.*

**HST 541 World War I (A).** Covers military aspects of the Great War (1914-18), including the causes of the war, the German offensive, the Western and Eastern Fronts, sea battles, technology and warfare, the entry of the United States, the disintegration of Czarist Russia, and the movements for peace. *3 Cr.*

**HST 545 The High Middle Ages (A).** A study of the European experience from the First Crusade to the Black Plague, the general crises of the mid-14th century and the new institutions of a rapidly expanding European culture. *3 Cr.*

**HST 548 The French Revolution (A).** Considers the revolution's origins in the Old Regime and the Enlightenment before examining its political and cultural development as well as its immediate aftermath in the Napoleonic era and its influence on Europe in the 19th century. *3 Cr.*

**HST 560 Modern Africa (A).** Surveys major patterns of pre-colonial Africa; examines the colonial experience and African struggles for independence; and explores the problem of "development" in post-colonial African states. *3 Cr.*

**HST 567 Modern South Asia (A).** Surveys the background of South Asian nations under European colonialism and the movement to independence. Also examines the post-independence problems of the area and the contemporary impact of these nations on the world. *3 Cr.*

**HST 570 Consumerism in Europe and the World, 1600-Present (A).** Research-intensive course which introduces students to the theory and history of consumerism in Europe, America and globally. Requires that students read novels, monographs and articles pertaining to the history of shopping, advertising, fashion, globalization, cultural dissemination and effects on workers. Students focus on one aspect of consumer history from the eighteenth-century to the modern day to research, write and present a primary research paper. *3 Cr.*

**HST 587 Asian Survey (A).** Surveys Asian cultures through films, slides, lectures, and textbooks. Using a chronological and regional approach, focuses on the unity and diversity of the peoples and cultures of China, South Asia, Southeast Asia and the Middle East. *3 Cr.*

**HST 595 Women, Gender and Class, 1920-1940 (A).** *Cross-listed as WMS 595.* Examines and analyzes US women's experiences in terms of gender, class and work. Introduces theories of women's and gender history and of gender and class analysis. Entails a seminar format and expects committed student participation. *3 Cr.*

**HST 599 Independent Study in History (A).** Arranged in consultation with the instructor-sponsor prior to registration. *1-3 Cr. Every Semester.*

**HST 600 Introduction to Historical Study (A).** Explores the nature of historical knowledge and the means whereby that knowledge is achieved. Stresses the development and execution of a simple research design. Introduces students to modern historical scholarship. Should be taken early in a student's MA program. *3 Cr. Fall.*

**HST 601 Topics in American History (A).** Provides a thematic approach to American history with specific topics changing each semester. May be repeated for credit. *3 Cr.*

**HST 602 Topics in World History (A).** Provides a thematic approach to world history with specific topics changing each semester. May be repeated for credit. *3 Cr.*

**HST 614 Reading Seminar in Early America (A).** A broad reading course in early American history that examines writings from the colonial beginnings through Reconstruction. Acquaints students with the principal literature and major recent interpretations of the field. Requires students to read, interpret and synthesize a variety of readings in social, political, economic and intellectual history. *3 Cr. Fall.*

**HST 615 Reading Seminar in Modern America (A).** Examines writings on American history since Reconstruction. Allows students to learn to analyze historical scholarship through readings and seminar discussions. Requires a concluding essay to help students develop a synthetic overview. *3 Cr. Spring.*

**HST 641 Explorations in World History (A).** Introduces students to world history as a distinctive field of historical study, focusing on transregional connections or encounters and on large-scale comparative analysis. Uses themes and case studies to illustrate the character of a truly

“world” history, to develop a framework for examining cross-cultural interaction, and to foster facility in comparative analysis. *3 Cr.*

**HST 643 Regional Seminar: Modern Europe (A).** Introduces students to the study of modern Europe within the framework of world history, focusing on trans-regional connections or encounters and on large-scale comparative analysis. *3 Cr.*

**HST 644 Regional Seminar: Latin America (A).** Examines key themes in Latin American history with a focus on the post-1800 period. May include topics such as economic dependency, race and gender relations, state-building and popular movements. Places the region in a comparative and transatlantic context. *3 Cr.*

**HST 645 Seminar: East Asia (A).** Examines the history of the Sinocentric world, Southeast Asia and Central Asia (Tibet, Xinjiang and contiguous Turkic-Muslim areas). Entails two segments: a) selected readings on a discrete, specific historical issue or development, and b) a critique and overview of significant English language works in Asian history. *3 Cr.*

**HST 646 Regional Seminar: Africa (A).** Examines a series of themes or topics that cast Africa's historical experience in a larger world historical and comparative framework. Includes topics such as state-building, Islam in Africa, slavery and slave trades, the colonial experience, race relations and nationalism. *3 Cr.*

**HST 691 Research in American History (A).** An individualized research experience. Allows students to develop skills in original scholarly research in American history and to explore the methods and resources appropriate for a selected area of investigation. Themes vary with the student and instructor. *3 Cr. Every Semester.*

**HST 695 Research in World History (A).** Offers an individualized research experience in which a student and a faculty member examine a topic of mutual interest and one in which the student has developed some expertise. Normally scheduled at the end of the student's program. *3 Cr. Every Semester.*

**HST 699 Independent Study in History (A).** Arranged in consultation with the instructor-sponsor prior to registration. *3 Cr. Every Semester.*

**HST 700 Historical Integration (A).** Entails individualized integrative experience culminating in an extended interpretive essay and an oral examination. *3 Cr. Every Semester.*

**HST 701 Masters Thesis (A).** Allows students to undertake a scholarly research, composition, and writing project with the assistance of a faculty advisor. May be completed in one or two semesters as a two-step research and writing project. Two readers must approve each submitted thesis. The original and one copy should be submitted to Drake Memorial Library, and one copy should be submitted to the Department of History, all unbound. *3 Cr. Every Semester.*

**HST 710 College Teaching Practicum (B).** Provides the mature graduate student in his or her second or third semester with extensive reading in the literature on current teaching practices, audio-visual material utilization, curriculum design, and experience in all aspects of collegiate-level teaching at the introductory level: lecturing; small-group discussion; and the preparation, administration and evaluation of written assignments and exams. Culminates with a report containing a pedagogical essay by the student, a description of the teaching experience, and the instructor's evaluation of both the pedagogical essay and the teaching experience. *3 Cr. Every Semester.*

## LIBERAL STUDIES

(585) 395-2262

*Director of Liberal Studies and Professor of Computer Science:* Kulathur Rajasethupathy, PhD, Tata Institute of Fundamental Research.

The Master of Arts in Liberal Studies is a multidisciplinary degree for students seeking an alternative to traditional graduate courses of study that focus on professional training in a single area. Instead, the 30-credit Liberal Studies program is designed for the adult learner seeking intellectual development, personal enrichment and the benefits of an advanced education in the liberal arts and sciences. The program allows each degree candidate the opportunity to develop an individualized Plan of Study tailored to his or her own personal and/or professional goals. Through this Plan of Study, the program examines significant ideas and contemporary issues from the perspectives of the fine arts, humanities, social sciences and natural sciences. It provides an integrative educational experience that promotes a deeper understanding of self, nature and society, and offers opportunities to sharpen critical thinking and communication skills.

### Entrance Requirements

Admission requirements include a bachelor's degree from an accredited four-year college or university (see pg. 23 for further details), and completion of the self-managed application for graduate admission. Documents required as part of this application include:

1. At least three letters of recommendation.
2. A written essay on reasons for pursuing the Liberal Studies program.
3. A statement indicating a particular central theme or focus for a proposed Plan of Study.
4. Official transcripts for all prior undergraduate and graduate work documenting an undergraduate and/or graduate GPA of at least 3.0.

Applications are reviewed three times annually; deadlines for the review periods are October 15, March 15, and June 15. At each of these deadlines, completed applications are reviewed to select the most qualified candidates. Because admission is on a competitive basis, applicants should be aware that the stated minimum criteria only guarantee consideration for admission, not admission itself.

### General Structure of the Liberal Studies Program

To receive a Liberal Studies degree, students must earn a total of 30 graduate credits. Since SUNY Brockport graduate courses are generally three credits each, a normal Plan of Study consists of 10 graduate courses. These courses include four required Liberal Studies courses and six elective courses. The required block includes (a) one course from each of three disciplinary perspectives: the arts and humanities, the natural sciences, and the social sciences; and (b) the Project Portfolio, a synthesizing experience entailing both a reflective component and a knowledge application component based on the student's individual Plan of Study.

In the Liberal Studies program, elective courses are selected through advisement (a required procedure that must be completed before a student may continue with the matriculation process). The electives must reflect a programmatic theme or focus that satisfies the degree candidate's personal and/or professional goals. The following restrictions apply to the selection of these courses:

1. At least two elective courses (six credits) must be at the 600-level or higher (i.e., courses designed exclusively for graduate students).
2. No more than two courses (six credits) may reflect content intended for application in a specific professional setting (these courses are usually designated as "B" courses at SUNY Brockport).
3. No more than three courses may be taken within the same department or discipline (e.g., History, English, etc.)
4. No more than six credits may be taken as Independent Study.
5. No elective course may be taken on a "Satisfactory/Unsatisfactory" grade basis.
6. Written approval of the program director is required for any change to a matriculated student's Plan of Study.

## REQUIRED LIBERAL STUDIES COURSES

**LST 700-719 Topics in the Arts and Humanities.** Varies according to instructor. *3 Cr. Every Semester.*

**LST 720-739 Topics in the Natural Sciences.** Varies according to the instructor. *3 Cr. Every Semester.*

**LST 740-759 Topics in the Social Sciences.** Varies according to the instructor. *3 Cr. Every Semester.*

**LST 798 Project Portfolio.** *Prerequisite: Instructor's permission. Students may not register for this course until they have completed all of the Liberal Studies degree requirements or are concurrently registered for their final course requirements as specified in their Plan of Study.* A pre-graduation "culmination project" that entails both a reflective component and a knowledge application component. Includes (a) a statement of

the specific programmatic goals around which the Plan of Study has been developed, (b) a reflective statement describing how the interrelationships between the areas of knowledge and skills acquired through the student's Plan of Study have provided an integrative experience that has contributed holistically to one's educational objectives, (c) a paper applying insights and/or methodologies from the three Liberal Studies disciplinary approaches (arts and humanities, the social sciences, and the natural sciences) to an understanding of some issue or problem with contemporary society, and (d) sample work from the student's required and elective courses (Satisfactory/Unsatisfactory grading). *3 Cr. Every Semester.*

## DEPARTMENT OF MATHEMATICS

(585) 395-2036

*Chairperson:* Vacant at time of publication; *Professors:* John G. Michaels, PhD, University of Rochester; Sanford S. Miller, PhD, University of Kentucky; *Associate Professors:* Mihail Barbosu, PhD, Paris Observatory and Paris VI University, PhD, BABES-Bolyai University; Charles J. Sommer, PhD, SUNY Buffalo; *Assistant Professors:* Dawn Jones, PhD, Western Michigan University; Izuro Mori, PhD, University of Washington; Gabriel Prajitura, PhD, University of Tennessee-Knoxville; Howard Skogman, PhD, University of California at San Diego; Rebecca Smith, PhD, University of Florida; Pierangela Veneziani, PhD, Rutgers University; Ruhan Zhao, PhD, University of Joensuu, Finland.

The mission of the Master of Arts in Mathematics program is to provide students with a solid foundation in the major areas of mathematics, an appreciation for the structures and theories of advanced mathematics, and a deeper understanding of the role of mathematics in applications. The department strives to produce graduates who exhibit knowledge, comprehension, and creativity in the practice of mathematics as they pursue their careers in college/high school teaching, business or government, or as they pursue further doctoral studies.

The program is designed to meet the needs of a broad range of students, including mathematics teachers at the secondary and college levels, industrial mathematicians, computer professionals, and prospective candidates for a PhD in mathematics. For example, individuals seeking permanent certification in secondary mathematics may, following consultation with their advisors, develop an appropriate Plan of Study within the MA program.

The Master of Arts in Mathematics program is quite flexible. The degree candidate chooses a core course in each of three areas: algebra, analysis and applied mathematics or statistics, and chooses seven other courses with the approval of the Mathematics Graduate Committee.

### Admission

The applicant must possess a baccalaureate degree from an accredited institution (see pg. 23 for further details) and have completed the equivalent of an undergraduate major in mathematics. (This usually means a minimum of 24 credits beyond calculus with an average of "B" or better. Deficiencies can be removed, but without credit.) The applicant must submit to the Office of Graduate Admissions a completed self-managed application for admission as a matriculated student that includes official transcripts of all undergraduate and graduate studies

and two letters of recommendation from persons who can attest to the applicant's qualifications for graduate study.

### **Financial Assistance**

A limited number of graduate assistantships are available. These carry a stipend and remission of up to 18 credits of tuition per academic year. Assistantship duties require 15 hours of work per week. Additional information may be obtained from the department office and the Office of Graduate Studies, (585)395-2525.

### **Student Advisement**

Each student admitted to the Master of Arts in Mathematics program selects an advisor or is assigned one by the Graduate Committee. The student and advisor constitute the Advisory Committee for the student.

### **Plan of Study**

The Advisory Committee has the responsibility of planning the student's program and submitting a Plan of Study to the Graduate Committee for approval during the student's first semester in the program.

The Plan of Study must include 30 credits of course work, with a minimum of 15 credits of mathematics at the 600 level or above. Of the 30 credits, a minimum of 21 credits must be in mathematics, as follows:

1. three core courses: algebra (MTH 621 or 629), analysis (MTH 651 or 659), applied mathematics or statistics (MTH 641 or 669); and
2. at least four additional approved graduate mathematics courses (which may include CSC 583).

The remaining credits are to be approved electives at the 500 level or above. These may be courses in mathematics, computer science, economics, education or other mathematics-related fields. Credit is not allowed for any course that substantially duplicates a course taken as an undergraduate or intended for graduate students in other disciplines.

### **Requirements for the Degree**

Requirements for the Master of Arts in Mathematics include:

1. *Course Work*: 30 credits in an approved Plan of Study, as described above. Ordinarily, no more than six transfer credits are accepted. A cumulative index of 3.0 is required for the courses in the Plan of Study.
2. *Comprehensive Examination*: After completing 24 or more credits of the courses included in the Plan of Study, the student must pass a comprehensive examination.

### **Satisfactory Progress**

Students in the MA program in mathematics are expected to make satisfactory progress toward completion of their degree. Those who do not are subject to academic probation and dismissal. Please refer to the College's policy concerning academic probation and dismissal as published in this catalog.

### **Comprehensive Examination**

The Comprehensive Examination is given two weeks after the fall semester ends, two weeks after the spring semester ends, or in August. It is based on the three core courses in algebra, analysis and applied mathematics/statistics included in the student's Plan of Study.

The candidate will take a set of three take-home exams. The student has two weeks to complete the exams, which may include in-depth problems that require the use of reference materials.

The exam is subject to these rules:

- a. an oral follow-up exam may be required in the case of inconclusive results, and
- b. the exam may be taken only twice.

## MATHEMATICS COURSES

**MTH 512 History of Mathematics (A).** *Prerequisite:* MTH 203. Covers the history and development of mathematical ideas from primitive origins to today. Includes topics such as arithmetic, number theory, geometries, algebra, calculus and selected advanced topics. 3 Cr. *Spring.*

**MTH 521 Number Theory (A).** *Prerequisites:* MTH 202 and MTH 281. Covers mathematical induction, divisibility, primes, arithmetic functions, congruencies, Diophantine problems, Gaussian primes, Euler's generalization of Fermat's theorem and selected advanced topics. 3 Cr. *Fall.*

**MTH 532 College Geometry (A).** *Prerequisite:* MTH 324. Studies geometry from the synthetic, analytic, transformational and vector viewpoints. Includes these topics: axiomatic systems, finite geometries, absolute geometry, Euclidean geometry, non-Euclidean geometries, geometric transformations and projective geometry. 3 Cr. *Every Semester.*

**MTH 541 Statistical Methods I (A).** *Prerequisites:* MTH 243 or MTH 346 or an equivalent introductory statistics course. Covers estimation, hypothesis testing, simple regression, categorical data and non-parametric methods. Requires the use of computer statistical analysis packages, e.g. MINITAB and SPSS. 3 Cr. *Fall.*

**MTH 542 Statistical Methods II (A).** *Prerequisite:* MTH 541 or instructor's permission. Covers one- and two-way analysis of variance, multiple regression, experimental design and linear models. Requires the use of computers for data analysis. 3 Cr. *Spring.*

**MTH 546 Probability and Statistics II (A).** *Prerequisites:* MTH 203 and MTH 346. Covers the Central Limit Theorem, maximum likelihood estimation, method of moments, unbiased and sufficient statistics, minimum variance, Cramer-Rao lower bound, confidence intervals, Neyman-Pearson Lemma, power calculations, likelihood ratio tests. 3 Cr. *Every Semester.*

**MTH 551 Advanced Calculus (A).** *Prerequisite:* MTH 203. Covers vector differential calculus, Inverse Function Theorem, Implicit Function Theorem, line integrals including Green's theorem, independence of path, and surface integrals with Gauss' and Stokes' theorems. 3 Cr.

**MTH 552 Applied Analysis (A).** *Prerequisite:* MTH 203. Presents a survey of mathematical methods used in the physical sciences. Includes topics such as vector analysis, linear algebra, partial differentiation, multiple integration, Fourier series and complex analysis. 3 Cr.

**MTH 556 Advanced Differential Equations (A).** *Prerequisites:* MTH 255, MTH 324 or some exposure to matrix theory. Covers series solutions about singular points, systems of linear first-order differential equations, plane autonomous systems, Fourier series, Sturm Liouville problems, partial differential equations of physics including the heat, wave and Laplace equation. 3 Cr. *Spring.*

**MTH 557 Real Analysis (A).** *Prerequisites:* MTH 203 and MTH 324. Provides a study of functions of a real variable. Emphasizes theory and proof techniques. Includes: real numbers, denseness of the rational numbers, convergence of sequences of real numbers, Cauchy sequences, Bolzano-Weierstrass theorem, continuous functions, uniform continuity, differentiable functions and integrable functions. Enhances understanding of the topics through a series of required writing tasks. 3 Cr. *Every Semester.*

**MTH 561 Deterministic Mathematical Models (A).** *Prerequisite:* either MTH 245 or MTH 281. Teaches applied mathematics techniques to be used in engineering, business, finance and other management fields. Includes linear programming, sensitivity analysis, the simplex method, shortest path method, integer linear programming and network models. 3 Cr. *Fall.*

**MTH 562 Stochastic Mathematical Models (A).** *Prerequisite:* MTH 346. Teaches applied mathematic techniques to be used in engineering, business, finance and other management fields. Includes project scheduling, decision theory, simulation, risk analysis, multicriteria decision problems, inventory and queuing models, forecasting, dynamic programming and Markov analysis. 3 Cr. *Spring.*

**MTH 563 Graph Theory (A).** *Prerequisite:* MTH 281. An introduction to graph theory, including distance concepts, symmetry and structure, trees and connectivity, Eulerian and Hamiltonian Graphs, planar graphs and imbeddings and applications of graphs. 3 Cr. *Spring.*

**MTH 571 Numerical Analysis I (A).** *Prerequisites:* MTH 203 and CSC 203. Covers the development of methods used to numerically approximate the solutions to mathematical problems, with consideration given to generation and propagation of round-off errors, convergence criteria and efficiency of computation. Includes these topics: roots of nonlinear equations, systems of nonlinear and linear equations, polynomial approximations, numerical differentiation and integration, and curve fitting. Mathematical software, such as MAPLE, will be used. 3 Cr.

**MTH 581 Discrete Mathematics II (A).** *Prerequisites:* MTH 201 and MTH 281. A second course in discrete mathematical structures. Includes these topics: algorithms and complexity, combinatorial techniques, recurrence relations, inclusion-exclusion principle, equivalence and partial-order relations, graph theory, Boolean algebra and normal forms, tree structures and traversals, languages, grammars and finite-state machines. 3 Cr. *Every Semester.*

**MTH 599 Independent Study in Mathematics (A).** To be defined in consultation with the instructor/sponsor prior to registration. 1-3 Cr.

**MTH 605 Problem Solving in Mathematics (A).** *Prerequisite:* Mathematics major as an undergraduate. Develops problem-solving ability at the graduate level. Emphasis on meaning, strategies and written communication. Especially appropriate for adolescence mathematics teachers. 3 Cr.

**MTH 612 History of Contemporary Mathematics (A).** Covers the development of mathematics from the 17th century to its current form. Includes these topics: the development of calculus, number theory, abstract algebra, geometries and applied mathematics. Examines the works of outstanding mathematicians. 3 Cr.

**MTH 619 Topics for Teachers I - Mathematical Modeling (A).** Designed for secondary school mathematics teachers. Focuses on the use of the computer as a modeling device, and on mathematical models in the social and life sciences. Includes these topics: problem solving, algorithm design and the development of programming skills. 3 Cr. *Fall.*

**MTH 621 Algebra (A).** *Prerequisite:* MTH 425. Includes these topics: groups and subgroups, normal subgroups and quotient groups, permutation groups, finite Abelian groups, some special classes of rings, homomorphisms, ideals and quotient rings Euclidean rings and polynomial rings. 3 Cr.

**MTH 628 Applications of Algebra (A).** *Prerequisite:* MTH 425 or an equivalent abstract algebra course. Applies group theory and ring theory to the solution of polynomial equations and to problems in number theory, geometry, coding theory, combinatorics and selected areas of computer science. 3 Cr.

**MTH 629 Topics in Algebra and Number Theory (A).** Introduces topics of current interest in research or topics not covered in other courses in algebra and number theory. An outline of selected topics will be announced before the course is offered. 3 Cr.

**MTH 639 Topics in Geometry (A).** *Prerequisite:* MTH 324. Introduces topics of current interest in research or topics not covered in other courses in geometry. An outline of selected topics will be announced before the course is offered. 3 Cr.

**MTH 641 Mathematical Statistics (A).** *Prerequisite:* MTH 546. Allows for rigorous development of probability concepts in the sample space and models for discrete and continuous random variables. Introduces bivariate normal distribution, transformation of variables, statistics and sampling distributions, Central Limit Theorem, parametric estimation, Rao-Cramer inequality, hypothesis tests, power functions, Neyman-Pearson Theorem and both UMP and Likelihood Ratio tests. 3 Cr.

**MTH 651 Real Analysis (A).** *Prerequisite:* MTH 557. Includes topics such as limits and continuity of functions, uniform continuity and the Weierstrass Approximation Theorem, theory of differentiation and the Riemann integral, convergence of sequences of functions, uniform convergence of series of functions, functions of bounded variation, and Riemann-Stieltjes integration. 3 Cr.

**MTH 659 Topics in Analysis (A).** Introduces topics of current interest in research or topics not covered in other courses in analysis. An outline of selected topics will be announced before the course is offered. 3 Cr.

**MTH 669 Topics in Applicable Mathematics and Statistics (A).** Introduces topics of current interest in research or topics not covered in other courses in applicable mathematics and statistics. An outline of selected topics will be announced before the course is offered. 3 Cr.

**MTH 699 Independent Study in Mathematics (A).** To be defined in consultation with the instructor/sponsor prior to registration. 1-3 Cr.

## DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

(585) 395-5332

*Chairperson and Associate Professor:* Susan C. Petersen, EdD, Teacher's College, Columbia University; *Distinguished Service Professors:* William F. Stier, Jr., EdD, University of South Dakota; Joseph P. Winnick, EdD, Temple University; *Dean of Arts and Performance and Professor:* Francis X. Short, PED, Indiana University; *Professor:* Merrill J. Melnick, PhD, Ohio State University; *Associate Professors:* Heidi K. Byrne, PhD, University of Texas; Luz M. Cruz, EdD, Teacher's College, Columbia University; Timothy J. Henry, PhD, University of Pittsburgh; Cathy Houston-Wilson, PhD, Oregon State University; Lauren Lieberman, PhD, Oregon State University; Donald Murray, MS, SUNY Brockport; Reginald T-A. Ocansey, PhD, Ohio State University; Robert C. Schneider, EdD, Temple University; Danny Too, PhD, University of Illinois; Christopher Williams, PhD, Auburn University; *Assistant Professors:* Gail Arem, PhD, University of Pittsburgh; Rikki Cannioto, PhD, University of Kentucky; Douglas Collier, PhD, Oregon State University; Peter Hager, PhD, University of Tennessee, Knoxville; Pamela Haibach, PhD, Penn State University; Alisa James, EdD, University of Massachusetts; Craig O. Mattern, PhD, The Ohio State University; Cesar Torres, PhD, Penn State University.

At SUNY Brockport, the graduate program in physical education provides an opportunity to gain professional certification to teach physical education and to acquire skills and knowledge related to physical education that can contribute to a variety of personal, professional, or academic needs of the students. Depending on the background of candidates and courses selected, the degree program may lead to one or more of the following:

1. permanent certification to teach physical education in New York state;
2. a concentration in teacher education/pedagogy;
3. a concentration in athletic administration;
4. a concentration in teacher education/adapted physical education, with an option to elect an emphasis in early childhood adapted physical education;
5. a certification and noncertification concentration in adapted physical education; or
6. a general program developed in consultation with an advisor.

### Admission

Matriculation into the graduate program depends on several factors, including the attainment of a bachelor's degree, an acceptable grade point average, an undergraduate major in physical education, evidence of qualification for a teaching certificate in physical education, and the development of an approved Plan of Study. The requirement for an undergraduate degree in physical education and teaching certificate is waived on a case-by-case basis for (a) students wishing to pursue athletic administration or (b) students wishing to pursue a noncertification option in adapted physical education or the general program. Individuals pursuing the noncertification option in adapted physical education must demonstrate a relevant knowledge base, including, at minimum, 12 credits in the professional field of physical education approved by the department.

Applications may be requested from the Office of Graduate Admissions, (585) 395-5465, or from the Graduate Coordinator, Department of Physical Education and Sport, SUNY Brockport, 350 New Campus Drive, Brockport, NY 14420-2989.

Specific standards for admission are as follows:

- a. Students with a cumulative undergraduate GPA of 3.0 and above will be eligible for regular admission status as matriculated students in the PES graduate program.
- b. Students with a cumulative GPA of between 2.5 and 2.999, may be recommended for conditional admission. Students granted conditional admission must successfully fulfill a conditional contract established by an advisor. The contract outlines three courses from the student's Plan of Study that must be completed with a grade of "B" or higher. Once these courses are successfully completed, the student is

granted regular admission and may enroll in the remaining courses listed on the Plan of Study. Consistent with College policy, any student who earns a grade less than “B” in any graduate course, while in conditional status, will be dismissed from graduate study. College policy also places a maximum limit of 12 credits that can be earned in conditional status.

- c. Students who apply for graduate study and have less than a 2.5 undergraduate GPA (from the undergraduate institution from which they graduated) will be denied admission to matriculated status with no right of appeal.

### Program Requirements

The program requires a minimum of 30 credits of course work to be distributed as follows:

#### 1. Physical Education Core Requirements (6 credits) Credits

All students are required to take:

PES 604	Research Methods in Physical Education	3
PES 605	Research Design and Data Analysis	3

#### 2. Prescribed Electives (18–21 credits)

In consultation with an assigned advisor, each student selects from:

- a. general support courses in physical education that may be prescribed or recommended when they are appropriate to an area of interest; and/or
- b. a limited number of courses in other disciplines that either enhance the student’s tools of inquiry, contribute to a broadening of knowledge, strengthen the student’s background for physical education, or fulfill a personal need, and/or
- c. supervised independent study, and/or
- d. a specific set of courses in a concentration. In any case, courses selected must define a coherent program of study.

Additional course requirements for concentrations are summarized below:

#### **Concentration: *Teacher Education/Pedagogy***

Required: (6 credits) Credits

PES 601	Analysis of Teaching	3
PES 607	Curriculum in Physical Education	3

Electives: (12–15 credits)

PES 621	Instructional Design in Physical Education	3
PES 617	Seminar in Elementary Physical Education	3
PES 627	Seminar in Secondary Physical Education	3
PES 599	Independent Study in Physical Education	3
PES 581	Instructional Strategies in Adapted Physical Education	3
PES 582	Adapted Physical Activity and Sport	3
PES 583	Early Childhood Physical Education	3

Other elective classes may be taken with departmental approval.

**Note:** PES 601, 607, 617, 621 and 627 are open only to students who have completed undergraduate programs in physical education with teacher certification.

#### **Concentration: *Athletic Administration***

Required: (18 credits) Credits

PES 552	Challenges of Coaching	3
PES 590	Administration and Supervision of Physical Education and Athletics	3
PES 690	Problems in Physical Education and Athletic Administration	3
PES 691	Marketing and Fund Raising in Physical Education and Sport	3

PES 692	Budgeting, Finance and Facility Management in Physical Education and Sport	3
PES 791	Internship in Athletic Administration	3

Notes: 1) PES 791 is not required for students who elect to do a thesis (PES 795).

2) Students may use the Athletic Administration concentration to gain professional (i.e., “permanent”) teacher certification by substituting PES 601 and PES 607 for specific courses, with written permission of the graduate director. Those students who elect to do a thesis (PES 795) as well as those who pursue an internship (PES 791), along with a synthesis (PES 798), will have a 30-credit program.

3) The Athletic Administration concentration at the graduate level ONLY prepares students for permanent/professional teacher certification IF the student enters the program with an undergraduate major in physical education with teacher certification from an accredited college or university and possesses an initial/provisional teaching certificate in physical education.

**Concentration: *Teacher Education/Adapted Physical Education***

Required: (12–18 credits)

		<b>Credits</b>
<sup>1,2</sup> PES 581	Instructional Strategies in Adapted Physical Education	3
<sup>1,2</sup> PES 582	Adapted Physical Activity and Sport	3
<sup>2</sup> PES 583	Early Childhood Physical Education	3
<sup>1,2</sup> PES 683	Program Development in Adapted Physical Education	3
<sup>1</sup> PES 684	Seminar and Practicum in Adapted Physical Education	3
	or	
<sup>2</sup> PES 685	Seminar and Practicum in Early Childhood Adapted Physical Education	
<sup>1,2</sup> PES 686	Consultation in Adapted Physical Education	3

Electives: (0–6 credits)

Elective classes must be selected with departmental approval.

<sup>1</sup> Required courses in the concentration.

<sup>2</sup> Courses required for the concentration and the Early Childhood Adapted Physical Education Emphasis.

- Notes: a) The Adapted Physical Education concentration meets state requirements leading to professional (i.e., “permanent”) teacher certification.
- b) Students electing the concentration may also take PES 601 and PES 607 and receive recognition for a double concentration in teacher education/pedagogy as well as adapted physical education.

**3. Culminating Experience (3 or 6 credits)**

Each student must complete a satisfactory culminating experience in the form of a thesis (PES 795—six credits) or a synthesis project (PES 798—three credits). Students pursuing the concentration in athletic administration may choose between a thesis (PES 795—six credits) or a synthesis project (PES 798—three credits) and an appropriate internship or practicum related to athletic administration (PES 791—three credits). Students in the early childhood emphasis of the adapted physical education concentration must complete a project related to early childhood adapted physical education.

Complete information about program requirements, policies and procedures is available from the graduate coordinator.

## PHYSICAL EDUCATION COURSES

**PES 530 Psychology of Sport (A).** Covers aspects of psychology that influence the performance and the participant in sports. Emphasizes extensive readings and study relating to personality and motivation in sport. Covers motives, arousal, aggression, play and other sociopsychological variables. Requires students to develop a research proposal. Closed to students who have completed PES 430. *3 Cr. Every Semester.*

**PES 552 The Challenges of Coaching (B).** Takes a case-study approach to dealing with specific problems involved in coaching. Examines the problem-solving process as it can be applied to the coaching of sports at the youth, junior and senior high level, and collegiate level. *3 Cr. Fall.*

**PES 560 Ethics of Sport Contests (A).** Provides an analysis of sports contests and moral problems for participants and coaches. Discusses problems, as well as procedures and standards for reasoned moral conclusion. Closed to students who have completed PES 460 *3 Cr. Every Semester.*

**PES 581 Instructional Strategies in Adapted Physical Education (B).** *Prerequisites: PEP 445 and PES 413 or equivalent.* Studies instructional strategies of adapted physical education. Emphasizes instruction for students with mental retardation, learning disabilities, and/or behavioral/emotional disabilities. Closed to students who have completed PEP 481. *3 Cr. Fall.*

**PES 582 Adapted Physical Activity and Sport (B).** *Prerequisites: PEP 445 and PES 413 or equivalent.* Covers the effects of physical and sensory disabilities on the physical/motor performance of children and youth, and emphasizes the effects of spinal-cord injuries, cerebral palsy, and auditory and visual impairments. Discusses the implications for the selection and adaptation of appropriate activities. Closed to students who have completed PEP 482. *3 Cr. Fall.*

**PES 583 Early Childhood Physical Education (B).** *Prerequisites: PEP 445 and PES 413 or equivalent.* Involves teaching physical education to children aged 0-5 with and without disabilities. Emphasizes assessment and program planning for an early childhood population. Incorporates a field experience to supplement lectures and discussion. Closed to students who have completed PEP 483. *3 Cr. Spring.*

**PES 590 Administration and Supervision of Physical Education and Athletics (B).** Acquaints interscholastic or intercollegiate athletic administrators with an overview of the idealistic, realistic and practical realms of the management of the com-

petitive sport process. Analyzes the objectives, policies and strategies for the management and supervision of high school and collegiate athletic programs. Focuses on the total responsibility of the athletic director. *3 Cr. Spring.*

**PES 595 Problems in Physical Education (A).** Provides an analysis of selected problems in the liberal arts. Examines professional or performance aspects of physical education problems listed in class schedule. May be repeated for credit. *1-3 Cr.*

**PES 599 Independent Study (B).** Considered an enlargement of the graduate program, enables students to pursue in greater depth topics studied previously in conventional graduate-level courses. Designed individually through consultation to suit the student's needs and interests and the special competence of the instructor. Additional requirements may be established by the department. *1-3 Cr.*

**PES 601 Analysis of Teaching Physical Education (B).** Provides an investigation and analysis of decisions and behaviors of physical education teachers in relation to their role as facilitators of learning. Requires students to use descriptive analytic observation systems to analyze personal teaching behaviors. Requires a research paper to include use of an observation system under controlled situations and field experiences in observing physical education teachers. *3 Cr. Fall.*

**PES 604 Research and Evaluation (B).** Covers various methodologies employed in physical activity research including analytical, descriptive, experimental and qualitative approaches to problem solving. Students learn to design an original study (as part of a required research proposal) and to analyze and critique existing studies which appear in the literature. Includes the development of library skills for research as an important element of the course. *3 Cr. Fall.*

**PES 605 Research Design and Data Analysis (A).** *Prerequisite: PES 604.* Explores both qualitative and quantitative research designs and matching strategies for data analysis in physical activity research. Presents qualitative analysis, including sorting, analyzing and categorizing data; triangulation of data; reasoning; and theory construction. Also presents quantitative analysis, including describing relationships among variables and differences among groups. Also introduces multivariate, non-parametric and single-subject techniques. Emphasizes the development of computer skills as an important element. *3 Cr. Spring.*

**PES 607 Curriculum Design in Physical Education (B).** Examines the general principles and assumptions underlying development of curriculum as they apply to physical education studied in relation to the student, environment, needs and society. Analyzes and evaluates contemporary models and/or conceptual frameworks of physical education programs as a basis for the development of student's personal beliefs, skills and techniques in design or redesign of curriculum at various organizational levels and program emphases. *3 Cr. Spring.*

**PES 617 Seminar in Elementary School Physical Education (B).** Explores current issues and trends in elementary school physical education. Provides practical experiences in curriculum development, instructional strategies, and assessment for teachers in grades K-5. Based on the content and pedagogy of the American Master Teacher program. *3 Cr. Fall.*

**PES 621 Instructional Design in Physical Education (B).** *Prerequisite: PES 607.* Focuses on relevant concepts from educational psychology and learning theory, as well as on a "generic" instructional design model. Provides methods for analyzing instructional tasks and writing behavioral objectives to elicit desired results. Discusses emerging trends in instructional design, including the use of computer-assisted instruction (CAI) in physical-education settings. *3 Cr.*

**PES 627 Seminar in Secondary School Physical Education (B).** Explores current issues and trends in secondary school physical education. Provides practical experiences in development of new curriculum materials, innovative instructional strategies, grant writing, technology and assessment for middle and high school teachers. Seeks to apply current research to practical situations. *3 Cr. Spring.*

**PES 660 Fitness and Conditioning for Teachers and Coaches (B).** Provides students with an in-depth understanding of the factors determining physical fitness and various techniques used for physical conditioning. Emphasizes recent findings by researchers. Discusses subject matter relative to its application by teachers and coaches. *3 Cr. Fall.*

**PES 683 Program Development in Adapted Physical Education (B).** *Prerequisites: PES 581 and PES 582.* Covers the organization and administration of physical education programs for students with unique needs. Discusses legal implications, instructional adaptations, adapted physical education curricula and other factors that must be considered when programming for students whose needs cannot be met in regular educational programs. *3 Cr. Summer.*

**PES 684 Seminar and Practicum in Adapted Physical Education (B).** *Prerequisite: PES 581, PES 582.* Provides practical teaching experience in adapted physical education programs. Select schools or agencies are selected on the basis of interests of students and required course competencies. Includes seminar discussion related to practicum assignments and general problems in the area of adapted physical education. *3 Cr. Spring.*

**PES 685 Seminar and Practicum in Early Childhood Adapted Physical Education (B).** *Prerequisites: PES 581, PES 582, PES 583.* Provides a field experience working with infants, toddlers and/or preschool children with disabilities. Emphasizes the development of competencies for providing physical activity/education services. Seminar experiences supplement field work. *3 Cr. Spring.*

**PES 686 Consultation in Adapted Physical Education (B).** *Prerequisites: PES 581, PES 582.* Designed to develop knowledge and skills required to plan, implement and evaluate consultancy services in adapted physical education. Incorporates opportunities to develop abilities for consultation with field experiences designed to provide consultation. *3 Cr.*

**PES 690 Problems in Physical Education and Athletic Administration (A).** *Prerequisite: Instructor's permission.* Examines problems and challenges encountered by secondary and collegiate physical educators and coaches in the administration of physical education and sport programs. Also examines possible courses of action to meet such problems and challenges. Includes case study and problem-solving approaches. *3 Cr. Spring.*

**PES 691 Marketing and Fundraising in Physical Education and Sport (B).** *Prerequisites: PES, 581, PES 582.* Studies marketing and fundraising concepts, strategies and practices in sport and physical education. Focuses on the methods used by school-based programs to solve their everyday marketing and fund-raising problems. *3 Cr. Summer.*

**PES 692 Budgeting, Finance and Facility Management in Physical Education and Sport (A).** Studies financial and budgetary aspects of physical education and sport. Also examines the areas of indoor and outdoor sport facilities in terms of their construction, maintenance and proper utilization for both physical education and sport programs and activities. *3 Cr. Fall.*

**PES 791 Internship in Athletic Administration (B).** Provides an entry-level experience in an athletic administrative setting. Requires involvement in day-to-day duties in athletic administration and observation of higher level management operations. *3 Cr. Every Semester.*

**PES 795 Thesis (B).** Requires the preparation and oral defense of a substantial research and writing project planned and completed under the guidance of a graduate faculty committee. *1-6 Cr. Every Semester.*

**PES 798 Synthesis Project Seminar (B).** *Prerequisites: PES 604 and PES 605; with instructor's per-*

*mission PES 798 may be taken concurrently with PES 605.* Requires the preparation and presentation of a literature review in a widely investigated topic of the student's choice. Involves analysis, evaluation and integration of the published literature on the topic, as well as the student's conclusions pertaining to the research findings. *3 Cr. Every Semester.*

## DEPARTMENT OF PSYCHOLOGY

(585) 395-2488

*Chairperson and Professor:* Robert J. Miller, PhD, The Pennsylvania State University; *Dean of Letters and Sciences and Professor:* Stuart Appelle, PhD, George Washington University; *Professor:* Frederick Gravetter, PhD, Duke University; *Associate Professors:* David Abwender, PhD, University of Miami; Stacy Birch, PhD, University of Illinois; Kelly Brennan-Jones, PhD, SUNY Buffalo; Lori-Ann B. Forzano, PhD, SUNY Stony Brook; Janet F. Gillespie, PhD, Southern Illinois University; Susan Shonk, PhD, University of Rochester; *Assistant Professors:* Melissa Brown, PhD, Indiana University; John C. Chelonis, PhD, SUNY Stony Brook; Marcie Desrochers, PhD, University of Manitoba; Herbert C. Fink, PhD, University of Rochester; Matthew K. Mulvaney, PhD, University of New Hampshire.

### Master of Arts in Psychology

#### Admission Requirements

Admission will be based on scores from the Graduate Record Examination (verbal, quantitative and analytical writing), academic transcripts from all undergraduate and graduate course work, letters of recommendation, a completed application form, and a personal interview. Only matriculated students in the program are permitted to enroll in the program's required 700-level courses. Once matriculated, a student may proceed on a part-time basis, as long as reasonable progress is made toward the degree. (Students must enroll for six credits or more per semester.) Applicants will be considered for fall admission only. Complete applications should be received by April 15.

#### Program Requirements

A minimum of 42 graduate credits is required, including 30 credits of course work and 12 credits of supervised practicum experience in a local placement. Specific requirements are:

1. The following courses are required and each must be completed with a minimum grade of "B" (excluding the practicum, which is graded Satisfactory or Unsatisfactory). A student receiving a grade of "B-" or lower in one of these courses has one opportunity to repeat the course and earn a higher grade. A student may not repeat more than one course.

		<b>Credits</b>
PSH 631	Social-Personality	3
PSH 634	Psychopathology	3
PSH 701	Evaluation and Research Methods	3
PSH 702	Intervention Skills I	3
PSH 703	Intervention Skills II	3
PSH 704	Assessment I	3
PSH 705	Assessment II	3
PSH 709/710	Pre-Practicum/Practicum	12

2. In addition to the courses above, nine credits of course work elected under advisement are required to complete the 42 credits. Not all 500-level courses are “approved electives” for the graduate program. Elective courses may be selected from a list approved by the Graduate Advisory Committee, or the student may petition to have a nonlisted course approved as part of his/her Plan of Study. Students wishing to conduct a master’s thesis (PSH 798) may do so in lieu of six credits of the required nine credits of electives.
3. A minimum cumulative GPA of 3.0 (“B”) is required for the 30 credits of nonpracticum course work (i.e., excluding the 12-credit practicum) required for the Master of Arts in Psychology. After completing nine or more graduate credits, matriculated graduate students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will receive written notification of their probationary status from the Office of Graduate Studies. A student placed on academic probation is expected to consult with his/her graduate advisor no later than the first week of the semester to discuss his/her plans to address academic deficiencies. After attempting nine credits in probationary status, the student’s file will be reviewed by the Department of Psychology’s Graduate Advisory Committee. If the student’s cumulative GPA is 3.0 or greater at that time, he/she is automatically removed from probation. If the student does not achieve the minimum 3.0 GPA, the Graduate Advisory Committee will either:
  - a. Dismiss the student from the program immediately; or
  - b. Continue the student on probation for an additional six credits, with the proviso that dismissal is automatic if a minimum GPA of 3.0 is not then achieved.

A student who has been dismissed from any graduate degree program at SUNY Brockport for academic deficiencies must wait at least one calendar year before reapplying or enrolling in any graduate course at SUNY Brockport. Readmission and acceptance of any previously earned credits will be at the discretion of the graduate program to which the student has reapplied. Graduate students can be readmitted to graduate study at SUNY Brockport a maximum of one time. Students who are readmitted must meet the requirements in effect at the time of readmission and must meet with their advisor to design a new Plan of Study.

4. Practicum work may not begin until the 30 credits of course work have been satisfactorily completed (or 24 credits of course work for students electing to do a master’s thesis).
5. Students are required to enroll for a minimum of six credits per semester. The program requires a minimum of four semesters to complete.

*Note: Applicants must demonstrate the degree of ethical conduct and responsibility appropriate for a professional service provider, along with the personal characteristics essential for effective clinical involvement. The Department of Psychology has the professional responsibility to deny admission or continuation in the program to any student whose level of performance and/or personal characteristics do not adequately meet academic or professional standards.*

#### PSYCHOLOGY COURSES

**PSH 532 Psychology of Social Issues (A).** *Prerequisites:* PSH 110 or PSH 112. Covers psychological factors related to contemporary social issues, and provides evaluation of research. 3 Cr.

**PSH 536 Psychology of Aging (A).** *Prerequisites:* PSH 110 or PSH 112. Provides an overview of adult development, including genetics and longevity, sexual changes with age, cognitive processes and intelligence, social change, work and retirement, sex roles, moral development and mental health, and mental disorders associated with aging. 3 Cr.

**PSH 537 Psychology and Jewish Studies (A).** Examines the psychological factors related to anti-Semitism, the Arab-Israeli conflict and the Holocaust. 3 Cr.

**PSH 541 Introduction to Clinical Neuropsychology (A).** *Prerequisites:* either PSH 110 or PSH 112, and PSH 341 or instructor’s permission. Introduces human neuropsychological function and disorders. Emphasizes methods of neuropsychological investigation and the links between specific brain regions/structures and higher psychological functions. Explores disorders of

emotion, motor and social behavior, speech, memory, and visual-spatial abilities associated with organic brain impairments, including Alzheimer's disease, head trauma, stroke, and other neurologic, psychiatric and medical illnesses. *3 Cr.*

**PSH 542 Psychology of Eating and Drinking (A).** *Prerequisites: either PSH 110 or PSH 112, and PSH 341 or instructor's permission.* Provides an in-depth look at the field of eating and drinking. Draws on research from a variety of sub-disciplines within psychology, including biopsychology, learning and motivation, personality, sensation and perception, and social psychology. Includes theories and mechanisms of hunger and thirst, determinants of food preferences and choices, effects of food on behavior, eating disorders, overeating and obesity, and alcohol use and abuse. *3 Cr.*

**PSH 545 Psychopharmacology (A).** *Prerequisites: either PSH 110 or PSH 112, and PSH 341 or instructor's permission.* Covers the effects of psychoactive substances on the central nervous system, behavior, and mood, with emphasis on the role of neurotransmitter systems and receptor sites in the mechanism of drug actions. Includes the pharmacology of recreational drugs as well as those used in the treatment of psychiatric and neurological disorders. *3 Cr.*

**PSH 557 Creativity (A).** *Prerequisites: PSH 110 or PSH 112.* Examines anecdotal biographical, observational, questionnaire, and experimental evidence and theory from the arts, humanities and sciences; discusses relevance of creativity to education and to healthy personal growth; explores the possibility of training for creativity. *3 Cr.*

**PSH 580 Principles of Assessment (A).** *Prerequisites: either PSH 110 or PSH 112, and PSH 202 or instructor's permission.* Explores methodological and ethical issues in assessing individuals and groups. Enables students to develop a basic understanding of assessment procedures, test design, test interpretation, and familiarity with selected intellectual, academic, employment and neuropsychological tests. *3 Cr.*

**PSH 582 Community Psychology (A).** *Prerequisites: either PSH 110 or PSH 112, and PSH 336 or instructor's permission.* Examines the discipline of community psychology, which deals with theory and practice in the prevention of socioemotional disorders and promotion of psychological well-being. Includes historical background of community psychology (e.g., the community mental health movement), the role of stressful life events/life transitions in adjustment,

issues and programs in promotion of social competence, and social policy applications of psychology. *3 Cr.*

**PSH 583 Applied Behavior Analysis (A).** *Prerequisites: PSH 110 or PSH 112 or instructor's permission.* Covers the application of conditioning and learning principles to the treatment of human behavior problems. Examines both child and adult applications in home, classroom and institutional settings. *3 Cr.*

**PSH 584 Adolescence (A).** *Recommended: A general psychology course (PSH 110 or 112).* Covers the application of general principles and theories of development to the adolescent period. Includes physiological changes, cognitive development, social relations, identity and other issues of adolescence. *3 Cr. Every Semester.*

**PSH 585 Advanced Behavior Analysis (A).** *Prerequisites: either PSH 112 or PSH 110, and PSH 583 or instructor's permission.* Investigates a number of specific areas in which the basic principles and techniques of applied behavior analysis have been successfully applied. Includes areas of study such as education, business and industry, institutional behavior, family living and interpersonal relationships. *3 Cr.*

**PSH 588 Developmental Disabilities (A).** *Prerequisite: Instructor's permission.* Provides in-depth coverage of selected topics of contemporary relevance to theory and practice in the field of developmental disabilities. Issues include community integration of persons with developmental disabilities; prevention; advocacy; and special populations such as autism, behavior disorders, sensory impairments and epilepsy. *3 Cr.*

**PSH 597 Behavioral Medicine (A).** *Prerequisite: PSH 397 or instructor's permission.* Explores the interdisciplinary field concerned with the development and integration of behavioral and biomedical science, knowledge, and techniques related to the understanding of health and illness, and the application of this knowledge and these techniques to prevention, diagnosis, treatment and rehabilitation. Emphasizes mind/body relationships, stress/illness relationships, biofeedback and self-regulation, pain management and the human brain as a health-care system. *3 Cr.*

**PSH 599 Independent Study in Psychology (A).** *Prerequisite: Instructor's permission.* Investigates theoretical and/or empirical investigations into special topics in psychology. Arranged in consultation with the instructor. *1-6 Cr. By Arrangement.*

**PSH 631 Advanced Personality Psychology (A).**

*Prerequisite: Instructor's permission.* Provides an in-depth account and critical evaluation of major theoretical perspectives and current research on human personality (attachment, evolution, traits, genetics and neurobiology). Allows students to work toward integrating these ideas into a single framework and, along the way, fosters their ability to think critically and write coherently about the personality literature. *3 Cr.*

**PSH 634 Psychopathology (A).**

*Prerequisite: Instructor's permission.* Covers theory and research in psychopathology, including the issue of continuity versus discontinuity of normal to pathological behavior. Offers a comprehensive review and critical evaluation of behavioral disorders under the DSM-IV. Examines etiological, diagnostic and treatment/intervention considerations. *3 Cr. Fall.*

**PSH 636 Seminar in Child Psychopathology (A).**

*Prerequisite: Instructor's permission.* Provides an empirical survey of childhood psychopathology. Explores theoretical, treatment and research issues through lectures, readings, seminar exercises and discussions. Develops a basic understanding of historical, ethical, developmental, assessment and treatment issues in child psychopathology; characteristics and causes of disorders; and the therapeutic efficacy of various treatment methods. *3 Cr.*

**PSH 699 Independent Study (A).**

*Prerequisite: Instructor's permission.* Investigates theoretical and/or empirical topics in psychology. Arranged in consultation with the instructor. Enrollment normally limited to students matriculated in master's degree program in psychology. *1-6 Cr. By Arrangement.*

**PSH 701 Evaluation and Research Methods (A).**

*Prerequisite: Instructor's permission.* Provides an overview of research methods and evaluation, along with associated statistical considerations relevant to applied human services. Focuses on issues such as evaluating and assessing behavior change, empirical means of obtaining data on treatment (intervention) outcomes, research design options in evaluation of outcomes, critical evaluation of research, and ethical issues in research in applied settings. *3 Cr. Fall.*

**PSH 702 Intervention I (A).**

*Prerequisite: Instructor's permission.* Examines behavioral intervention techniques, particularly as they apply to children and residential populations. *3 Cr. Spring.*

**PSH 703 Intervention II (A).**

*Prerequisite: Instructor's permission.* Covers the theory, research and application of selected intervention methods used principally with adults. Includes these top-

ics: progressive relaxation, systematic desensitization, cognitive self-control techniques, assertion training, rational-emotive therapy and others.

*3 Cr. Fall.*

**PSH 704 Assessment I (A).**

*Prerequisite: Instructor's permission.* Provides students with a basic understanding of psychometric theory, test design, and techniques of behavioral observation, clinical interviewing and intellectual assessment. Through lectures and lab experiences, enables students to develop beginning-level skills in behavioral analysis, test administration and developing rapport with clients. Extensively examines ethical issues in conducting assessments and the use of tests. *3 Cr. Spring.*

**PSH 705 Assessment II (A).**

*Prerequisite: PSH 704.* Continues to build on assessment skills and knowledge gained in PSH 704. Includes topics such as report writing, projective and objective methods of personality assessment, neuropsychological assessment, and the relationship between assessment and treatment planning. Allows students to learn to design, conduct, interpret and write comprehensive psychological assessment batteries. *3 Cr. Fall.*

**PSH 709 Pre-Practicum (A).**

*Prerequisite: Successful completion of all course work. PSH 710 may be taken concurrently.* Refines and develops skills necessary for successful practicum placement experience. *3 Cr. Every Semester.*

**PSH 710 Practicum (A).**

*Prerequisite: Successful completion of all course work. PSH 709 may be taken concurrently.* Provides practical experience in a human service agency. Practicum placements developed individually, based on the specific student and agency involved. Practicum is supervised by an agency staff member and a faculty member from the Department of Psychology. *1-9 Cr. Every Semester.*

**PSH 735 Perspectives on Disabilities (A).**

*Prerequisite: Instructor's permission.* Provides knowledge of service-delivery models for individuals with a wide range of disabilities, as well as characteristics of disabilities and their effects on children and families. Covers IDEA, Section 504, and ADA legislation relative to impact on children and schools. Involves coordination of services, family-centered services and ethical issues. Involves practical experience via supervised classroom observation/participation. *3 Cr.*

**PSH 736 Learning Theory and Behavioral Approaches (A).**

*Prerequisite: Instructor's permission.* Provides advanced knowledge of learning and conditioning with particular reference to application of these principles in behavior change for

children with autism. Includes coverage of theories of behavior and operant conditioning (schedules of reinforcement, generalization), and behavioral assessment. Special focus upon task analysis/functional analysis and the development of an interdisciplinary, behaviorally-sound plan for intervention. 3 Cr.

**PSH 798 Masters Thesis (A).** *Prerequisite: Instructor's permission.* Research project to be arranged in consultation with faculty advisor and Thesis Committee. 1-6 Cr. *By Arrangement.*

## DEPARTMENT OF PUBLIC ADMINISTRATION

(585) 395-2375

*Chairperson and Associate Professor:* James Fatula, PhD, Fordham University; *Associate Professors:* Ann S. Altmeyer, PhD, Syracuse University; Edward H. Downey, DPA, SUNY Albany; Faith Prather, PhD, SUNY Buffalo; *Professor Emeritus:* John Phillips, PhD, Ohio State University. *Assistant Professors:* Gregory Saxton, PhD, Claremont Graduate University; Wendy J. Wright, PhD, SUNY Binghamton.

Public administration is a program of graduate professional study for the Master of Public Administration (MPA). It is nationally accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The program, instituted in 1974, develops competencies in administration, management, and policy analysis for governmental, nonprofit and public service organizations. Students acquire basic knowledge and skills through the program's core courses, while individual career objectives are met through one of three emphases: general, healthcare management or public safety. Within the general emphasis, students may specialize in nonprofit management or recreation and leisure. To receive the MPA, students complete 42-45 credits of graduate course work, an internship (if applicable), and an applied research paper (Portfolio or Project Paper.) Courses carry three credits and typically meet once a week for a semester. Some courses are offered online through the Internet. Most courses are offered in the evening in downtown Rochester at the METROCENTER.

Always check the department's Web site for the most current policies in effect at [www.brockport.edu/pubadmin](http://www.brockport.edu/pubadmin).

### Admission Requirements

Eligibility to apply to the MPA program requires a baccalaureate degree from an accredited college or university (see pg. 23 for further details) and evidence of potential to succeed at graduate study. No more than nine graduate credits earned in non-degree status at SUNY Brockport prior to a graduate student's official matriculation date may be applied toward the degree program. Therefore, individuals are encouraged to apply for admission to the MPA program as soon as possible. Applications are reviewed twice a year: March 1 (for summer and fall matriculation) and October 1 (for spring matriculation). Complete applications should be mailed directly to:

Office of Graduate Admissions  
SUNY College at Brockport,  
350 New Campus Drive  
Brockport, NY 14420-2915

More information regarding this process may be obtained from the department at (585) 395-2375, via e-mail at [padmin@brockport.edu](mailto:padmin@brockport.edu), from the Office of Graduate Admissions at (585) 395-5465, or via e-mail at [gradadmit@brockport.edu](mailto:gradadmit@brockport.edu).

To apply for admission, an applicant must submit the following as part of the self-managed application:

1. the *Application for Graduate Admission*, including the Statement of Objectives;
2. official transcripts of undergraduate and prior graduate work (except for SUNY Brockport);
3. three letters of recommendation from persons in a position to assess the applicant's potential for significant academic or administrative achievements; (e.g., professors, supervisors, business colleagues; and
4. résumé (if applicants are to be considered "Inservice" status);
5. GRE test scores if *any* of the following conditions apply:
  - Applicant has less than an overall cumulative average of 3.0 in undergraduate study from the college or university granting applicant's baccalaureate degree.
  - Applicant's undergraduate transcript shows a pattern of repeated courses with grades below "B."
  - Applicant graduated from an undergraduate institution that does not supply letter grades for 40 percent or more of the courses on the applicant's transcript.

Note: If the applicant already possesses a master's degree from an accredited institution, or has completed 30 credits or more of course work at the master's level from an accredited institution with a graduate cumulative grade point average of at least 3.0 for those graduate courses taken, the applicant does not have to take the GRE.

To meet department standards, the above requirements must reflect the ability to do graduate work. Those who wish to be considered Inservice should include with their admission application a résumé that details past organizational responsibilities and achievements (including position titles and organizations, beginning and ending dates, and any staff supervised). See degree requirements regarding Inservice students.

Any undergraduate major course of study provides acceptable preparation for the study of public administration.

The faculty reserve the right to deny admission even when minimum requirements are met.

## **Master of Public Administration**

### **General Emphasis in Public Administration**

All students must complete 27 credits in MPA core courses. Preservice students must also complete a six-credit internship (PAD 694). Inservice students must complete five elective courses, including a computer-related course. Preservice students must complete four electives, including a computer related course.

#### **Core Courses:**

PAD 680 Public Policy  
 PAD 681 Strategic Management for Public Organizations  
 PAD 682 Organizational Behavior  
 PAD 683 Intergovernmental Relations  
 PAD 684 Budget — State and Local Government  
 PAD 685 Human Resource Management  
 PAD 687 Statistics for Managers  
 PAD 688 Research and Program Evaluation  
 PAD 694 Internship, 6 credits (for Preservice students)  
 PAD 696 Project Paper/Portfolio Seminar

### **Health Care Management Emphasis**

All students must complete 27 credits in MPA core courses. Preservice students must also complete a six-credit internship (PAD 694). Inservice students must complete five elective courses, including a computer-related course. Preservice students must complete four electives, including a computer related course.

**Core Courses:**

PAD 613 Health Care in America  
PAD 640 Financial Management (*must be taken prior to PAD 619*)  
PAD 619 Financial Administration of Health Care (*prerequisite is PAD 640*)  
PAD 681 Strategic Management for Public Organizations  
PAD 682 Organizational Behavior  
PAD 685 Human Resource Management  
PAD 687 Statistics for Managers  
PAD 688 Research and Program Evaluation  
PAD 694 Internship, 6 credits (for Preservice students)  
PAD 696 Project Paper/Portfolio Seminar

**Public Safety Emphasis**

**NOTE:** Courses listed for the Emphasis in Public Safety have their own prefix—EPS. All courses with the prefix “EPS” are part of the public administration program. In addition, many PAD core and elective courses are “cross-listed” with both EPS and PAD prefixes to enable students in the Emphasis in Public Safety to take most public administration courses. Generally, students who are part of the Emphasis in Public Safety should register for those courses that are listed with the prefix “EPS.” Students in the other public administration emphases should continue to register for “PAD” courses.

All students must complete 27 credits in MPA core courses. Preservice students must also complete a six-credit internship (EPS 604). All students must also complete the additional three required courses listed below, plus one additional EPS elective with computer content.

**Core Courses:**

EPS 603 Ethics in Public Safety  
EPS 659 Public Policy for Public Safety Managers  
EPS 681 Strategic Management for Public Organizations  
EPS 682 Organizational Behavior  
EPS 684 Budget — State and Local Government  
EPS 685 Human Resource Management  
EPS 687 Statistics for Managers  
EPS 688 Research and Program Evaluation  
EPS 694 Internship, 6 credits (for Preservice students)  
EPS 696 Project Paper/Portfolio Seminar, 3 credits

**Other Required Courses:**

EPS 600 Problem Solving for Public Safety Managers  
EPS 602 Legal Aspects of Public Safety  
EPS 604 Developing Sustainable Public/Private Partnerships

**Degree Requirements**

To receive the MPA, students must fulfill the following requirements within a seven-year period from the time of matriculation into the program. Extensions are rare, but may be requested *under extenuating circumstances*.

1. Complete the specific number of credits required, dependent upon whether an individual is Inservice or Preservice, which is determined at admission. Students must include a current résumé with the graduate application for matriculation in order to be considered for Inservice status. Inservice status requires a minimum of two years of experience in administrative, managerial or professional work (in a position that requires a baccalaureate degree) in an organizational context. Inservice students require a total of 42 credits to complete the MPA degree. Preservice students require 45 credits.

2. Demonstrate computer proficiency. This typically means taking one of the computer-related courses offered by the department.
3. Attain a minimum cumulative grade point average of 3.0 (a grade of "B" or better). Failure to maintain this cumulative average will result in dismissal from the program. More than three credits of course work below "B" will result in dismissal. Core courses may not be repeated, and an "E" in a core course will result in dismissal. Please note: The Public Administration Program does not subscribe to the College's probationary semester.
4. Preservice students (see #1 above) must complete a six-credit internship.
5. Complete PAD/EPS 696: the Project Paper (an applied research paper) or Portfolio.

#### PUBLIC ADMINISTRATION COURSES

##### **PAD 601 Leading Organizational Change.**

Teaches the prospective public administrator how to effectively lead an organization through a significant change effort from start to finish. Addresses important theories, concepts and tools for leading and managing change with a focus on practical application in the workplace. Uses a mixture of experimental activities, lecture and class assignments. *3 Cr.*

##### **PAD 609 The Development and Management of Senior Living Communities (A).**

Provides an overview of the senior living industry and focuses on strategies for developing and managing successful communities. Uses a variety of case studies, to explore the differences in successful and unsuccessful senior living communities. *3 Cr.*

##### **PAD 610 Public Service Web Sites Analysis (B).**

*Cross-listed as EPS 610.* Allows students to learn about the value of public service Web sites and to apply concepts of value to them. Devotes initial class sessions to developing an understanding of public service Web site value. Students review and evaluate Web sites, presenting the evaluations in class. Selected evaluations will be presented at Scholars Day. Includes a midterm and final report done as a compilation of student evaluations. *3 Cr.*

##### **PAD 612 Negotiation and Conflict Management (A).**

Examines a variety of workplace and social dilemmas facing today's public manager. Objectives include helping managers learn how to effectively prepare for negotiation and conflict; enhance their power for troublesome situations; and develop appropriate negotiations and conflict management styles to deal with multiple parties, navigate social dilemmas, and negotiate across cultures. *3 Cr.*

##### **PAD 613 Health Care in America (A).**

Studies the American healthcare system, including its organization, politics, economics and delivery system. Surveys the characteristics of America's health system in relationship to other industrial countries;

private and government proposals for financing the system; and the problems of access to care and cost containment. *3 Cr.*

##### **PAD 616 Changing Dynamics of Managing Human Service Organizations (A).**

Focuses on the dynamic of not-for-profit organizations (human service agencies). Exposes participants to an agency's responsibilities to balance business and benevolence. Is highly interactive and explores influences on agency direction specific to local and national initiatives, community-wide economic challenges and local political will. *3 Cr.*

##### **PAD 619 Financial Administration of Health Care (B).**

*Prerequisite: PAD 640.* Helps prospective administrators in healthcare settings understand and use financial information in the decision-making process. Assists students/prospective administrators in developing an understanding of accounting principles and develops basic skills in financial statement analysis, managing working capital, budgeting, cost finding and pricing. *3 Cr.*

##### **PAD 622 Legal Aspects of Public Administration (A).**

Provides students with exposure to legal issues frequently encountered by managers of public and non-profit agencies. Provides students with insight into principles of legal analysis, and conducts an in-depth review of employment issues. Covers discrimination, informed consent issues and the regulatory powers of government agencies. *3 Cr.*

##### **PAD 624 Managerial Issues in Drug Use and Abuse (A).**

Assists managers in learning about drug use and abuse and designing appropriate workplace policies. Examines issues around drug testing and legal implications of drug use in the workplace; and explores model policies and appropriate community resources that may be used in treatment options. Teaches managers how to recognize substance abuse and abuse in the workplace, and demonstrates how managers can effec-

tively cope with substance use and abuse through the development and application of appropriate policies. *3 Cr.*

**PAD 629 Fundraising and Development (B).** Designed for individuals who are currently preparing for leadership roles in this area. Explores the ethics and values in professional fund raising. Also explores various forms of exchange that take place in fund raising, from individuals through corporations. Develops skills, including prospect identification, cultivation and research. *3 Cr.*

**PAD 637 Marketing for Public Service Organizations (A).** Presents a comprehensive overview of the theory behind nonprofit marketing and analysis of key nonprofit sectors including fundraising, the arts, education, healthcare and social ideas. Explores how marketing can be used to enhance fundraising, get the word out about a new service and increase a nonprofit's visibility in the community. Includes a review of marketing concepts and demonstrates how to ethically apply them to situations facing all types of nonprofit organizations. *3 Cr.*

**PAD 640 Financial Management (A).** Must have taken prior to PAD 619. Geared to enable non-financial managers to understand financial management in government, health and not-for profit organizations. Examines financial management and how to make use of the financial information such as budgets, forecasts, strategic plans and financial statements. *3 Cr.*

**PAD 644 Supervision Skills (B).** For those now in (or preparing for) informal or formal leadership positions. Teaches supervisory skills through discussion, exercises, role plays, and the design/presentation of a training module on topics such as coaching and counseling, leading staff meetings, handling employee complaints, delegating responsibility, performance problem solving, performance appraisal interviewing, disciplinary action and the job interview. *3 Cr.*

**PAD 645 Communication in Organizations (B).** *Prerequisites: PAD 681 or PAD 682.* Covers communication by supervisors in face-to-face, small group and public contexts. Emphasizes interpersonal skills, including building self-esteem; awareness of behavioral styles; nonverbal language techniques; how to inform, direct, listen, praise, criticize, reprimand, encourage and confront; and basic interviewing and negotiation skills. Also covers small-group processes, group leadership and teamwork skills, and communications in public contexts, including writing memos and reports. *3 Cr.*

**PAD 653 Ethics in Administration (A).** Enables students to gain a conceptual and practical understanding of ethics and of the principal ethical theories. Teaches students to appreciate how ethics are applied to decisions and behavior in professional life, whether in the public or nonprofit sectors. Examines the relationship between being ethical and leadership and excellence in management. *3 Cr.*

**PAD 655 Medicare and Medicaid Policy Issues (A).** Provides a thorough overview of both the Medicare and Medicaid programs: their background and history; eligibility; covered benefits; provider reimbursement methods; program administration; financing; cost and spending patterns; their respective roles and importance in the American health-care system; and how Medicare and Medicaid both affect and are affected by current healthcare reform proposals. *3 Cr.*

**PAD 661 Creating an Empowered Organization (A).** Covers the many issues surrounding the development of empowered teams from both the leader's and team member's perspective. Includes a mix of current theories and experiential activities, with the latter to be used as the primary instruction method. Since there is no generic step-by-step plan for building an empowered organization, challenges students with applying the general theories and methodologies to their own workplace. Focuses throughout the course on the role of manager in developing empowered teams. *3 Cr.*

**PAD 663 The Leadership Roundtable (A).** As a seminar course, brings leaders from government, health and information management together to introduce students to increasing complexities in organizations and management challenges to be met as partnering, privatization mergers and acquisitions develop. Increases student behaviors and values required to create, lead and adapt to them and their formation. *3 Cr.*

**PAD 664 Non-Profit Advocacy and Government Relations (A).** Addresses the origin, growth and future of the nonprofit sector's relationship to the government sector, both in the United States and internationally. Reviews the historical and current partnerships with and regulation by government entities. Examines the nonprofit organization's advocacy role on behalf of its mission and beneficiaries, as well as the scope of permitted lobbying and political activities. Covers in detail the devolution of government functions to the third and private sectors and its consequences for resource management, administration and service delivery in several nations (though primarily in the United States). Examines the state's role

in regulating speech by nonprofits and government funding of service delivery through religious-based organizations. *3 Cr.*

**PAD 666 Computer Applications (B).** *Cross-listed as EPS 666.* An intermediate-level course designed to enhance students' skills in Microsoft Word, Power Point, Outlook, Excel and Publisher as well as to introduce students to a variety of Web-authoring tools. Involves creating brochures and online newsletters using Microsoft Publisher; using file transfer protocol (ftp) to upload files to the Internet; file management and virus protection; enhanced familiarity with the Microsoft Office environment; intermediate skills in Microsoft Excel; familiarization with a variety of information-management tools in Outlook; the use of images from scanners and the Internet; intermediate and advanced Power Point features; the creation of templates and formatted tables of contents in Microsoft Word; and the creation of Web documents from Word, Excel, Power Point and Publisher. *3 Cr.*

**PAD 668 Database Applications for Managers (B).** *Cross-listed as EPS 668.* Teaches students to create and maintain databases, make data queries and reports, and to develop unique database applications to meet specific management needs. Focuses first on the basics of database management with the most current and widely used database management software; then allows students to use these skills to create a database application of their choosing. *3 Cr.*

**PAD 672 Internet for Managers (A).** *Cross-listed as EPS 672.* Involves use of Internet resources to learn new technologies, gather information and do research. Requires students to develop a Web site on a topic of their choosing. Entails assignments done via e-mail with only one traditional class session. *3 Cr.*

**PAD 678 Nonprofit Management (B).** Provides an understanding of nonprofit organizations: their characteristics, purpose, structure, role and the management challenges confronting them. Examines practical methods and strategies for strengthening governance and board issues; planning; fund raising; marketing; public relations; financial management; and working with volunteers. Emphasizes organizational and management issues specific to health and human services agencies. *3 Cr.*

**PAD 679 Grant Writing and Management (B).** Provides students with a "hands-on" experience of developing and writing competitive grant proposals for nonprofit and governmental agencies in order to increase their effectiveness in planning

for, submitting, obtaining and managing grants. Enables students to: create a competitive grant proposal, identify the strengths and shortcomings of grant funding for program and agency purposes, identify sources of grant funding, and analyze the strengths and shortcomings of agency support for grant writing. *3 Cr.*

**PAD 680 Public Policy (A).** Introduces students to the study of public policy and the practice of policy analysis. Examines the various methods of identifying and structuring public policy problems and issues, formulating and analyzing alternative responses, recommending policy actions for decision making, and designing and evaluating implementation plans and the means to monitor and evaluate the resulting policy outcomes. Focuses attention on understanding public policy and conducting analysis in a political/administrative environment in order to develop an understanding and capacity to use systematic analytic tools and concepts to improve the quality of decision making in the public sector. *3 Cr.*

**PAD 681 Strategic Management for Public Organizations (A).** *Cross-listed as EPS 681.* Presents new theories of management, strategic thinking, and the goal-oriented planning and control techniques essential for survival. Explores the dilemmas and challenges of today's managers in a dynamic economy. Provides students with concepts in four areas crucial to modern managers in the present and future such as industry analysis, competitive positioning, management of change, development of strategic thinking, visioning, leadership, long- and short-range planning and control systems. Explores management of diversity and the question of ethics in today's re-structured economy. Uses interactive lecture-discussion format and case studies designed to enable students to develop team-building and communication skills. *3 Cr.*

**PAD 682 Organizational Behavior (A).** *Cross-listed as EPS 682.* Focuses on the interpersonal and social characteristics of organizations and the skills required to manage them. Covers topics from a behavioral perspective, including motivation, communication, leadership, group and intergroup behavior, conflict management, problem solving, ethics, diversity and other special topics. Features role plays, field interviews, films and the application of measurement instruments to complement the lecture-discussion format. Draws examples from governmental, nonprofit and business organizations. *3 Cr.*

**PAD 683 Intergovernmental Relations (A).** Explores tensions between national goals and state and local priorities, and the implications for

subnational units of shifts in priorities and grant-in-aid instruments at the national level. *3 Cr.*

**PAD 684 Budget—State and Local Government (A).** *Cross-listed as EPS 684.* Examines budgeting as a crucial management function in public and nonprofit organizations. Gives special concern to the politics, practice and analysis which surround the budgetary process. Emphasizes the planning emphasis involved in budgeting. *3 Cr.*

**PAD 685 Human Resource Management (A).** *Cross-listed as EPS 685.* Covers human resource management (HRM) principles and skills useful for both the supervisor and the personnel specialist in the public, nonprofit and private sectors. Includes the role of the human resource manager, job analysis and position descriptions, selection, EEO and affirmative action, civil service, employee rights, quality of work life, compensation and benefits, performance appraisal, training and career development, labor relations and occupational safety/health. Uses team projects, class exercises, role plays, student presentations, lecture-discussion and a Human Resource Information System demonstration to assure that both the knowledge and skills of human resource management are learned. *3 Cr.*

**PAD 687 Statistics for Managers (B).** *Cross-listed as EPS 687.* Allows students to learn to use SPSS by reading chapters in a text specifically designed to help them gain proficiency in using the software and understanding statistical methods. Also allows students to learn to describe data, develop and test hypotheses, and examine the relationships that exist among variables. Evaluates students on short exercises from the text, a midterm and a final project. *3 Cr.*

**PAD 688 Research and Program Evaluation (A).** *Cross-listed as EPS 688.* Covers methods of measuring the efficiency, effectiveness and impact of programs and services. Teaches students to design research projects, interpret research results and evaluate programs. Places subject matter in a context that the practicing administrator can apply to programmatic needs. *3 Cr.*

**PAD 690 Internship (B).** *Cross-listed as EPS 690.* *Prerequisite: Completion of 21 credits toward the MPA.* A guided eight-week work experience. Provides students an opportunity to observe and participate in the practical application of theories, concepts and techniques taught in the Public Administration program. Through employment in a public sector, health care, nonprofit or public safety organization, teaches students practical administrative or policy practices and how to integrate theoretical issues with those found in the

workplace and find an opportunity to gain experience in work areas that are new to the student. *3 Cr.*

**PAD 694 Internship (B).** *Cross-listed as EPS 694.* *Prerequisite: Completion of 21 credits toward the MPA.* A guided 16-week work experience. Provides students an opportunity to observe and participate in the practical application of theories, concepts and techniques taught in the Public Administration program. Through employment in a public sector, health care or public safety organization, teaches students practical administrative or policy practices and how to integrate theoretical issues with those found in the workplace and find an opportunity to gain experience in work areas that are new to the student. *6 Cr.*

**PAD 696 Project Paper/Portfolio Seminar (B).** *Cross-listed as EPS 696.* *Prerequisites: Instructor's permission prior to registration (April 30 for summer or fall; October 30 for spring), and completion of at least 30 credits of MPA course work in order to enroll, including completion of PAD/EPS 687 and PAD/EPS 688.* Requires students in the program to write a Project Paper or develop a student Portfolio for the master's degree. Administrative, policy and operational issues are acceptable as topics. *3 Cr.*

**PAD 699 Independent Study (B).** *Cross-listed as EPS 699.* Allows students to work individually with faculty on an area of special interest. Requires students to develop the objectives and methodologies, subject to review and approval of the faculty. *1-3 Cr.*

**EPS 600 Problem-Solving Planning for Public Safety Managers (A).** Examines the process and development of collaborative strategic plans that address inter-agency emergency management concepts and accompanying problems. Since September 11, 2001, public safety agencies must now prepare for the most catastrophic of events imaginable. Overcoming cross-jurisdictional system weaknesses should be addressed by the development of a comprehensive strategic plan that carefully defines issues, needs and response scenarios. *3 Cr. Summer.*

**EPS 603 Ethics in Public Safety (A).** Examines the roles of leadership, responsibility and accountability as they apply to ethical dilemmas and issues in public safety. Includes examination and discussion of discretion, duty responsibility, honesty, misconduct complaints, corruption, community awareness and visibility issues, decision-making and policy development in the course discussions. Focuses on recognizing and resolving ethical issues and making appropriate deci-

sions for their agency and the professional field at large. *3 Cr.*

**EPS 604 Developing Sustainable Public/Private Partnerships (A).** Applies a systems approach to public safety management by examining the role of the community in support of public safety functions traditionally provided by state and local governments. Examines leadership issues relating to the development of community involvement in the public safety functions from the perspective of developing partnerships within the community to support public safety goals. Addresses resource development, volunteer programs, collaborative project management and problem solving as critical issues. *3 Cr.*

**EPS 610 Public Service Web Sites Analysis (B).** *Cross-listed as PAD 610.* Allows students to learn about the value of public service Web sites and to apply concepts of value to them. Devotes initial class sessions to developing an understanding of public service Web site value. Students review and evaluate Web sites, presenting the evaluations in class. Selected evaluations will be presented at Scholars Day. Includes a midterm and final report done as a compilation of student evaluations. *3 Cr.*

**EPS 659 Public Policy Skills for Public Safety Managers (A).** Examines critical policy issues facing today's public safety manager. Explores crucial problems in the public safety environment in terms of both the internal and external forces that can affect a public safety administrator's approach to problem solving. Emphasizes concrete ideas and realistic strategies for management effectiveness. Includes participation of experienced public safety managers who will provide a practical "hands on" view of issues explored. *3 Cr. Fall.*

**EPS 666 Computer Applications (B).** *Cross-listed as PAD 666.* An intermediate-level course designed to enhance students' skills in Microsoft Word, Power Point, Outlook, Excel and Publisher as well as to introduce students to a variety of Web-authoring tools. Involves creating brochures and online newsletters using Microsoft Publisher; using file transfer protocol (ftp) to upload files to the Internet; file management and virus protection; enhanced familiarity with the Microsoft Office environment; intermediate skills in Microsoft Excel; familiarization with a variety of information-management tools in Outlook; the use of images from scanners and the Internet; intermediate and advanced Power Point features; the creation of templates and formatted tables of contents in Microsoft Word; and the creation of Web documents from Word, Excel, Power Point and Publisher. *3 Cr.*

**EPS 668 Database Applications for Managers (A).** *Cross-listed as PAD 668.* Teaches students to create and maintain databases, make data queries and reports, and to develop unique database applications to meet specific management needs. Focuses first on the basics of database management with the most current and widely used database management software; then allows students to use these skills to create a database application of their choosing. *3 Cr.*

**EPS 672 Internet for Managers (A).** *Cross-listed as PAD 672.* Involves use of Internet resources to learn new technologies, gather information, and do research. Requires students to develop a Web site on a topic of their choosing. Entails assignments done via e-mail with only one traditional class session. *3 Cr.*

**EPS 681 Strategic Management for Public Organizations (A).** *Cross-listed as PAD 681.* Presents new theories of management, strategic thinking, and the goal-oriented planning and control techniques essential for survival. Explores the dilemmas and challenges of today's managers in a dynamic economy. Provides students with concepts in four areas crucial to modern managers in the present and future such as industry analysis, competitive positioning, management of change, development of strategic thinking, visioning, leadership, long- and short-range planning and control systems. Explores management of diversity and the question of ethics in today's restructured economy. Uses interactive lecture-discussion format and case studies designed to enable students to develop team-building and communication skills. *3 Cr.*

**EPS 682 Organizational Behavior (A).** *Cross-listed as PAD 682.* Focuses on the interpersonal and social characteristics of organizations and the skills required to manage them. Covers topics from a behavioral perspective, including motivation, communication, leadership, group and intergroup behavior, conflict management, problem solving, ethics, diversity and other special topics. Features role plays, field interviews, films and the application of measurement instruments to complement the lecture-discussion format. Draws examples from governmental, nonprofit and business organizations. *3 Cr.*

**EPS 684 Budget—State and Local Government (A).** *Cross-listed as PAD 684.* Examines budgeting as a crucial management function in public and nonprofit organizations. Gives special concern to the politics, practice and analysis that surround the budgetary process. Emphasizes the planning emphasis involved in budgeting. *3 Cr.*

**EPS 685 Human Resource Management (A).**

*Cross-listed as PAD 685.* Covers human resource management (HRM) principles and skills useful for both the supervisor and the personnel specialist in the public, nonprofit and private sectors. Includes the role of the human resource manager, job analysis and position descriptions, selection, EEO and affirmative action, civil service, employee rights, quality of work life, compensation and benefits, performance appraisal, training and career development, labor relations and occupational safety/health. Uses team projects, class exercises, role plays, student presentations, lecture-discussion and a Human Resource Information System demonstration to assure that both the knowledge and skills of human resource management are learned. *3 Cr.*

**EPS 687 Statistics for Managers (A).** *Cross-listed as PAD 687.* Allows students to learn to use SPSS by reading chapters in a text specifically designed to help them gain proficiency in using the software and understanding statistical methods. Also allows students to learn to describe data, develop and test hypotheses, and examine the relationships that exist among variables. Evaluates students on short exercises from the text, a midterm and a final project. *3 Cr.*

**EPS 688 Research and Program Evaluation (A).**

*Cross-listed as PAD 688.* Covers methods of measuring the efficiency, effectiveness and impact of programs and services. Teaches students to design research projects, interpret research results and evaluate programs. Places subject matter in a context that the practicing administrator can apply to programmatic needs. *3 Cr.*

**EPS 690 Internship, 3 credit (A).** *Cross-listed as PAD 690. Prerequisite: Completion of 21 credits toward the MPA.* A guided eight-week work experience. Provides students an opportunity to observe and participate in the practical application

of theories, concepts and techniques taught in the Public Administration program. Through employment in a public sector, health care, nonprofit or public safety organization, teaches students practical administrative or policy practices and how to integrate theoretical issues with those found in the workplace and find an opportunity to gain experience in work areas that are new to the student. *3 Cr.*

**EPS 694 Internship, 6 credit. (A).**

*Prerequisite: Completion of 21 credits toward the MPA.* A guided 16-week work experience. Provides students an opportunity to observe and participate in the practical application of theories, concepts and techniques taught in the Public Administration program. Through employment in a public sector, health care or public safety organization, teaches students practical administrative or policy practices and how to integrate theoretical issues with those found in the workplace and find an opportunity to gain experience in work areas that are new to the student. *6 Cr.*

**EPS 696 Project Paper/Portfolio Seminar (B).**

*Cross-listed as PAD 696. Prerequisites: Instructor's permission prior to registration (April 30 for summer or fall; October 30 for spring), and completion of at least 30 credits of MPA course work in order to enroll, including completion of PAD/EPS 687 and PAD/EPS 688.* Requires students in the program to write a Project Paper or develop a student Portfolio for the master's degree. Administrative, policy and operational issues are acceptable as topics. *3 Cr.*

**EPS 699 Independent Study (B).**

*Cross-listed as PAD 699.* Allows students to work individually with faculty on an area of special interest. Requires students to develop the objectives and methodologies, subject to review and approval of the faculty. *1-3 Cr.*

## DEPARTMENT OF RECREATION AND LEISURE STUDIES

(585) 395-2994

*Chairperson and Associate Professor:* Joel L. Frater, EdD, Temple University; *Assistant Professor:* So-Yun Lee, PhD, Texas A&M; *Lecturers:* Nancy Vander Molen, MS, CTRS, SUNY Brockport; Arthur Graham, MS, CPRP, Eastern Kentucky University; *Professor Emeritus:* David L. Jewell, PhD, CPRP, Southern Illinois University-Carbondale.

The department offers the Master of Science in Recreation and Leisure Studies for students interested in advanced professional study in therapeutic recreation and leisure services management. It also accommodates individuals interested in the disciplinary aspects of recreation and leisure behavior.

### Brief Graduate Admissions Criteria

A 3.0 (on a 4.0 scale) grade point average in the undergraduate major *and* in the total undergraduate degree program is required for regular admission (matriculation) into the Master of Science in Recreation and Leisure Studies program. Students who fail to meet this standard but who show potential for success in graduate work, may, at the discretion of the faculty, be offered conditional admission. GRE scores are recommended, but not required.

Applicants *without* undergraduate degrees in recreation and leisure studies are required to complete baccalaureate-level prerequisite course work in recreation and leisure studies once admitted for matriculation into the Recreation and Leisure Studies graduate program.

All applicants must submit three letters of recommendation. They are reviewed in terms of the writer's responses to questions asked on the recommendation form. Finally, all applicants must complete the critical analysis writing exercise, which determines writing competence in order to be considered for admission into the program.

According to New York state regulations concerning the educational requirements for professional certification, the Master's in Recreation and Leisure Studies is a "closely related subject area" for those seeking professional certification in Physical Education.

Recreation and leisure professionals who are committed to the public sector may wish to explore SUNY Brockport's Master of Public Administration (MPA) program. A unique Recreation Management Specialization within the MPA has been designed for those professionals who want to "keep their fingers" in REL while pursuing a career path in city management or human resources administration. Recreation majors may also complete the certificate in non-profit management through the Department of Public Administration.

### Minimum Requirements for MS in Recreation and Leisure Studies<sup>1</sup>

<b>Recreation and Leisure Studies Graduate Core<sup>2</sup>: 24 Credits</b>		<b>Credits</b>
MTH 541	Statistical Methods I or equivalent	3
REL 600	Philosophical Analysis of Leisure	3
REL 602	Social and Psychological Analysis of Leisure Behavior	3
REL 610	Advanced Program Design and Evaluation	3
REL 715	Seminar: Research Design	3
REL 796	Internship in Administration <sup>2</sup> or Guided Graduate Elective	3
REL 797	Research Project	6
or		
REL 798	Thesis	6
or		
Two additional graduate REL courses		6
<b>Therapeutic Recreation Emphasis<sup>3</sup>: 6 Credits</b>		
REL 612	Assessment and Evaluation of TR Services	3
REL 613	Administration of TR Services	3

<b>Recreation and Leisure Services Management Emphasis<sup>4</sup>: 6 Credits</b>		<b>Credits</b>
REL 514	Planning, Design and Management of Recreation and Leisure Facilities	3
REL 605	Problems in the Administration of Leisure Service Organizations	3
<b>Guided Graduate Elective: 3 Credits</b>		
A minimum of one graduate course related to either the core or the area of emphasis is chosen with the approval of the academic advisor.		3

### **Computer Literacy**

If the applicant lacks computer competence as demonstrated by the successful completion of a course in microcomputer applications or proof of work experience in word processing, spread sheets or presentation software, then as a deficiency, the applicant is required to complete an undergraduate course in computer literacy. Or, by advisement, the applicant may be allowed to enroll in a graduate-level introductory computer course.

<sup>1</sup> Graduates of SUNY Brockport's undergraduate program in REL may not enroll in any 500-level courses previously completed at the 400-level during their undergraduate studies.

<sup>2</sup> Students without a BA/BS in Recreation and Leisure Studies with an internship in administration or who have not had two years of relevant experience in recreation and leisure service management must complete the graduate internship. Students who do satisfactorily meet these conditions, in consultation with their academic advisor, must then select another course at the 500 level or higher to satisfy the degree requirements.

<sup>3</sup> Students must satisfy at least one area of emphasis in either therapeutic recreation or recreation and leisure services management. Students may choose to complete both areas of emphasis.

<sup>4</sup> Same as footnote 3.

### **Graduate Program Policies**

The graduate program in Recreation and Leisure Studies adheres to all College graduate policies, with the following additional policies:

1. At least 18 of the minimum of 33 credits in the Master of Science in Recreation and Leisure Studies program must be taken at the 600 level or above.
2. Graduate students deemed as not making reasonable progress toward the degree, as defined by published department policy, may be dismissed from the program by the department. It is the policy in the Department of Recreation and Leisure Studies to comply with the College's definition of a full-time graduate student. It is the policy in the Department of Recreation and Leisure Studies for a part-time graduate student that reasonable progress toward the degree is three graduate credits per semester. For both the full- and the part-time graduate student, enrollment must be maintained in two of three terms for a given calendar year (e.g., fall semester and spring semester, spring semester and summer session, or fall semester and summer session).
3. To earn a graduate degree at SUNY Brockport, the student must complete all degree requirements with a minimum cumulative index of 3.0 or better. After completing nine or more graduate credits, if the cumulative index is below 3.0, the graduate student will be placed on mandatory academic probation for one semester. If the 3.0 cumulative index is not achieved at the end of the probationary semester, the student is automatically dismissed from the program.
4. A student dismissed from the graduate program in Recreation and Leisure Studies may be considered for readmission if graduate course work has been completed that raises the cumulative index to a 3.0 or better, and if such course work was pre-approved by the graduate faculty members in the Department of Recreation and Leisure Studies.

RECREATION AND LEISURE  
STUDIES COURSES

**REL 502 Current Leisure Problems and Issues (B).** Identifies and analyzes current leisure trends, problems and issues that affect both the therapeutic and managerial segments of the leisure services profession. Focuses on the concerns of the present and their implications for the future delivery of leisure and therapeutic recreation programs services and treatments. *3 Cr.*

**REL 506 Leisure and Aging (A).** Examines various aspects of aging as they relate to leisure in contemporary society, leisure needs of mature adults, services for the elderly and leisure pursuits in the subculture of aging. *3 Cr.*

**REL 507 Methods in Therapeutic Recreation (B).** Covers applications of the therapeutic recreation process (assessment, planning, implementing and evaluating) to planning comprehensive therapeutic programs in health and human-service settings. Focuses on clinical documentation and professional accountability. Requires field work. *3 Cr.*

**REL 511 Management of Leisure Resources (B).** Provides an in-depth study of the principles of operation and management of various leisure services organizations and resources. Identifies managerial problems, and examines and applies problem-solving models and techniques. *3 Cr.*

**REL 512 Trends and Administrative Issues in Therapeutic Recreation (B).** Investigates how current trends and administrative issues affect the delivery and advocacy of therapeutic recreation services. Emphasizes contemporary approaches to managing changes in practice in the emerging profession of therapeutic recreation. *3 Cr.*

**REL 514 Planning, Design and Management of Recreation Facilities (B).** Applies a student's prior knowledge of recreation and leisure theory, philosophy and programming techniques to outdoor/indoor facility planning, design and maintenance. Provides planning skills, discussion of design issues and maintenance management techniques. Emphasizes universal access. *3 Cr.*

**REL 590 Selected Topics in Recreation and Leisure Studies (A).** Discusses and analyzes a specific topic in recreation and leisure studies as determined by the instructor. Emphasizes new, timely and emerging areas of interest and concern. *1-6 Cr.*

**REL 599 Independent Study in Recreation and Leisure (B).** Arranged with permission of instructor-sponsor prior to registration. Includes regular meetings with instructor, significant reading and at least one comprehensive writing project. *1-6 Cr.*

**REL 600 Philosophical Analysis of Leisure (B).** Explores conceptual and philosophical foundations of leisure from the classical to the contemporary perspectives. Provides an in-depth study of selected authors and models describing the leisure phenomenon. *3 Cr.*

**REL 602 Social and Psychological Analysis of Leisure Behavior (B).** Investigates the social and psychological dimensions of leisure as identified in contemporary research literature. Explores models of leisure behavior and meaning. *3 Cr.*

**REL 605 Problems in Administration of Leisure Service Organizations (B).** Reviews and discusses theories, problems and issues common to the organization and administration of leisure service delivery systems. Covers the development of organizational and administrative skills needed to address such concerns. *3 Cr.*

**REL 610 Advanced Program Design and Evaluation (B).** Provides an overview of conceptual bases for program design in the provision of recreation and leisure services. Reviews and discusses selected planning, marketing and evaluation techniques and methods. *3 Cr.*

**REL 612 Assessment and Evaluation of Therapeutic Recreation Services (B).** Examines current assessment and evaluation instruments and procedures used in TR. Studies in depth the validity, reliability and practical utility issues in conceptualization, data collection methods, analysis and interpretation in the assessment and evaluation of persons with disabilities. *3 Cr.*

**REL 613 Administration of Therapeutic Recreation Services (B).** Reviews and discusses organizational and administrative theories, problems, and issues common and unique to the delivery of TR services, particularly in clinical, but also in transitional and community settings. Develops an understanding of techniques and skills used by administrators to address problems and issues. *3 Cr.*

**REL 715 Seminar: Research Design (B).** Provides an introduction and overview of established and emerging approaches to leisure research. Emphasizes conceptualization, design, data collection techniques and interpretation of results. *3 Cr.*

**REL 796 Internship in Administration (B).** *Prerequisites: REL 600, REL 602, REL 610 and REL 715.* Provides a directed internship in an approved leisure-service organization and in a setting compatible with the student's professional direction. Entails the application of organizational, administrative and evaluative skills at the selected site. *3 Cr.*

**REL 797 Research Project (B).** *Prerequisites: REL 600. Corequisite: REL 602, REL 610 and REL 715.* Allows for the preparation and completion of an individual research project culminating in a sig-

nificant written report and an oral defense of the project and report. Is conducted under the supervision of a committee of at least two graduate faculty members, one of whom is the project chairperson. *1-6 Cr.*

**REL 798 Thesis (A).** *Prerequisites: REL 600, REL 602 (may be taken concurrently), REL 610 (may be taken concurrently), REL 715 (may be taken concurrently).* Allows for the preparation and completion of a substantial original research investigation culminating in a master's thesis and an oral defense of the investigation and thesis. Is completed under the direction of a committee of at least two graduate faculty members, one of whom is the thesis chairperson. *1-6 Cr.*

## DEPARTMENT OF SOCIAL WORK

**(585) 395-2324**

*Chairperson and Associate Professor:* Diane Dwyer, MSW, University of Buffalo; *Associate Professors:* Kenneth Herrmann, MSW, University of Buffalo; Barbara Kasper, MSW, Syracuse University; *Assistant Professors:* Carmen Aponte, PhD, Ohio State University; Carol Brownstein-Evans, PhD, Syracuse University; Debra Fromm Faria, MSW, Syracuse University; *Visiting Assistant Professor:* Jason Dauenhauer, PhD, University of Rochester; Margery Saunders, MSW, SUNY Albany; *Coordinator of Field Instruction:* Mary Jo Schlecht, MSW, Syracuse University.

### Master of Social Work (585) 327-7450

*Interim Co-Directors:* Diane Dwyer, MSW, University of Buffalo; Virginia David, Professor of Social Work, Nazareth College, MSW, Syracuse University; *Professor:* Estella Norwood Evans, PhD, Yeshina University; *Assistant Professors:* Debra Fromm Faria, MSW, Syracuse University; Jed Metzger, PhD, New York University; Sekile Nzinga-Johnson, PhD, University of Maryland; Richard Russell, PhD, Syracuse University.

The MSW Program is a unique collaboration between Nazareth College of Rochester and SUNY Brockport, both having a long history of social work education in Rochester. Consistent with the missions of both schools, the MSW program affirms the tradition of promoting the empowerment of all groups of people to achieve social justice and equality. The primary goal of the program is to enhance the quality of life for individuals within the Rochester community through social work teaching, research, scholarship and service. The program's commitment is to prepare social workers for advanced integrated practice within an interdisciplinary and community collaborative context. Students will be taught to facilitate individual, family, group, organizational and community change that improves the lives of people, particularly those that have been oppressed and/or disempowered. The program provides opportunities for students to be on the cutting edge of new directions for social-work practice.

Within this advanced integrated perspective, students focus within one of two concentrations: Family and Community Practice and Interdisciplinary Health Care, which are broadly defined and are based on the collaborative perspective of the program. Specifically, the two concentrations prepare students to develop advanced social work knowledge and ethical practice skills by learning and practice within the professional value base of the profession. Collaboration

skills are emphasized that prepare students to work within a community-based practice approach that involves interdisciplinary and interagency cooperative efforts. The main focus on intervention in the community context provides opportunities to assimilate and integrate cultural diversity into change efforts.

The program is accredited by the Council on Social Work Education and is registered with the New York State Department of Education.

### **Admissions Requirements**

There is no single factor used to determine student admission to the MSW program, rather a combination of factors are considered as follows:

1. Completion of a baccalaureate degree at an accredited institution (see pg. 23 for further details) with a grade point average (GPA) of 3.0 or higher. Those with a lower cumulative GPA may apply, but GPA factors heavily in admission decisions.
2. An academic record that reflects a strong liberal arts perspective, as evidenced in official transcripts. The following are required: one (three-credit) course in **human biology**; one (three-credit) course in **statistics**; three (three-credit) courses in the **social sciences** (including one in psychology, one in sociology and a third in another discipline); three (three-credit) courses in the **humanities**; and one additional (three-credit) course in the **physical sciences, mathematics or computer science**. All courses must have a grade of "C" or better.
3. Prior paid or volunteer experience and its relevance to social work.
4. Three reference forms and accompanying letters of reference that specify the applicant's ability to do graduate-level work and the applicant's commitment to social work.
5. Completion of the personal/professional statement as described in the application form. The personal statement is an essential part of the admissions file. The content and writing style provides important information about the applicant and his/her understanding of the social work profession. Applicants should consider the personal statement as an opportunity to communicate with the Admissions Committee about their specific strengths, professional goals and future plans.
6. As demonstrated in the personal statement, through letters of recommendation, in the applicant's academic record and in the applicant's work history:
  - A serious commitment to the profession of social work.
  - A capacity to engage in personal and professional self-awareness.
  - The readiness and preparation to engage in graduate-level studies.
  - The personal qualifications considered essential for sound social work practice. These include concern for the needs of others, sensitive and relationship skills, good judgment, creativity and integrity.
  - Skills in oral and written communications, and utilizing information technology.

### **Advanced-standing Admission**

Students who have graduated within the past eight years from a CSWE-accredited baccalaureate social work program are eligible to apply for admission to the MSW advanced standing program. Additional minimum admission requirements are:

1. A cumulative grade point average of 3.0 or higher.
2. A copy of the applicant's field practicum evaluations.
3. Three letters of recommendation, including one from a social work faculty member who can attest to the applicant's ability to do graduate-level work, and one from a social work supervisor who can attest to the applicant's ability to engage in graduate-level practice.

**Tuition**

Since the MSW Program operates as a bi-institutional collaborative program, the tuition structure for this program varies from the tuition of SUNY Brockport. Applicants may contact the program directly at (585) 327-7450 for program specific information, including current tuition rates.

**General Program Requirements and Curriculum**

The curriculum is an advanced integrated model delivered within the framework of collaborative community-based practice. The theoretical underpinnings of the curriculum are knowledge and skill development from a systems and ecological perspective. The core first-year courses and field practicum integrate the problem-solving process through a strength-based empowerment model as the main theme of the generalist perspective. Both the 60 credit and the 39 credit advanced standing programs have full-time and part-time options.

**Foundation-year Courses**

Foundation courses are designed to provide a generalist perspective. The following foundation level courses are required.

		<b>Credits</b>
SWK 501	Social Work Practice I	3
SWK 502	Social Work Practice II	3
SWK 504	Field Practicum I and Seminar I	3
SWK 505	Field Practicum II and Seminar II	3
SWK 506	Human Behavior/Social Environment I	3
SWK 507	Human Behavior/Social Environment II	3
SWK 520	Social Welfare Policy and Services	3
SWK 524	Social Work Practice and Cultural Diversity	3
SWK 530	Social Work Research I	3
SWK 531	Social Work Research II	3

**39-credit Advanced Standing Program**

These are bridge courses for BSW Advanced Standing students prior to taking Concentration curriculum.

		<b>Credits</b>
SWK 503	Advanced Standing Seminar	3
SWK 525	Social Work and Cultural Diversity for Advanced Standing	3
SWK 532	Social Work Research for Advanced Standing	3

**Concentration-year Courses**

The second-year curriculum is designed to provide the framework for advanced integrated practice and consists of two concentrations: Family and Community Practice and Interdisciplinary Health Care Practice. Students choose a concentration at the time of application. The following courses are required for both concentrations.

		<b>Credits</b>
SWK 610	Field Practicum III and Seminar III	4
SWK 611	Field Practicum IV and Seminar IV	5
SWK 630	Master's Project Development	3
SWK 631	Master's Project Implementation	3
Electives		6

**Family and Community Practice**

The Family and Community Practice concentration prepares students to plan, develop and implement family-focused services from a collaborative, community-based perspective. The following are required courses in the concentration:

		<b>Credits</b>
SWK 601	Family and Community Practice	3
SWK 603	Family and Community Empowerment,	

	Advocacy and Development	3
SWK 620	Advanced Social Welfare Policy: Families and Communities	3

### Interdisciplinary Health Care

The Interdisciplinary Health Care Practice concentration prepares students for practice in diverse health-care settings. A public health model of community intervention is emphasized. The following are required courses in the concentration:

		Credits
SWK 602	Social Work Interdisciplinary Health Care Practice I	3
SWK 604	Social Work Interdisciplinary Health Care Practice II	3
SWK 621	Advanced Social Welfare Policy: Interdisciplinary Health Care	3

### Part-time and Advanced-standing Options

The program has a part-time option that allows part-time students to complete the course of study over nine semesters. Students who have graduated from a CSWE-accredited BSW program are eligible to apply for advanced standing and complete the program in three semesters (full-time) or six semesters (part-time).

### MSW COURSE DESCRIPTIONS

**SWK 501 Social Work Practice I (B).** Prepares students for generalist social work practice with individuals, families, groups, communities and organizations. Introduces students to the history of social work practice, the place and purpose of generalist practice, and the beginning phases of practice relationships. Considers assessment and developing relationships from a cross-cultural, strength-based, community collaborative perspective across the five client systems. Develops a practice perspective focusing on empowering client systems to address issues of economic and social justice. *3 Cr.*

**SWK 502 Social Work Practice II (B).** Prepares students for generalist social work practice with individuals, families, groups, communities and organizations. Emphasizes practice with communities and organizations. Introduces students to the work and termination phases of practice. Interventions are considered from a cross-cultural, strength-based, community collaborative perspective across the five client systems. Emphasizes interventions that focus on empowerment of client systems to address issues of economic and social justice. Considers roles such as conferee, enabler, broker, advocate, mediator and guardian. *3 Cr.*

**SWK 503 Advanced Standing Seminar (B).** Provides the advanced standing student an opportunity to review the theoretical foundations and application of social work practice skills. Emphasizes the processes involved in individual, family, group, organizational and community interventions from a collaborative perspective. Acquaints students with the theoretical underpinnings of an integrated community collaborative practice approach. *3 Cr.*

**SWK 504 Field Practicum I and Seminar I (B).** Provides the foundation-year, first-semester, agency-based field and seminar internship experience. Provides the required 448 hours of field practice in the first year through completion of two days of field instruction per week over 14 weeks. Uses educational learning objectives developed by the student, field instructor and faculty liaison to provide student learning opportunities in interaction with individuals, groups, organizations and larger community systems. Integrates course work and field instruction experiences in the foundation year. Uses assignments and student generated discussions to enhance knowledge and skill development based on practice situations. Seminar faculty serve as the first- and second-semester field liaison for students in the practicum. *3 Cr.*

**SWK 505 Field Practicum II and Field Seminar II (B).** Provides the foundation year, second semester, agency-based field and seminar internship experience. Provides the required 448 hours of field practice in the first year through completion of two days of field instruction per week over 14 weeks. Uses educational learning objectives developed by the student, field instructor and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations and larger community systems. Integrates course work and field instruction experiences in the foundation year. Uses assignments and student-generated discussions to enhance knowledge and skill development based on practice situations. Building on the previous semester's field practicum, requires acquisition of progressively more advanced skills. *3 Cr.*

**SWK 506 Human Behavior and Social Environment I (B).** Examines major social science theories that inform the social work profession's understanding of human behavior in social systems primarily focused on groups, families and individuals. Uses an ecological/systems framework, together with a developmental approach and a diversity perspective, to provide an interactional understanding of human behavior. Emphasizes relationships among biological, social, psychological and cultural systems. *3 Cr.*

**SWK 507 Human Behavior and Social Environment II (B).** Examines major social science theories that inform the social work profession's understanding of human behavior in social systems, primarily focused on communities and organizations. Uses an ecological/systems framework together with a developmental approach and a diversity perspective to provide an interactional understanding of human behavior. Explores principles of community development and organizational analysis. Examines linkages between the five social systems with the principles of community collaboration. *3 Cr.*

**SWK 520 Social Welfare Policy and Services (B).** Studies historical aspects and the current nature of major programs of social welfare, develops skills in analyzing social welfare policies and programs, and explores strategies for influencing policy at various levels. Introduces students to philosophical and historical perspectives of social-welfare services and social-work practice, and attempts to foster the development of not only descriptive, but also analytical and critical understanding of social welfare programs, policies and services. *3 Cr.*

**SWK 524 Social Work Practice and Cultural Diversity (B).** Provides preparation for the student to engage in sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. Focuses on processes of oppression in society, and the experiences, needs and responses of people who have been subjected to institutionalized forms of oppression because of their particular collective characteristics. Emphasizes social work theory, knowledge and practice skills in order to guide culturally competent interventions aimed at addressing the needs of diverse groups. Stresses cognitive and affective processes throughout the course. *3 Cr.*

**SWK 525 Social Work Practice and Cultural Diversity - Advanced Standing.** Offered in the summer semester of advanced standing study. Builds upon foundation-year content related to knowledge and skill building for sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. Emphasizes helping advanced-standing students deepen and broaden

knowledge and skills in order to guide culturally competent interventions aimed at addressing the needs of diverse groups. Stresses cognitive and affective processes throughout. *3 Cr.*

**SWK 530 Social Work Research I (B).** Introduces basic concepts of social-work research process and methods. Studies the basic skills required to formulate a researchable problem, design a research project and develop a research proposal. Requires that students remain with the same cohort of students and professor for this sequence. *3 Cr.*

**SWK 531 Social Work Research II: Data Analysis Designs (B).** Elaborates on basic concepts of social work research process and methods. Introduces data gathering, data analysis and presenting research findings. Expects students to remain with the same cohort of students and professor for this sequence. Emphasizes fundamental concepts of practice and program evaluation. *3 Cr.*

**SWK 532 Social Work Research for Advanced Standing (B).** A special research course for advanced-standing students that begins with an intensive overview of content covered in Research I, and provides a comprehensive overview of content covered in Research II. *3 Cr.*

**SWK 540 Social Work and Family Law (B).** Examines the impact of family law on social work and the daily activities of the social worker. Provides the social worker with a basic knowledge of concepts in jurisprudence and specific understanding of family court and its enabling legislation The Family Court Act. Includes lectures by experts in the fields of juvenile delinquency, persons in need of supervision, custody, child abuse and neglect, domestic violence, adoption and criminal justice. Emphasizes the role of the social worker in court, including responding to subpoenas, confidentiality and testifying effectively. Stresses the practical and realist philosophy of law. *3 Cr.*

**SWK 542 AIDS and Social Work: Policy and Practice Issues.** Considering the pandemic of Acquired Immunodeficiency Syndrome (AIDS), which has implications for social workers in all practice settings, provides in-depth knowledge about HIV disease to produce social workers to provide community leadership. Helps students become more aware of the 1) medical realities of HIV disease; 2) psychosocial implications of the illnesses related to treatment issues; 3) policy issues relevant to the illness; 4) methods of prevention; 5) issues related to professional practice with persons who test antibody-positive to HIV; and 6) program planning issues, from program design

to implementation. Assists students to provide culturally sensitive services to those infected/affected. *3 Cr.*

**SWO 574 Child Welfare (A).** Covers the historical development of child-welfare services in the United States and other nations, and related social-welfare policies affecting child and society and family. Emphasizes child abuse/neglect, foster care, adoption, exploitation, adolescent pregnancy and legal status. Examines the rights of the child. *3 Cr.*

**SWK 600 Independent Study (B).** Arranged in consultation with the instructor/sponsor and in accordance with procedures of appropriate academic offices prior to registration. *1-6 Cr.*

**SWK 601 Social Work Practice III: Family and Community Practice (B).** Develops knowledge and advanced skills in approaches that effectively enhance, preserve and restore family functioning within a community context. Focuses on the knowledge base for work with families (and the communities within which they live) who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism and major losses. Emphasizes developing advanced skills in assessment, intervention and evaluation. Integrates the influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community and the wider societal context throughout the course. *3 Cr.*

**SWK 602 Social Work Practice III: Social Work Interdisciplinary Health Care (B).** Emphasizes the delivery of health care services in a community context from a public health perspective. Examines the roles of social workers in the current model of health care delivery and focuses on the collaborative nature and new directions for health care organizations and services. *3 Cr.*

**SWK 603 Family/Community Empowerment, Advocacy and Development (B).** Develops knowledge and advanced skills in approaches that effectively enhance, preserve and restore communities and their capacity to support families. Focuses on the knowledge base for work with communities within which families live, and skills to address the challenges of poverty, mental illness, minority status, family violence, sexual abuse and substance abuses. Emphasizes developing advanced skills in assessment, intervention and evaluation. Integrates the influence of ethnicity, gender sexual orientation, developmental stage, organizations, the community and the wider social context. Emphasizes empowerment and ad-

vocacy skills to help families create just and compassionate communities. *3 Cr.*

**SWK 604 Social Work Practice IV: Interdisciplinary Health Care II (B).** Continues the examination of interdisciplinary health care emphasizing practice, knowledge and skill development necessary to function within the Managed Care delivery system. Examines theoretical approaches to develop advanced practice skills in the collaborative context of community-based interdisciplinary service-delivery systems. *3 Cr.*

**SWK 610 Field Practicum III and Seminar III (B).** Provides concentration year, first-semester, agency-based field-instruction experience and classroom seminar for advanced learning and practice opportunities relevant to the specific concentration of students. Requires completing three days of field instruction per week over 14 weeks fall and spring semesters for a total of 560 hours. Builds on the previous semesters and is progressive in knowledge and skill development. Integrates course work and field instruction experiences. Uses assignments and student-generated discussions to enhance knowledge and advanced skill development based on practice situations. Seminar faculty serve as the first- and second-semester field liaison for students in the practicum. *4 Cr.*

**SWK 611 Field Seminar IV and IV (B).** Provides the concentration-year, second-semester, agency-based field instruction experience and classroom seminar for advanced-learning and practice opportunities relevant to the specific concentration of students. Integrates course-work and field-instruction experiences. Integrates course work and field instruction. Uses assignments and student-generated discussions to enhance knowledge and advanced skill development based on practice situations. Field seminars in the concentration year are taken each semester concurrent with field practicum. Seminar faculty serve as the first- and second-semester field liaison for students in the practicum. *5 Cr.*

**SWK 620 Advanced Social Welfare Policy: Families and Communities (B).** Builds upon the basic foundation-year, Social Policy course. Focuses on problems, policies and planning from the perspective of their impact on families and communities, an understanding of the American social welfare system, human behavior and social systems, and advanced generalist social work practice. Recognizing the fundamental duty of the social work profession to promote social equity and justice, focuses on policy practice geared towards helping oppressed and stigmatized families within a community context. *3 Cr.*

**SWK 621 Advanced Social Welfare Policy: Interdisciplinary Health care (B).** Studies federal, state and the private organization of health care services and financing. Focuses on health care studies trends, current policy shifts and challenges for the study of policy implications for current and emerging health care organizations. Examines specific policy options for current community-oriented health care delivery systems in collaborative models. *3 Cr.*

**SWK 630 Master's Project Development (B).** Requires students to develop, implement and evaluate a master's project. May be developed independently or within a small group. Assists students in formulating a master's project proposal. Uses a seminar format with specific tasks and topics to be covered coming from the interests of the class. Requires students to read and critique each other's proposals before they are submitted to faculty. *3 Cr.*

**SWK 631 Masters Project Implementation (B).** Requires students to develop, implement and evaluate a master's project. May be developed independently or within a small group. Supports students in the implementation and evaluation of their master's project. Uses a seminar format with specific tasks and topics to be covered coming from the interests of the class. Requires students to read and critique each other's proposals before they are submitted to faculty. Also requires students to develop a research colloquium to present their work. *3 Cr.*

**SWK 642 Contemporary Issues (B).** Provides an opportunity for students and faculty to explore contemporary issues outside of the regular course offerings. *3 Cr.*

**SWK 644 Case Management (B).** Provides a theoretical and practical understanding of case management. Critically examines the role of case management and how it relates to both advanced generalist practice and each of the two program concentrations (Family and Community Enhancement and Interdisciplinary Health Care). Explores the historical evolution of case management and its relation to various social work perspectives, functions, practice principles and current issues. *3 Cr.*

**SWK 646 Management and Fiscal Administration in Human Services (B).** Examines the structure and functions of nonprofit organizations and agencies. Explores concepts and theoretical constructs of administration and financial management, along with the value of administration and management skills in agencies and organizations. Covers budgeting and accounting principles in the context of cost-effectiveness of service delivery. *3 Cr.*

**SWK 647 Supervision and Consultation (B).** Identifies and examines central concepts, theories and models of supervision and consultation. Considers strategies and techniques for establishing, improving and maintaining supervisory and consultative relationships as mechanisms for improving service to clients. Gives special attention to organization dynamics and structure, delineating the management function, and to issues of power and authority. Emphasizes the dynamics of supervision and consultation, ethical and value principles, professional boundaries, supervision and consultation as leadership functions, and the importance of collaborative processes. *3 Cr.*

**SWK 648 Community Collaboration and Organizational Leadership (B).** Examines the concepts, principles and related theories of organizational behavior and leadership, and collaborative planning. Focuses on building a knowledge base for understanding approaches to management of organizational internal and external environments. Examines interprofessional, organizational and interdisciplinary community collaboration as an emerging direction for human services. *3 Cr.*

**Additionally, the department offers the following graduate courses, which can be applied as requirements and/or electives in degree programs as determined through the advisement process.**

**SWO 576 Gerontology (A).** Examines the older person as an evolving individual; bio-psycho-social elements in the aging process; and major issues related to the older person, the aging process and the society. Compares the needs of the elderly with the service system's response and discusses methods of intervention specifically needed for the older person. *3 Cr.*

**SWO 578 Developmental Disability (A).** Examines and analyzes developmental disabilities in individual, family and group practice experience; and policy and planning in the development, coordination and impact on delivery systems. *3 Cr.*

# ADDITIONAL GRADUATE COURSE OFFERINGS



*Seymour College Union Lounge*

