Department of Health Science

(716) 395-2643

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

Degree Programs

MSEd (Health Education)
The Department of Health Science offers the Master of Science in Education (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.

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

The health science master's degree program also meets the academic requirements established by the New York State Department of Education for permanent certification as a health teacher for those individuals provisionally certified in health education. Completion of this degree prepares the candidate for permanent certification in health (K–12) only if the candidate is already provisionally certified in health (K–12), and has two years of full-time, paid experience as a health teacher at the K–12 level.

Alternate MS in Education Health Science
This program is designed for students who do not have provisional certification to teach but seek certification as a health teacher (K–12). These students may have completed an undergraduate health science liberal arts program, health science professional program without student teaching, or other related undergraduate major. They would need to fulfill specific requirements, including student teaching to satisfy New York State Department of Education requirements. Additional courses are required to complete the MSEd degree, which would lead to permanent certification to teach health (K–12) in New York state.

MPA (Health Care Management)
Inquiries about this program should be addressed to the Department of Public Administration, (716) 395-2375.

Admission Criteria and Procedures for MSEd and Alternate MSEd (Health Education) Degree Programs
All applicants for the Master of Science in Education (Health Education) program must have completed a baccalaureate degree from a regionally accredited college or university. 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. Preference is given to applicants with 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. Evidence of writing ability in the form of score reports for the Graduate Record Examination (GRE) Writing Assessment.

4. Evidence of having successfully completed at least two semesters of anatomy and physiology (or equivalent course) and one semester of statistics at the undergraduate level.

5. For Alternate MSEd applicants only, evidence of having 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.

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 master’s degree program.

Applications, official transcripts from all colleges attended, GRE (and LAST for Alternate MSEd candidates) results and three letters of recommendation should be included in the self-managed application available from the Office of Graduate Admissions.

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.

To earn a graduate degree at SUNY Brockport, students must complete all degree requirements with a minimum cumulative index 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 grade of “C” is not acceptable. Students whose GPA falls below a 3.0, or who are deemed as not making reasonable progress toward the degree, will be dematriculated 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 Graduate Committee upon petition from the advisor or based on an approved leave of absence).
4. Once beginning work on the major paper or thesis, failure to maintain continuous enrollment by registering for at least one credit in HLS 698 or 700 each fall and spring semester until the project is completed and approved.

Master of Science in Education (Health Education)

<table>
<thead>
<tr>
<th>Required core courses:</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HLS 600 Issues in Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HLS 602 Principles and Philosophy of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HLS 640 Program Planning and Educational Strategies</td>
<td>3</td>
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<tr>
<td>HLS 641 Health Education Organization in the School and Community</td>
<td>3</td>
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<tr>
<td>HLS 645 Applied Strategies in Health Education</td>
<td>3</td>
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</tbody>
</table>
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
and
Graduate Electives by Advisement 9–12

**Total:** 36

(The students choosing HLS 698 Major Paper must complete 12 credits of electives subject to approval by his/her advisor. The students choosing HLS 700 Thesis must complete nine credits of electives subject to approval by his/her advisor.)

Students in the Alternate MSEd program would complete the 36-credit MSEd program shown above, as well as student teaching (nine credits) and other additional courses to satisfy New York State Department of Education requirements for permanent certification to teach health (K–12) in New York state.

**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) who are not seeking the MSEd. Students who are seeking the MSEd may use some of these electives for the nine to 12 credits of electives in consultation with their advisor. MSEd 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 518, 521, 522, 523, 535, 545, 597, and 598, in addition to the MSEd core courses.

**Alcohol/Substance Abuse Studies (specialization, non-degree)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HLS 518</td>
<td>Alcohol Use and Abuse*</td>
<td>3</td>
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<tr>
<td>HLS 521</td>
<td>Group Counseling Skills for Alcoholism and Substance Abuse Counselors</td>
<td>3</td>
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<tr>
<td>HLS 522</td>
<td>Individualized Treatment Planning for Alcoholism and Substance Abuse Counselors</td>
<td>3</td>
</tr>
<tr>
<td>HLS 523</td>
<td>Theories on Alcoholism and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HLS 524</td>
<td>Alcohol and Substance Abuse Counseling for Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>HLS 535</td>
<td>Alcohol and Substance Abuse Evaluation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HLS 545</td>
<td>Psychopharmacology of Alcohol and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HLS 597</td>
<td>Internship Seminar**</td>
<td>3</td>
</tr>
<tr>
<td>HLS 598</td>
<td>Alcoholism/Substance Abuse Program Internship</td>
<td>6–12</td>
</tr>
</tbody>
</table>

**Total:** 30–36

*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. 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. Summer.

HLS 509 Introduction to Psychoactive Substance Use and Abuse (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 strategies. 3 Cr. Every Semester.

HLS 518 Alcohol Use and Abuse. 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. Every Semester.

HLS 519 Human Sexuality. 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 Skills for Alcoholism and Substance Abuse Counselors. Prerequisite: HLS 518 or program coordinator’s permission. 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 Alcoholism and Substance Abuse Counselors. Prerequisites: HLS 518, 423 and 435 or program coordinator’s permission. 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 biopsycosocial-spiritual aspects of the individualized treatment plan and client case management. 3 Cr. Every Semester.

HLS 523 Theories on Alcoholism and Substance Abuse. Prerequisite: HLS 518 or program coordinator’s permission. Reviews major contemporary theories on alcoholism and other addictions (disease model, psychoanalytic formulations, conditioning models, social learning analyses, family systems perspectives, and socio-cultural viewpoints). Critically evaluates the concepts and research generated from each perspective. Analyzes the usefulness of each theory in the practice of substance abuse counseling. Gives special attention to family systems theory. 3 Cr. Spring.

HLS 524 Alcoholism and Substance Abuse Counseling and Diverse Populations. Prerequisite: HLS 518 or program coordinator’s permission. 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 American, Latinos, people of color, women, and gays/lesbians. 3 Cr. Fall.


HLS 528 Alcohol and Substance Abuse in the Criminal Justice System. 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. Summer.

HLS 535 Alcohol and Substance Abuse Evaluation and Assessment. Prerequisite: HLS 518 or program coordinator’s permission. Examines theory and methodology of measurement, assessment and evaluation in alcoholism and substance abuse. Studies the more widely researched and utilized methods of assessment: interviews, structured tests, behavioral assessments, objective techniques, projective techniques, neuropsychological evaluation and clinical reports. Involves extensive use of clinical materials to illustrate the uses and limitations of various techniques. 3 Cr. Fall.

HLS 570 Health Implications of Stress. 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. 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. Summer.

HLS 575 Computer Applications in Health Education. 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. Every Semester.

HLS 586: Experiential in Health Education. Prerequisite: Instructor's permission. 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. 3 Cr. Fall.

HLS 590 Selected Topics in Health Science. 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 Student Teaching. Prerequisite: Internship coordinator's permission. 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 Alcoholism and Substance Abuse Internship Seminar. Prerequisites: HLS 518, 521, 522, 523, 524, 535 and 545 or seminar faculty'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 Alcoholism/Substance Abuse Program Internship. Prerequisites: HLS 518, 521, 522, 523, 524, 535 and 545 or 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). 6–12 Cr. Every Semester.

HLS 599 Independent Study in Health Science. 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.

HLS 600 Issues in Health and Wellness. 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 U.S. 3 Cr. Every Semester.

HLS 602 Principles and Philosophy of Health Education. Explores and analyzes various views of health, disease, illness and health education; and alternative concepts of health and their implications for directions in health education are considered. Examines contemporary and important bioethical issues that confront health educators and impact on the role of health education, including the examination of biotechnological and health policy issues. 3 Cr. Every Semester.

HLS 604 Mind-Body Relationships in Health. Takes a practical scientific approach to problems of interrelatedness of mental, emotional and physical aspects of health; and 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. Spring.

HLS 640 Program Planning and Educational Strategies. Prerequisites or corequisites: HLS 600 and 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 the School and Community. 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. Prerequisites: HLS 600, 602 and 640 or instructor’s permission. 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 and Measurement for Health Education Evaluation. 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. Prerequisite: HLS 684 or instructor’s permission. 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. Prerequisite: HLS 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. 3 Cr.

HLS 698 Major Paper in Health Education. Prerequisites: Advisor’s permission and a graduate GPA of 3.0. Written usually after completion of most, if not all, classroom courses. Achieves integration 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. 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. Prerequisites: Advisor’s permission and a graduate GPA of 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). 6 Cr.
Department of History

(716) 395-2377

Interim Chairperson and Distinguished Teaching Professor: Owen S. Ireland, PhD, University of Pittsburgh. Professors: Arden Bucholz, PhD, University of Chicago; 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; Robert W. Strayer, PhD, University of Wisconsin, Madison. Associate Professors: Ronald W. Herlan, PhD, SUNY Buffalo; Kathleen S. Kutolowski, PhD, University of Rochester; Kenneth P. O’Brien, PhD, Northwestern University. Associate Professor Emeritus: John F. Kutolowski, PhD, University of Chicago. Assistant Professor: Tonio Andrade, PhD, Yale University; Jennifer M. Lloyd, PhD, University of Rochester; Anne S. Macpherson, PhD, University of Wisconsin; Morag Martin, PhD, University of California-Irvine; Alison Parker, PhD, Johns Hopkins University; 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 (716) 395-5465 or from the Department of History at (716) 395-2377 at SUNY Brockport, 350 New Campus Drive, Brockport, NY 14420. 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. The traditional Aptitude Tests, especially the Verbal and Analytical sections, are always useful. But the new GRE Writing Assessment is preferable.

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 some prior work 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 may be placed on academic probation. Two semesters with GPAs below 3.0 may result in dematriculation from the program.

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.

A. American History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HST 614</td>
<td>Reading Seminar in Early America</td>
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<tr>
<td>HST 615</td>
<td>Reading Seminar in Modern America</td>
<td>3</td>
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<tr>
<td>HST 691</td>
<td>Research in American History</td>
<td>3</td>
</tr>
<tr>
<td>HST XXX</td>
<td>Elective in American History</td>
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<td>HST XXX</td>
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B. World History

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<tr>
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<tbody>
<tr>
<td>HST 641</td>
<td>Explorations in World History</td>
<td>3</td>
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<tr>
<td>HST 64X</td>
<td>Regional Seminar:</td>
<td>3</td>
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<td>HST 64X</td>
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<td>HST 695</td>
<td>Research in World History</td>
<td>3</td>
</tr>
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<td>HST XXX</td>
<td>Regional Seminar/Elective</td>
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</tr>
<tr>
<td>HST XXX</td>
<td>Regional Seminar/Elective</td>
<td>3</td>
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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 as a Regional Seminar in World History.

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: 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.

TEACHER CERTIFICATION AND THE HISTORY MA DEGREE

Some students seek to earn an MA in History and undertake Secondary Social Studies Certification at the same time. This applies to those students who seek a career in secondary school education and have not completed a certification program as an undergraduate. The Departments of History and Education and Human Development have worked out a cooperative arrangement to facilitate this possibility. That arrangement involves:

A. A master's degree in history (33 credits or 11 courses)

B. A sequence of courses in the Department of Education and Human Development, totaling 27 credits.
   —18 credits or 6 courses
   —9 credits of Student Teaching Experience

C. A total package of 60 credits that may be reduced by applying nine credits of the education course work toward a minor field in the MA in History program. This means a 51-credit experience.

Students seeking this combination of programs (an MA in History and the certification sequence) should apply for matriculation within the Department of History master’s program. Upon acceptance to the MA in History program, students will then apply separately to the Department of Education and Human Development for entrance into the certification courses. The Department of History will forward the applicant’s file to the Department of Education and Human Development, and students will need to supply certain additional materials required by the Department of Education and Human Development. Applicants are reviewed by the Department of Education and Human Development during the regular review period (September 15 for spring semester acceptance and February 15 for summer or fall acceptance). Upon acceptance by the Department of Education and Human Development, students can proceed to fulfill the requirements of both elements of this combined program.

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: (716) 395-2377
History Courses

HST 501 American History: Topics. Provides an overview of selected topics in American history for teaching and nonspecialists interested in acquiring, updating or refreshing basic understanding. Topics vary yearly. 3 Cr. Summer.

HST 502 History of Rochester. Covers the development of Rochester from its earliest days as a boom town on the Genesee River, through its transition from “Flour City” to “Flower City.” Includes Rochester’s emergence as a major business, research, and cultural center in the 20th century, and its impact on the surrounding area of New York state. 3 Cr. Spring.

HST 503 Internship. Prerequisite: Director’s permission. 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. 3 Cr.

HST 504 Global History Seminar. Considers the development of global history during the 20th century and introduces the study of several of its separate civilizations, such as India, China, Islam, Europe, Africa and America. Topics include gender, ecology, demography, and war. 3 Cr. Summer.

HST 516 Colonial America. Surveys the colonial period of American history from pre-Columbian times through 1763. Explores topics such as the European “invasion” of America, Puritanism, the origins of American slavery, the status of colonial women, the American Enlightenment, and the emergence of Anglo-American political culture in the 18th century. 3 Cr. Spring.

HST 517 The American Revolution. 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 and the War of 1812. 3 Cr. Fall.

HST 518 The Age of Jackson. Examines the central tendencies of American society in the second quarter of the 19th century, focusing on the transportation market evolution, the emergence of modern mass political parties and the evolving socio-economic structure. 3 Cr. Fall.

HST 519 Civil War and Reconstruction. 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. Fall.

HST 520 America from Reconstruction to the Great Crash, 1877–1929. Explores America’s change from a dominantly agrarian and commercial society into an urban, corporate capitalist one. Examines the impact of this revolution on family, community, politics, foreign policy, education and culture. Also covers immigration and dramatic changes in ethnic, religious, and racial life. 3 Cr. Fall.

HST 521 America Since 1929. Uses the Depression as a watershed and then examines American society to today. 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 U.S. Social History (A). Explores the relationship between social structure, individual experience and everyday life; also patterns of sex roles, family organization, work and leisure, immigration and mobility, and the development of new lifestyles. 3 Cr. Spring.

HST 523 American Foreign Relations. Examines the dramatic evolution of the United States from weak and isolated former colonies to the world’s most powerful nation. Examines American diplomatic, economic, cultural, and political relations in order to understand the impact on the United States and of America on the world. 3 Cr. Spring.

HST 524 American Cultural History, 1865–1970 (A). Examines the emergence of modern American culture. Includes topics such as the aftermath of the Civil War; responses to industrialization, urbanization, and technological change; the rise of mass consumer culture; and the role of the artist and intellectual in American society. 3 Cr. Spring.

HST 526 American Cultural History, 1865–1970 (A). Examines the emergence of modern American culture. Includes topics such as the aftermath of the Civil War; responses to industrialization, urbanization, and technological change; the rise of mass consumer culture; and the role of the artist and intellectual in American society. 3 Cr. Spring.

HST 531 History of Canada (A). Explores the historical development of Canada from its founding by the French to today, and emphasizes political, social, cultural, and economic aspects of Canadian development, as well as its relationship with Britain and the United States. 3 Cr. Spring.

HST 534 Modern Caribbean History: Puerto Rico and Cuba Since 1898. Examines the marked differences but also parallels between the Puerto Rican and Cuban national experiences since the U.S. intervention of 1868. Considers economic, political, social, and cultural history. Includes the experience of migration to the U.S. and the linkages between island and diaspora histories. Concludes with reflections on the cultural futures of Puerto Ricans, Cubans, and their governments. 3 Cr.
HST 537 Overseas London. 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 Latin-American Women's History. 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 U.S. and of Latin-American and Caribbean masculinity in historical perspective. 3 Cr.

HST 540 Study in Mexico. 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.

HST 541 World War I. 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 546 Renaissance and Reformation. Covers the origin and nature of the Renaissance, its evolution as a distinct cultural epoch, as well as its relationship to the mass religious movement known as the Reformation. Gives attention to the fine arts, literature, politics, economy, and intellectual climate of Europe. 3 Cr. Fall.

HST 547 The French Revolution. 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 549 Europe in the 20th Century. Examines European states' loss of political and economic hegemony in the world as they endured a series of crises—world wars, economic depression, totalitarianism, loss of empires—and political, economic, and cultural responses to this decline in the post World War II era. 3 Cr. Spring.

HST 550 Victorian Britain (A). Examines British history from about 1830 to 1900, and aims to examine the meaning of "Victorianism" in its political, socio-economic, religious, and intellectual/cultural aspects; focuses on England and Scotland; and gives attention to Ireland. 3 Cr.

HST 556 Modern France. Studies the main themes in French civilization since the Enlightenment through literature and art of the 19th and 20th centuries as well as historical studies of French society. 3 Cr. Fall.

HST 560 Modern Africa. 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 563 Revolution and Communism in China. Studies the history of China from the Revolution of 1911 to the aftermath of the economic and social reforms of the late 20th century: the issues of nationalism, militarism, war, and Marxism-Leninism; the rise of the Communist Party and the role of Mao Zedong; and salient political and socio-economic developments since 1949. 3 Cr. Spring.

HST 570 Capitalism and Culture (A, I). Examines world capitalism since the Renaissance as an economic and cultural phenomenon by considering science, technology, industry, entrepreneurship, social structure, government policy, and thought in selected countries and regions. 3 Cr.

HST 594 History of Mexico. Provides a comprehensive history of Mexico from pre-Columbian times to the present with an emphasis on socio-economic, political and cultural factors that have shaped modern Mexico. Includes topics such as the Indian heritage, the Spanish colonial experience, Independence, the Revolution of 1910, and contemporary socio-economic problems. 3 Cr.

HST 595 Women, Gender and Class 1920–1940. Examines and analyzes European and U.S. women's experiences between the two world wars in terms of gender and class. Introduces theories of women's and gender history and of gender and class analysis. Seminar format; committed student participation expected. 3 Cr.

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

HST 600 Introduction to Historical Studies. 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. Also open to students in other programs with a serious interest in history. 3 Cr. Fall.
HST 614 Reading Seminar in Early America. A broad reading course in early American history, 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. May be repeated for credit. 3 Cr. Fall.

HST 615 Reading Seminar in Modern America. 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. May be repeated for credit. 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. Fall.

HST 642 Regional Seminar: Early Modern Europe (A). Examines writings concerned with European history before 1789. Investigates those forces which first precipitated the societies of the European continent into the modern industrialized era. Places these developments in the context of the Mediterranean, the Atlantic economy, and the Islamic world. 3 Cr. Fall.

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

HST 644 Regional Seminar: Latin America (A). Examines Latin America from before the Spanish conquest to the present. Places the development of Latin America in a comparative context. 3 Cr. Fall.

HST 645 Regional 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. Spring.

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. Fall.

HST 647 Regional Seminar: South Asia (A). Examines the cultures of South Asia with particular attention to their relation to other major cultures. 3 Cr. Spring.

HST 691 Research Seminar in American History. Prerequisite: Instructor’s permission. 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). Prerequisite: Instructor’s permission. 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. 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 Thesis. 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. 3–6 Cr.

HST 710 College Teaching Practicum. Provides the mature graduate student in his or her second or third semester with extensive reading in the literature on current teaching practices, audiovisual 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.
The Master of Arts in Liberal Studies (MALS) is an interdisciplinary program in the liberal arts and sciences for students seeking an alternative to conventional specialized graduate programs. Consisting of a broad interdisciplinary course of study in the fine arts, humanities, social and natural sciences, the MALS program enables its students to acquire a deeper understanding of contemporary society, to sharpen their critical thinking and writing skills, and to discuss significant ideas and issues in the company of similarly interested individuals from a variety of backgrounds and perspectives. Students also have the opportunity to take courses in career-related fields.

Unlike other master's programs, the MALS program is not meant to be a step toward the doctorate. As such, it is open to qualified college graduates and professionals regardless of the subjects in which they have previously concentrated. It is designed for those individuals who seek intellectual development, personal enrichment, and the intrinsic rewards of advanced liberal arts education. The MALS program also may be of interest to teachers seeking certification whose special needs or interests are not met by the College's registered permanent certification programs.

Entrance Requirements
Admission requirements include a bachelor's degree from a regionally accredited four-year college or university, and completion of the self-managed application for graduate admission. Documents required as part of this application include at least three letters of recommendation, a written essay on reasons for pursuing the MALS program, and official transcripts from all prior undergraduate and graduate work documenting an undergraduate and/or graduate GPA of at least 3.0.

General Structure of the MALS Program
To receive a MALS degree, students must earn a total of 30 graduate credits. Since SUNY Brockport graduate courses are generally worth three credits each, a normal MALS Plan of Study consists of 10 graduate courses. Students are required to complete three specially designed interdisciplinary seminars: one in the humanities, one in the social sciences, and one in the natural sciences. The interdisciplinary seminars are 600-level courses—that is, all of the people enrolled are graduate students and the work assigned is relatively advanced. In addition to these three 600-level courses, MALS students must take at least two additional 600-level courses. Students enrolled in the program may take the remaining 15 credits in other graduate courses which the MALS director deems suitable for MALS students. However, MALS students may take no more than nine credits within any single department or discipline, and no more than six credits from courses bearing professional credit (B-suffix courses). MALS students may complete up to nine credits in independent-study projects. Graduate students whose GPA falls below 3.0 will have their Plan of Study reviewed by the director, resulting in a recommendation for dismissal from or continuation in the program. Students may contact the Director of Liberal Studies at (716) 395-2262.
Required Interdisciplinary MALS Seminars

**HUM 6XX Humanities Seminar.** Varies according to the instructor. 3 Cr. Every Semester.

**NSM 6XX The Natural Science Seminars.** Varies according to the instructor. 3 Cr. Every Semester.

**SSC 6XX The Social Science Seminars.** Varies according to the instructor. 3 Cr. Every Semester.

**HUM 699 Independent Study in Humanities.** Prerequisite: Program director’s permission. Arranged in consultation with the instructor-sponsor prior to registration. 1–6 Cr. Upon Special Arrangement.

**NSM 699 Independent Study in the Natural Sciences.** Prerequisite: Program director’s permission. Arranged in consultation with the instructor-sponsor prior to registration. 1–6 Cr. Upon Special Arrangement.

**SSC 699 Independent Study in the Social Sciences.** Prerequisite: Program director’s permission. Arranged in consultation with the instructor-sponsor prior to registration. 1–6 Cr. Upon Special Arrangement.

Department of Mathematics

(716) 395-2194

Chairperson and Associate Professor: Charles J. Sommer, PhD, SUNY Buffalo. Professors: Joseph B. Harkin, PhD, Illinois Institute of Technology; John G. Michaels, PhD, University of Rochester; Sanford S. Miller, PhD, University of Kentucky; Kazumi Nakano, PhD, Wayne State University. Associate Professors: Norman J. Bloch, PhD, University of Rochester; Richard T. Mahoney, PhD, Washington University. Assistant Professors: Mihail Barbosu, PhD, Paris Observatory and Paris VI University, PhD, “BABES-Bolyai” University; Petros Hadjicostas, PhD, Carnegie Mellon University; Dawn Jones, PhD, Western Michigan University. Lecturer: Cynthia P. Burke, MA, SUNY College at Brockport.

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. 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.

**Admission**

The applicant must possess a baccalaureate degree from a regionally accredited institution 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.

**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

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 a Plan of Study.

2. **Language Requirement**: Knowledge of a computer language or a foreign language must be demonstrated to the department. A student may petition the Graduate Committee to waive this requirement.

3. **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

Because of the requirement that an index of 3.0 be achieved by the student, satisfactory progress is necessary. A student is subject to dismissal from the program if, upon completion of 15 credits of the Plan of Study, the student’s cumulative index is below 2.50.

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 student may elect (subject to Graduate Committee approval) either of the following examinations:

1. a six-hour sit-down exam, made up of three two-hour exams to be given during one week.
2. 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.

Both types of exams are subject to these rules:
- an oral follow-up exam may be required in the case of inconclusive results, and
- the exam may be taken only twice.

Mathematics Courses

**MTH 512 History of Mathematics. 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. Prerequisites: MTH 202 and 281.** Covers mathematical induction, divisibility, primes, arithmetic functions, congruences, Diophantine problems, Gaussian primes, Euler’s generalization of Fermat’s theorem, and selected advanced topics. 3 Cr.

**MTH 532 College Geometry. Prerequisite: MTH 424.** 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. Fall.

**MTH 538 Projective Geometry (A). Prerequisite: MTH 424.** Covers axiomatic systems, projectivity, Desargues’ theorem, collineations, the cross ratio, homogeneous coordinates in a plane, finite projective planes, conics, linear transformations, and subgeometries. 3 Cr.
MTH 541 Statistical Methods I. Prerequisite: MTH 346 or 243 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. (May not be included as part of MA Plan of Study) 3 Cr.

MTH 542 Statistical Methods II. 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. Prerequisites: MTH 203 and 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. 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. 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 557 Real Analysis. Prerequisites: MTH 203 and 424. Provides a study of functions of a real variable. Emphasizes theory, proof techniques, and writing skills. Includes: real numbers, density 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 Mathematical Models for Decision Making I. Prerequisite: MTH 245 or 281. Covers linear programming, transportation and assignment models, network models, and dynamic programming. 3 Cr. Fall.

MTH 562 Mathematical Models for Decision Making II. Prerequisite: MTH 346. Covers probability models, decision theory, inventory and queuing models, and Markov analysis. 3 Cr. Spring.

MTH 571 Numerical Analysis. 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. 3 Cr.

MTH 581 Discrete Mathematics II. Prerequisites: MTH 201 and 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. To be defined in consultation with the instructor. 1–3 Cr.

MTH 605 Problem Solving in Mathematics. Prerequisite: Mathematics major as undergraduate. Develops problem-solving ability at the graduate level. Emphasizes meaning, strategies and written communication. Especially appropriate for secondary mathematics teachers. 3 Cr.

MTH 612 History of Contemporary Mathematics. Includes these topics: the development of calculus from the 17th century to its current form. 3 Cr.

MTH 614 Foundations of Mathematics. Prerequisites: MTH 425 and 457. Lays the foundation for selected mathematical concepts. Starting with Peano’s axioms for the integers, develops the real number system by means of Cauchy sequences of rational numbers. Establishes the arithmetic of transfinite cardinal numbers. Examines and applies Zorn’s Lemma and some of its logical equivalents. 3 Cr.

Includes these topics: problem solving, algorithm design, and the development of programming skills. 3 Cr.

**MTH 621 Algebra.** 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.** 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.** 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.** Prerequisite: MTH 424. 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.** 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.** 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.** 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.** 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.** To be defined in consultation with the instructor sponsor prior to registration. 1–3 Cr.

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**Department of Nursing**

(716) 395-2355

*Associate Professors:* Kathleen Peterson-Sweeney, MS, PNP-C, University of Rochester. *Assistant Professors:* Coordinator of Graduate Program, Charlotte Torres, EdD, FNP-C, University of Rochester; Carroll Bouman, PhD, University of Rochester; Nancy Iafrati, MS, FNP-C, University of Rochester; Charlene Pope, CNM, MPH, PhC, Doctoral Candidate, University of Rochester; Mary Ellen Robinson, MS, FNP-C, Binghamton University. *Adjunct:* Jessie Drew-Cates, PhD, FNP-C, University of Rochester; Barbara Czerwinski, PhD, Texas Women’s University; David Hicks, MD, University of Rochester.

**Philosophy**

The curriculum of the Department of Nursing is derived from the program mission, purpose, objectives and organizing framework. The philosophy describes the faculty’s beliefs concerning the purpose of nursing, the focus of baccalaureate and graduate nursing education, and the expectations for program graduates.

The faculty of the Department of Nursing at the SUNY Brockport believes that education is a lifelong process which fosters the cultural, psychosocial, and intellectual development of the individual. The faculty fully supports the mission of the College, recognizing that students bring to the educational setting a diversity of abilities, motivations, experiences, and cultures. Accordingly, opportunities are provided at both the undergraduate and graduate level, which
allow each individual to build on past knowledge and experience and to develop within the educational philosophy of the State University of New York.

The faculty believes that nursing is a profession, science, and art with the primary purpose of assisting clients—individuals, families and communities—to retain, attain, and maintain an optimal level of wellness through purposeful interventions. The faculty believes that clients are a composite of physiological, psychological, developmental, sociocultural, and spiritual dimensions. Professional nurses use the nursing process to manage care of clients throughout the life cycle. Nurses work independently and in collaboration with other health professionals.

Nursing education uses knowledge drawn from nursing, the liberal arts, sciences, and humanities. Nursing curricula emphasize the development of concepts and skills which are essential to nursing practice, leadership and research, and fosters the development of critical thinking. Students are active, responsible participants in the learning process.

The faculty believes that baccalaureate education serves as the foundation for graduate study and continuing professional and personal growth. The master’s program prepares specialists who will assume a leadership role in the delivery of health care to individuals across life’s continuum.

Program Purpose
The purpose of the graduate program is to prepare family nurse practitioners who can deliver culturally sensitive and competent primary health care to rural and underserved populations. The curriculum provides a foundation to empower graduates to assume a leadership role in the delivery of primary health care to individuals and families across the lifespan. Interdisciplinary collaboration, consultation and scholarly inquiry are emphasized within the context of the program. The curriculum offers a dynamic set of educational experiences that capitalize on the rich and varied learning opportunities found within the College and surrounding community settings.

The curriculum is designed to accommodate students seeking Master of Science/Family Nurse Practitioner preparation, as well as students with a graduate degree in nursing who seek post-master certification as a family nurse practitioner.

Program Objectives
At the completion of the Family Nurse Practitioner program, the graduate will be able to:
1. demonstrate expertise in the role of a family nurse practitioner;
2. assume a leadership role in the delivery of primary health care to rural and underserved populations;
3. integrate theories, concepts, and models from nursing and related disciplines to form the basis for the role of the family nurse practitioner;
4. utilize the process of scientific inquiry to critique and apply evidence based models of care;
5. validate, refine, and expand the scientific knowledge base of nursing;
6. synthesize the physiological, psychological, sociocultural, developmental, and spiritual variables in the provision of primary health care;
7. incorporate the managerial, educational, economic, ethical, political and sociocultural dimensions of the health-illness paradigm to the delivery of primary health care;
8. engage in collegial and collaborative intra- and interdisciplinary relationships in the promotion of health and prevention of disease;
9. meet the education requirements for national certification and New York state registration as a family nurse practitioner; and
10. acquire the foundation for continuing educational and professional growth.

Degree Requirements
The Master of Science requirement of 48 credits may be completed on either a full- or part-time basis and include the following:
Graduate Core Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 600</td>
<td>Theoretical Foundations for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 610</td>
<td>Nursing Research I</td>
<td>3</td>
</tr>
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<td>NUR 695</td>
<td>Nursing Research II</td>
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<td>NUR 698</td>
<td>Thesis/Scholarly Project</td>
<td>2</td>
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<tr>
<td>NUR 640</td>
<td>Health Care Systems Management</td>
<td>3</td>
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<tr>
<td>NUR 650</td>
<td>Professional Role</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Family Nurse Practitioner Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
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<tbody>
<tr>
<td>NUR 665</td>
<td>Family Theory and Intervention</td>
<td>4</td>
<td>50</td>
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<tr>
<td>NUR 670</td>
<td>Health Assessment for Advanced Practice Nursing</td>
<td>3</td>
<td>84</td>
</tr>
<tr>
<td>NUR 680</td>
<td>Advanced Pharmacology</td>
<td>3</td>
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<td>NUR 690</td>
<td>Advanced Pathophysiology</td>
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<tr>
<td>NUR 700</td>
<td>Advanced Practice Nursing I</td>
<td>4</td>
<td>136</td>
</tr>
<tr>
<td>NUR 710</td>
<td>Advanced Practice Nursing II</td>
<td>4</td>
<td>136</td>
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<tr>
<td>NUR 720</td>
<td>Advanced Practice Nursing III</td>
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<td>NUR 750</td>
<td>Family Nurse Practitioner Internship</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>30</strong></td>
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</tr>
</tbody>
</table>

Elective Course* 3

Total Credits 48

*An elective course that supports the role of the family nurse practitioner may be selected with the approval of the faculty advisor.

Post-master's Family Nurse Practitioner Certificate

Nurses who have earned a graduate degree in nursing may pursue a program of study leading to the Post-master's Family Nurse Practitioner Certificate. An individualized Plan of Study will be developed by the graduate faculty and the student in accordance with the student's academic and experiential backgrounds. Applicants seeking the Certificate program will be required to take or show evidence of competence in all of the family nurse practitioner courses listed above. In addition, applicants may be required to submit evidence of clinical competence in the concentration of their graduate degree. Those who complete the certificate program will be eligible to pursue national certification and obtain New York state registration as a family nurse practitioner.

Important Notice

National Nurse Practitioner accreditation standards and New York State Nurse Practitioner requirements and policies may lead to changes in degree and certification requirements during the term of this catalog. Check with a faculty advisor for the most current information.

Additional Requirements for Degree or Certificate Completion

A minimum GPA of 3.0 must be maintained throughout the course of study and a minimum grade of “B” must be obtained in each clinical course. Students who fail to maintain these requirements may be dismissed from the program.

The curriculum of the graduate program is structured to be flexible and responsive to students' educational and professional backgrounds and goals, and also proactive in responding to change within the field of health care. All degree or certificate requirements must be completed within five calendar years of the date of initial matriculation. An extension to the five-year program limit may be requested through the Coordinator of the Graduate Program. If an extension is granted and the requirements are not completed by the end of the extension, the student will lose matriculation status. At that point, the student must apply for re-admission to the program and will lose credit for courses taken more than five years prior to the new matriculation date.
Admission Requirements and Student Selection
Admission to the Master of Science or Post-master’s Family Nurse Practitioner Certificate program at SUNY Brockport is based on the academic and personal qualifications of the respective applicant without regard to race, religion, age, gender, sexual orientation, national or ethnic origin, marital or veteran status or disability.
Admission is competitive, based on the number of well-qualified applicants and the limits of available faculty and resources within the program. Applicants who meet stated admission requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other appropriate strengths (e.g., credentials) that reveal potential ability for graduate study.
To be eligible for consideration for admission, the applicant must submit a completed and signed application with applicable fees to the Office of Graduate Admissions. The following must be included as part of the self-managed application:

• Evidence of a baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
• Evidence of two years of recent full-time nursing practice experience before matriculation.*
• Undergraduate and, if applicable, graduate transcripts documenting a grade point average ≥ 3.0 on a 4.0 scale.
• A copy of current registered professional nurse licensure in New York state.
• Three letters of reference attesting to the applicant’s professional qualities, practice competency and academic ability.
• Documentation of successful completion of a basic physical assessment course and an introductory statistics course.
• A personal statement of educational and professional goals.
*Students having less than two years of full-time nursing practice experience may be admitted to the program with the stipulation that the family nurse practitioner courses may not be taken until the experience requirement has been fulfilled.
The deadline for admission to the fall class is March 1 and deadline for admission to the spring class is October 1. All applications must be complete and submitted to the Office of Graduate Admissions by these deadlines. After all admission packets have been reviewed, the Department of Nursing Graduate Admission Committee will schedule individual interviews with potential candidates. This interview assesses communication skills, professional goals, self-awareness, interpersonal skills, and readiness for graduate work. The decision to accept or reject an applicant lies wholly within the jurisdiction of the department. Candidates will be informed of their admission status by May 1st for fall admission and by December 1 for spring admission.
Transfer Courses and Non-matriculated Status
Credit for courses taken before matriculation may be given if a grade of “B” or better has been earned and if the courses are comparable to required courses. Generally, courses taken more than five years before matriculation will not be considered. Please note that any courses taken prior to matriculation will not automatically be accepted as part of the graduate program regardless of where or when the course was taken. Thus, it is in the applicant’s best interest to seek advisement prior to taking courses.
A maximum of 12 credits may be transferred from other colleges and universities with departmental approval. Students wishing to transfer credit from another institution must submit a syllabus for each course for which they wish to receive credit. The Graduate Admissions and Progression Committee will review that data and will make the final decision to accept or reject each course.
Students who plan to apply for admission to the graduate program should work directly with the Department of Nursing before engaging in non-matriculated graduate study. Non-matriculated students may take non-clinical courses based on space availability and faculty approval. The number of credits that can be completed as a non-matriculated student and applied towards a degree program’s requirements is limited to nine credits.
Nursing Courses

NUR 600 Theoretical Foundations for Nursing. Explores the theoretical bases and conceptual frameworks in nursing. Synthesizes theoretical constructs that guide nursing practice and the provision of primary health care to rural and underserved populations. Applies theories and concepts to guide the provision of health care across the lifespan and health continuum. 3 Cr.

NUR 610 Advanced Nursing Research I. Emphasizes application of the research process to advanced practice nursing, focusing on the identification of problems, literature reviews, philosophical, and use of conceptual frameworks in nursing research. Explores interdisciplinary research and its implications for advanced practice nursing. Provides students with the foundation to develop a research proposal or clinical project related to primary health care. 3 Cr.

NUR 640 Health-care Systems Management. Examines organizational and managerial theories and their application to the provision of primary health care to rural and underserved populations. Emphasizes the development of interdisciplinary and community partnerships, information systems, and health-care policy and economics. 3 Cr.

NUR 650 Professional Role. Focuses on changes in professional role responsibilities and leadership within the health-care delivery system. Examines professional, ethical, legal/regulatory, economical and sociopolitical issues. Analyzes the evolving role of the FNP in the delivery of primary health care to rural and underserved populations. 3 Cr.

NUR 665 Family Theory and Intervention. Using various theoretical perspectives, focuses on critical life phases and events in family systems that affect the development, relationships, and health of a family over time. Applies family theory to assessments and interventions. 4 Cr.

NUR 670 Health Assessment for Advanced Practice Nursing. Combines lecture and laboratory/clinical learning experiences to guide the development of advanced-practice nursing competencies in the health assessment of individuals and families across the lifespan. Emphasizes the integration of physiological, psychosocial, cultural, developmental and spiritual assessment into interviewing, history taking and physical examination. Focuses on the critical thinking, diagnostic reasoning processes, and effective written and verbal communication skills. 3 Cr.

NUR 680 Advanced Pharmacology. Advances nursing knowledge of pharmacological therapeutics and the assessment, decision making, teaching, monitoring, and evaluative approaches related to pharmacotherapeutic applications to client care. Includes presentations, with integrated use of case study analyses as an essential component of this course. Includes legal and ethical considerations and the principles regarding selection of pharmaceutical agents and prescriptive authority. 3 Cr.

NUR 690 Advanced Pathophysiology. Presents a scientific knowledge base relevant to selected pathophysiologic states commonly occurring in primary care. Provides a foundation for clinical decision making related to diagnostic assessment and initiation of therapeutic regimens. Correlates developmental alterations with clinical diagnosis and management. 3 Cr.

NUR 695 Advanced Nursing Research II. Prerequisite: NUR 610. Emphasizes research methodology, including data collection, selection of instruments, and data analysis. Includes use of collaborative and consultative skills during the research process. 1 Cr.

NUR 698 Thesis/Scholarly Project. Prerequisites or corequisites: NUR 695 and project chairperson's permission. An individually designed course in consultation with the student's thesis or scholarly project chairperson. Achieves integration of concepts, methods and knowledge relative to a specific issue in advanced nursing practice. Entails preparation of a problem statement/research hypothesis or formulation of a clinically oriented project and oral defense of the selected problem. Students will register for a minimum of one credit every semester once they begin to work with their chairperson. NUR 698 may be repeated, but only two credits may be used toward the credits required for graduation. Students must maintain continuous registration (fall and spring semesters) from the first semester they begin working on their proposal until it is completed and accepted. Variable 1–2 credits. (Two credits required for graduation.)

NUR 700 Advanced Practice Nursing I. Prerequisites or corequisites: NUR 670, 680 and 690. Emphasizes assisting clients and families to attain and maintain their highest level of health functioning. Provides a theoretical context along with supervised clinical practice. Addresses client/family responses to common acute and chronic health problems through the integration of physiologic, pathophysiologic, psychosocial, cultural, developmental and spiritual domains. Focuses on the nurse practitioner management of the health care of clients/families from the newborn through the adolescent period. 4 Cr.

NUR 710 Advanced Practice Nursing II. Prerequisites or corequisites: NUR 670, 680 and 690. Emphasizes assisting clients and families to attain and maintain their highest level of health
functioning. Provides a theoretical context along with supervised clinical practice. Addresses client/family responses to common acute and chronic health problems through the integration of physiologic, pathophysiologic, psychosocial, cultural, developmental and spiritual domains. Focuses on the nurse practitioner management of the health care needs of clients from the young adult through the childbearing and childrearing period. 4 Cr.

NUR 720 Advanced Practice Nursing III. Prerequisites or corequisites: NUR 670, 680 and 690. Emphasizes assisting clients and families to reach and maintain their highest level of health functioning. Provides a theoretical context along with supervised clinical practice. Addresses client/family responses to common acute and chronic health problems through the integration of physiologic, pathophysiologic, psychosocial, cultural, developmental and spiritual domains. Focuses on the nurse practitioner management of the health care of clients from middle to older adulthood. 4 Cr.

NUR 730 Epidemiology in Health Care. Based on the study of populations, identifies how the frequency and patterns of health-related states, behaviors, and events affect the practice of primary care. Focuses on case-based problem solving and the analysis and critique of current diagnostic or screening tests and the merits and quality of clinical investigations reported in the health sciences for the promotion of health and the prevention and treatment of disease. 3 Cr.

NUR 740 Issues in Rural Health and Safety. Presents the major issues and challenges that impact on the provision of health care to rural populations. Focuses on the unique aspects of commonly occurring rural health issues including occupational health and safety. 3 Cr.

NUR 750 Family Nurse Practitioner Internship. Prerequisites: NUR 700, 710 and 720. Provides the family nurse practitioner student with concentrated clinical practice opportunities in a primary care setting. Facilitates synthesis of advanced knowledge and practice competencies. Includes student seminars throughout the course. Specific objectives, methods of evaluation and other requirements for this clinical experience will be individualized and determined prior to course registration. 5 Cr.

Department of Physical Education and Sport

(716) 395-5332

Chairperson and Associate Professor: Francis X. Short, PED, Indiana University. Distinguished Service Professor: Joseph P. Winnick, EdD, Temple University. Professors: Merrill J. Melnick, PhD, Ohio State University; William F. Stier, Jr., EdD, University of South Dakota. Associate Professors: Cathy Houston-Wilson, PhD, Oregon State University; Lauren Lieberman, PhD, Oregon State University; Reginald T-A. Ocansey, PhD, Ohio State University; Daniel Smith, PhD, University of Illinois-Champaign-Urbana; Danny Too, PhD, University of Illinois Champaign-Urbana. Assistant Professors: Heidi K. Byrne, PhD, University of Texas; Marilyn L. Colby, PhD, Ohio State University; Luz M. Cruz, EdD, Teacher’s College, Columbia University; Timothy J. Henry, PhD, University of Pittsburgh; Susan C. Petersen, EdD, Teacher’s College, Columbia University; Robert C. Schneider, EdD, Temple University; Christopher Williams, PhD, Auburn University.

At SUNY Brockport, the graduate program in physical education provides an opportunity to gain permanent 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. Admission information and applications may be requested from the Office of Graduate Admissions, (716) 395-5465, or from the Graduate Coordinator, Department of Physical Education and Sport, SUNY College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2989.

While it is possible for non-matriculated students to take courses in the department, it is recommended that no more than six credits be taken prior to matriculation for those who intend to apply for admission. There is no guarantee that courses taken as a non-matriculated student will be accepted as part of a Plan of Study.

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)**

   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)**
- 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.
### Concentration: Athletic Administration

Required: (18 credits)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>PES 552</td>
<td>Challenges of Coaching</td>
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<tr>
<td>PES 590</td>
<td>Administration and Supervision of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PES 690</td>
<td>Problems in Physical Education and Athletic Administration</td>
<td>3</td>
</tr>
<tr>
<td>PES 691</td>
<td>Marketing and Fund Raising in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PES 692</td>
<td>Budgeting, Finance and Facility Management in Physical Education and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 791</td>
<td>Internship in Athletic Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

A thesis (6 credits) may be substituted for PES 791 and PES 798.

### Concentration: Teacher Education/Adapted Physical Education

Required: (12–18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PES 581</td>
<td>Instructional Strategies in Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PES 582</td>
<td>Adapted Physical Activity and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PES 583</td>
<td>Early Childhood Physical Education*</td>
<td>3</td>
</tr>
<tr>
<td>PES 683</td>
<td>Program Development in Adapted Physical Education</td>
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</tr>
<tr>
<td>PES 684</td>
<td>Seminar and Practicum in Adapted Physical Education</td>
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</tr>
<tr>
<td>or</td>
<td>PES 685 Seminar and Practicum in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Adapted Physical Education*</td>
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</tbody>
</table>

*Only required of students electing the early childhood emphasis.

Electives: (0–6 credits)

Elective classes must be selected with departmental approval.

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.

4. Students whose GPAs fall below 3.0 will have their files reviewed by an advisory committee with a recommendation for continuation or noncontinuation.

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

### Physical Education Courses

**PES 530 Psychology of Sport.** 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.** 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 the collegiate level. 3 Cr. Summer.

**PES 560 The Ethics of Coaching Sports.** Prerequisites: Prior athletic coaching and/or experience in competitive sports. 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. 3 Cr. Every Semester.
PES 581 Instructional Strategies in Adapted Physical Education. Prerequisites: PEP 445 or 372, 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. 3 Cr. Fall.

PES 582 Adapted Physical Activity and Sport. Prerequisites: PEP 445 or 372, 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. 3 Cr. Fall.

PES 583 Early Childhood Physical Education. Prerequisites: PEP 445 and PES 413 or equivalents. 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. 3 Cr. Spring.

PES 590 Administration and Supervision of Physical Education and Athletics. Acquaints interscholastic or intercollegiate athletic administrators with an overview of the idealistic, realistic and practical realms of the management of the competitive 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 Program Development in Physical Education. 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. 3 Cr.

PES 599 Independent Study in Physical Education. 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. 1–6 Cr.

PES 601 Analysis of Teaching Physical Education. 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 Methods in Physical Education and Sport. 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. The development of library skills for research is an important element of the course. 3 Cr. Fall.

PES 605 Research Design and Data Analysis. 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, nonparametric, and single-subject techniques. Emphasizes the development of computer skills as an important element. 3 Cr. Spring.

PES 607 Curriculum Design in Physical Education. 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 frameworks, skills and techniques in design or redesign of curriculum at various organizational levels and program emphases. 3 Cr. Spring.

PES 617 Seminar in Elementary Physical Education. Prerequisites: PES 607 and prior teaching experience, or instructor's permission. 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. Is based on the content and pedagogy of the American Master Teacher program. 3 Cr. Fall.

PES 621 Instructional Design in Physical Education. Prerequisites: PES 607 and basic computer literacy. 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. Summer.

PES 627 Seminar in Secondary Physical Education. Prerequisites: PES 607 and prior teaching experience, or instructor’s permission. 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 Teaching and Coaching. 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. Prerequisite: PES 581, 582 or 607, or instructor’s permission. 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. Spring.

PES 684 Seminar and Practicum in Adapted Physical Education. Prerequisite: PES 581 or 582, or instructor’s permission. Provides practical teaching experience in adapted physical education programs. 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 Activity. Prerequisites: PES 581 and 582. 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 690 Problems in Physical Education and Athletic Administration. 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 Fund Raising in Physical Education and Sport. Studies marketing and fund-raising 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. 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. Prerequisites: PES 590 and 690, and instructor’s permission. 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. Requires the preparation and oral defense of a substantial research and writing project planned and completed under the guidance of a graduate faculty committee. 6 Cr. Every Semester.

PES 798 Synthesis Project Seminar. Prerequisite: PES 604. 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

(716) 395-2488

Interim Chairperson and Associate Professor: Kelly Brennan, PhD, SUNY Buffalo. Professors: Stuart Appelle, PhD, George Washington University; Frederick Gravetter, PhD, Duke University. Visiting Professor of Psychology: Philip Davidson, PhD, George Washington University. Associate Professors: Sachio Ashida, PhD, University of Nebraska; Lori-Ann B. Forzano, PhD, SUNY Stony Brook; Janet F. Gillespie, PhD, Southern Illinois University; William Riddell, PhD, University of Connecticut. Assistant Professors: David Abwender, PhD, University of Miami; Stacy Birch, PhD, University of Illinois; Melissa Brown, PhD, Indiana University; Herbert C. Fink, PhD, University of Rochester; Susan Shonk, PhD, University of Rochester.

Masters of Arts in Psychology

Admission Requirements
Admission will be based on scores from the Graduate Record Examination (verbal, quantitative and analytical), 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 in the program, a student may proceed on a part-time basis, so 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.

   Credits
   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 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 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 index 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. Satisfactory progress toward this goal is defined as follows:

   Credits Earned  Minimum GPA Required
   6-12 2.50
   13-19 2.75
   ≥ 30 3.0
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 529 Research in Learning Motivation.** Prerequisites: A general psychology course (110 or 112) and instructor's permission; PSH 301 highly recommended. Allows students to participate in the scientific investigation of learning and motivation. Requires a faculty-supervised research experience including the development of a research proposal, collection of data and the preparation of a research report. 3 Cr.

**PSH 531 Close Relationships.** Prerequisites: One general psychology course (PSH 110 or 112) and instructor's permission; PSH 301 highly recommended. Investigates various approaches to the study of close relationships. Explores theories of attachment, evolutionary psychology, communications, and extant social/psychological approaches, including interdependence theory, that are useful in understanding close relationships. Examines the best means of characterizing close relationships, including the development of a single, integrative framework. 3 Cr.

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

**PSH 535 Alcohol Evaluation and Assessment.** Prerequisites: One general psychology course (110 or 112) and HLS 418 or instructor's permission. Covers the theory and methodology of measurement, assessment and evaluation in alcohol abuse and alcohol dependence. Studies the more widely researched and utilized methods of assessment: interviews, structured tests, behavioral assessments, objective techniques, neuropsychological evaluation and clinical reports. Extensively uses clinical materials to illustrate the uses and limitations of various techniques. 3 Cr.

**PSH 536 Psychology of Aging.** Prerequisite: One general psychology course (110 or 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, mental health, and mental disorders associated with aging. 3 Cr.

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

**PSH 539 Research in Social/Personality.** Prerequisites: A general psychology course (110 or 112) and instructor's permission; PSH 302 highly recommended. Allows students to participate in the scientific investigation of social and personality psychology. Entails a faculty-supervised research experience including the development of a research proposal, collection of data and the preparation of a research report. 3 Cr.

**PSH 541 Introduction to Clinical Neuropsychology.** Prerequisites: A general psychology course (110 or 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.** Prerequisites: A general psychology course (110 or 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 topics such as 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.** Prerequisite: 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.** Prerequisite: A general psychology course (110 or 112), and instructor's permission. Examines anecdotal biographical, observational, questionnaire and experimental evidence and theory from the arts, humanities, and science. Discourses relevance of creativity to education and to healthy personal growth; and explores possibility of training for creativity. 3 Cr.

**PSH 559 Research in Perception/Cognition.** Prerequisites: A general psychology course (110 or 112) and instructor's permission; PSH 301 highly recommended. Allows students to participate in the scientific investigation of perception and cognition. Entails a faculty-supervised research experience including the development of a research proposal, collection of data and the preparation of a research report. 3 Cr.

**PSH 580 Principles of Assessment.** Prerequisite: PSH 202 or equivalent. 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 581 Individual Differences.** Prerequisite: PSH 202 recommended. Introduces the methodology of study of individual differences. Covers the quantitative studies of the nature of psychological traits and the influence of age, sex, heredity and environment in causation of individual differences in ability and temperament. 3 Cr.

**PSH 582 Community Psychology.** Prerequisite: 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 Behavior Modification.** Prerequisite: One general psychology course (110 or 112). Surveys behavior therapy techniques and issues. Considers research evidence for both child and adult therapy methods. 3 Cr.

**PSH 584 Adolescence.** Prerequisite: One general psychology course (110 or 112). Provides for the application of general principles and theories of development to the adolescent period. Includes topics such as physiological change, cognitive development, social relations, identity, and other issues of adolescence. 3 Cr. Every Semester.

**PSH 585 Applied Behavior Modification.** Prerequisite: PSH 583 or instructor's permission. Investigates specific areas in which the basic principles and techniques of behavior modification have been successfully applied. Includes education, business and industry, institutional behavior, family living and interpersonal relationships. 3 Cr.

**PSH 589 Research in Developmental Psychology.** Prerequisites: A general psychology course (110 or 112) and instructor's permission; PSH 301 highly recommended. Allows students to participate in the scientific investigation of developmental psychology. Provides a faculty-supervised research experience including the development of a research proposal, collection of data and the preparation of a research report. 3 Cr.

**PSH 597 Behavioral Medicine.** 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.** Prerequisite: Instructor's permission. Investigates theoretical and/or empirical topics in psychology. Arranged in consultation with the instructor. 1–6 Cr.

**PSH 631 Personality Psychology.** Prerequisite: Instructor's permission. Provides an in-depth account and critical evaluation of the 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, foster their ability to think critically and write coherently about the personality literature. 3 Cr. Spring.

**PSH 634 Psychopathology.** 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. 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 638 Developmental Disabilities. 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, epilepsy. 3 Cr.

PSH 701 Evaluation and Research Methods. 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 outcomes, critical evaluation of research, and ethical issues in research in applied settings. 3 Cr. Fall.

PSH 702 Intervention I. Examines behavioral intervention techniques, particularly as they apply to children and residential populations. 3 Cr. Fall.

PSH 703 Intervention II. Covers the theory, research, and application of selected intervention methods used principally with adults. Includes these topics: progressive relaxation, systematic desensitization, cognitive self-control techniques, assertion training, rational-emotive therapy, and others. 3 Cr. Spring.

PSH 704 Assessment I. 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. Fall.

PSH 705 Assessment II. 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. Spring.

PSH 709 Pre-practicum. Prerequisite: Successful completion of all course work. Corequisite: PSH 710. Refines and develops skills necessary for successful practicum placement experience. 3 Cr. Every Semester.

PSH 710 Practicum. Prerequisite: Successful completion of all required course work. Corequisite: PSH 709. 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. 9 Cr. Every Semester.

PSH 735 Perspectives on Disabilities. 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. 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 737 Normal Child Development from Infancy through Adolescence. Provides comprehensive knowledge of normal child development for the purpose of understanding differences from normal development found in children with autism spectrum disorders. Includes theories of child development, aspects of development and how they relate to behavioral function, and an overview of systems theory. 3 Cr.

PSH 738 Seminar in Autism Spectrum Disorders. Provides an overview of autism spectrum disorders designed to give the student a comprehensive knowledge of the characteristics and manifestations of the disorder. Included is discussion of differential diagnosis, assessment procedures, current treatment approaches, etiology and epidemiology, and family issues. 3 Cr.

PSH 798 Master’s Thesis. Research project to be arranged in consultation with faculty advisor and Thesis Committee. 6 Cr.
Department of Public Administration

(716) 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; Robert Guhde, PhD, Kent State University, Faith Prather, PhD, SUNY Buffalo. Professors Emeriti: Richard D. Evans, PhD, Syracuse University; John Phillips, PhD, Ohio State University. Assistant Professor: Wendy J. Wright, PhD, SUNY Binghamton.

Public administration is a program of graduate professional study for the Master of Public Administration (MPA). The program, instituted in 1974, develops competencies in administration, management, and policy analysis for public, nonprofit and private-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, health-care management, and information management. Within the General Emphasis, students find the opportunity to specialize in areas such as nonprofit management and 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). Original papers become the property of the Department of Public Administration. Students are advised to always retain a copy of their submitted work.

Courses are generally three credits, meeting once a week for a semester; occasionally other options are offered, including distance-learning. Most classes are offered in the evening at the SUNY Brockport MetroCenter in downtown Rochester. Some are offered at the Brockport campus.

For the most current policies, please go to the Department of Public Administration's Web site at www.brockport.edu/~pubadmin/index.html.

Admission Requirements

Eligibility to apply to the MPA program requires a baccalaureate degree from a regionally accredited college or university and evidence of potential to succeed at graduate study. The Department of Public Administration requires matriculation prior to or during the first nine credits of course work (three PAD courses). Students must apply for matriculation to the Office of Graduate Admissions by March 1, July 1, or October 1 as appropriate. More information regarding this process may be obtained from the department at (716) 395-2375.

To apply for admission, an applicant must submit a self-managed application containing the following information to:

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

1. official transcripts of undergraduate and prior graduate work (except for SUNY Brockport);
2. 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
3. résumé (only if requesting to be considered “inservice”);
4. GRE Test scores, if applicable. Applicants to the MPA program at SUNY Brockport must submit GRE General Test scores at or above the 50th percentile if any of the following conditions apply:
   • The applicant has less than an overall cumulative average of 2.75 in undergraduate study.
   • The applicant’s undergraduate transcript shows a pattern of repeated courses with grades below “B”.
   • The applicant graduated from an undergraduate institution that does not supply letter grades for 40 percent or more of the courses on the transcript.
Applicants who already possess a master's degree from an accredited institution are exempt from this policy.

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 which details past organizational responsibilities and achievements (including position titles and organizations, beginning and ending dates, and any staff supervised). Please see degree requirements regarding inservice students.

Any undergraduate major course of study provides acceptable preparation for the study of public administration. Students will find courses in business, computer science, political science, health sciences, economics, sociology, and psychology particularly useful.

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

Master of Public Administration

General Emphasis in Public Administration

Core Courses (24 credits):
- PAD 680: Public Policy (must be taken within the first 12 credits of study)
- PAD 681: Strategic Management for Public Organizations
- PAD 682: Organizational Behavior
- PAD 683: Intergovernmental Relations (prerequisite: PAD 680)
- PAD 684: Budget—State and Local Government
- PAD 685: Human Resource Management
- PAD 687: Statistics for Managers
- PAD 688: Research and Program Evaluation (prerequisite: PAD 687)

Internship and Project Paper (6 to 9 credits):
- PAD 692: Internship: General, 3 credits
- PAD 693: Internship: General, 6 credits
- PAD 696: Project Paper Seminar: General

Electives (12 credits):
Electives must be approved by the student’s faculty advisor.

Health-care Management Emphasis

Core Courses (24 credits):
- PAD 613: Health Care in America (must be taken within the first 12 credits of study)
- PAD 619: Financial Administration of Health Care
- PAD 681: Strategic Management for Public Organizations
- PAD 682: Organizational Behavior
- PAD 685: Human Resource Management
- PAD 686: Budget—Health
- PAD 687: Statistics for Managers
- PAD 688: Research and Program Evaluation (prerequisite: PAD 687)

Internship and Project Paper (6 to 9 credits):
- PAD 690: Internship: Health, 3 credits
- PAD 691: Internship: Health, 6 credits
- PAD 698: Project Paper Seminar: Health-care Management

Electives (12 credits):
Electives must be approved by the student’s faculty advisor.

(A computer proficiency course is required.)

Information Management Systems Emphasis

Core Courses (24 credits):
- PAD 620: Management Information Systems
- PAD 666: Computer Applications (must be taken within the first 12 credits of study)
PAD 681 Strategic Management for Public Organizations
PAD 682 Organizational Behavior
PAD 684 Budget—State and Local Government
PAD 685 Human Resource Management
PAD 687 Statistics for Managers
PAD 688 Research and Program Evaluation (prerequisite: PAD 687)

Internship and Project Paper (6 to 9 credits):
PAD 694 Internship: IMS, 3 credits
PAD 695 Internship: IMS, 6 credits
PAD 697 Project Paper Seminar: Information Management Systems

Electives (12 credits):
Electives must be approved by the student’s faculty advisor. Requires courses with primary computer content in consultation with the advisor.

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 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 admission application in order to be considered for “inservice” status, which is determined by the department. “Inservice” status requires a minimum of two years of experience in either 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 to complete the MPA degree.

2. Demonstrate computer proficiency.

3. Attain a cumulative grade point average of 3.0 (“B”). Failure to maintain adequate progress* will result in dismissal from the program. More than three credits of core course work (one core course) below “B” will result in dematriculation. Core courses may not be repeated, and an “E” in the core will result in dematriculation.

4. “Preservice” students (see #1 above) must complete a six-credit internship.

5. “Inservice” students have three options for the internship. They may select one of the following:
   a) enroll in the course PAD 690 Internship Health, 3 credits; PAD 692 Internship General, 3 credits; or PAD 694 Internship IMS, 3 credits; and complete a three-credit internship at an organization;
   b) enroll in the course PAD 690 Internship Health, 3 credits; PAD 692 Internship General, 3 credits; or PAD 694 Internship IMS, 3 credits; and complete a seven- to 10-page application paper that applies selected theory, concepts and techniques from MPA courses to a significant administrative or policy issue (often based on the student’s professional employment experiences), or
   c) take an elective course in place of the internship course.
   The student will select one of the options at the time the Plan of Study is completed.

6. Complete an applied research paper (project paper) or develop a student portfolio, based on either the internship experience or some other administrative or policy issue.

*Adequate progress refers to the relationship between GPA and credits earned: 6 credits=2.00 GPA; 12 credits=2.50 GPA; 21 credits=2.75 GPA; 30+ credits=3.00 GPA.
Public Administration Courses

PAD 613 Health Care in America. Studies the American health-care 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. Fall and Spring.

PAD 614 Local Policy Issues. Prerequisite: PAD 680. Focuses on local government public policy. Covers policy issues and responses to these issues, roles of the various players both inside and outside of the bureaucracy, such as the media, formal lobbying groups and citizen action groups. 3 Cr. Spring.

PAD 619 Financial Administration of Health Care. Helps prospective administrators in health care 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. Fall.

PAD 620 Management Information Systems. Provides a graduate-level introduction to systems analysis theory and systems application. Emphasizes an administrative focus on the use of systems analysis, application and the consequent development of computerized management information systems. Defines, in particular, the role and responsibilities of the manager in systems design and implementation. 3 Cr. Spring.

PAD 622 Legal Aspects of Public Administration. Provides students with exposure to legal issues frequently encountered by managers of public and nonprofit agencies. Provides students with insight into principles of legal analysis, and an in-depth review of employment issues is conducted. Covers discrimination, informed consent issues, and the regulatory powers of government agencies. 3 Cr.

PAD 624 Managerial Issues in Drug Use and Abuse. 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 effectively cope with substance use and abuse through the development and application of appropriate policies. 3 Cr. Summer.

PAD 627 Designing Integrated Office Systems. Prerequisite: PAD 665 or 666. In the course of business today, information needs to be collated, manipulated, and reported in various ways for many purposes. This information needs to be up-to-the-minute, accurate, and easily accessible by employees, management, and customers. Requires students to create integrated Microsoft Office applications that can be used in current workplaces. 3 Cr. Spring.

PAD 629 Fund Raising and Development. 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. Develop skills, including prospect identification, cultivation, and research. 3 Cr. Spring.

PAD 633 Managed Health Care. Examines the principles of "managed care" and their application in health care. Provides students with a basic orientation to the various examples of managed care through a historical perspective in the overall health care environment. Addresses various user and provider needs including purchasers (the general public and employers), regulators (state and federal), providers (physicians and institutions), and insurance carriers. 3 Cr. Spring.

PAD 644 Supervision Skills. 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. Fall.

PAD 645 Communications in Organizations. Strongly recommended that students have taken a course in organizational management or organizational behavior. 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. Fall.

PAD 649 Improving Program Performance in Nonprofit Organizations. Builds competencies in critical skills needed to successfully manage programs in nonprofit, health, health and human-service organizations. Addresses the use of quality
systems and evaluation concepts to improve program outcomes. Covers use of logic models to design effective programs. Explores basic budget development, objective setting, and methods for monitoring ongoing progress. Gives students experience in researching best practices and use of common program management tools. 3 Cr. Spring.

PAD 653 Ethics in Administration. 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. Summer.

PAD 655 Medicare and Medicaid Policy Issues. 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 health-care reform proposals. 3 Cr. Fall.

PAD 657 Women as Managers. Prerequisite: PAD 682. Examines issues facing women managers and aspiring managers in today's organization such as women's struggle to crack through the proverbial "glass ceiling" and assume positions in the upper echelons of organizations. Uses political, psychological and sociological paradigms to explore the unique dilemmas and challenges of women in administrative positions. Addresses vital leadership issues such as power, status, authority and influence with regard to the impact of gender bias in the workplace. Considers gender differences in communication, decision making and managing individuals and groups. Gives major attention to concrete ideas and realistic strategies for creating pathways to managerial success. Uses research, theory and lessons learned by successful women managers to foster an awareness of the unique managerial qualities women possess. 3 Cr. Spring.

PAD 659 Policy Issues in Public Safety. 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 which 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.

PAD 661 Creating an Empowered Organization. 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. Summer, Fall.

PAD 665 Introduction to Computers. Provides opportunities for students to learn basic Windows and DOS concepts such as file and hard-disk management, input-output operations, and equipment requirements to assist in understanding IBM-compatible computer systems. Introduces three applications that are valuable tools for managers: word processing, spreadsheets and database management. Knowledge of these PC-based applications is recommended for all students in the MPA program. 3 Cr. Every Semester.

PAD 666 Computer Applications. Prerequisite: PAD 665 or sufficient experience with computers to be determined by the instructor. Introduces students to computer functions such as hardware, modems, single vs. network printers, network concepts, topologies and telecommunications. Explores computer applications at the intermediate level, including file types valuable to managers such as text files, binary files, database files, GUI interfaces, DOS and UNIX with the goal of making managers more productive. Builds upon student's basic knowledge of computer functions and software programs such as Microsoft Excel, Access, and Project. 3 Cr. Fall.

PAD 668 Database Applications for Managers. Prerequisite: A working familiarity with microcomputer operation systems strongly recommended. 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. Fall.

PAD 672 Internet for Managers. Prerequisite: A home PC with Windows and a modem. Provides opportunities for students to learn how to use the Internet (NET) resources to gather information and do research on resources which include e-mail, Listserv, Telnet, FTP and Archie, Gopher and Veronica, World Wide Web, and a commercial on-line computer service. Teaches students to
access computers around the world to retrieve information on any topic. Includes only two class sessions; weekly assignments will be completed using e-mail and computer conferencing. Final assignment involves a network resource guide to be developed by the student. 3 Cr.

PAD 678 Nonprofit Management. 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. Fall.

PAD 679 Grant Writing and Management. Gives a comprehensive overview of the grant process and how it can be integrated into the mission of the public or nonprofit organization. Involves two very important elements for those who are ready to add grants to their revenue stream—writing a grant and following through after you receive the grant. 3 Cr. Spring.

PAD 680 Public Policy. Focuses on public problems and policy development, including public issues and policy responses, the role of values, and the function of the bureaucracy in formulating and implementing public policy. 3 Cr. Fall and Spring.

PAD 681 Strategic Management for Public Organizations. 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. Every Semester.

PAD 682 Organizational Behavior. 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. Fall and Spring.

PAD 683 Intergovernmental Relations. Prerequisite: PAD 680. 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. Spring.

PAD 684 Budget—State and Local Government. 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. Fall.

PAD 685 Human Resource Management. 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. Fall and Spring.

PAD 686 Budget—Health. Provides students enrolled in the health emphasis of the MPA program with an exposure to budgeting and financial operations in a variety of public and private health-care organizations. Demonstrates how organizations function as enterprise activities where revenues are generated as a result of service delivery and must cover all costs of operations, and how the health-care organization has the added objective of long-term profits or surplus. Explores both planning and controlling as management aspects of budgeting. Considers significant changes occurring in the financing of health care in America and the role of the health-care organization within the total public-policy framework. 3 Cr. Spring.

PAD 687 Statistics for Managers. Teaches students 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 teaches students to describe data, develop and test of hypotheses, and examine
the relationships that exist among variables. Evaluates students on short exercises from the text, a mid-term, and a final project. 3 Cr. Fall and Spring.

PAD 688 Research and Program Evaluation. Prerequisite: PAD 687. Covers methods of measuring the efficiency, effectiveness, and impact of programs and services. Teaches students to apply statistical tools, use the computer in problem solving, 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. Every Semester.

PAD 690 Health Internship. Prerequisite: Completion of 21 credits toward the MPA, including PAD 613 and 681. 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 health-care sector employment, 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. Topic determined jointly by the student with the assistance of the course instructor. 3 Cr. Every Semester.

PAD 691 Health Internship. Prerequisite: Completion of 21 credits toward the MPA, including PAD 613 and 681. 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 for a period of eight weeks, 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. Topic determined jointly by the student with the assistance of the course instructor. 3 Cr. Every Semester.

PAD 692 General Internship. Prerequisite: Completion of 21 credits toward the MPA, including PAD 680 and 681. 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 public sector employment; 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 which are new to the student. Topic determined jointly by the student with the assistance of the course instructor. 3 Cr. Every Semester.

PAD 693 General Internship. Prerequisite: Completion of 21 credits toward the MPA, including PAD 680 and 681. A guided 16-week work experience. Provides the student an opportunity to observe and participate in the practical application of theories, concepts, and techniques taught in the Public Administration program. Through public sector employment; 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 which are new to the student. Topic determined jointly by the student with the assistance of the course instructor. 6 Cr. Every Semester.

PAD 694 IMS Internship. Prerequisite: Completion of 21 credits toward the MPA, including PAD 666 and 620. A guided work experience in Information Management Systems. Provides students with an opportunity to observe and participate in the practical application of theories, concepts, and techniques taught in the Public Administration program's Information Management emphasis. Through employment for a period of eight weeks, 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. Allow students to find internships in the sub-fields of network administration, programming, information systems management, and related areas. Topic determined jointly by the student with the assistance of the course instructor. 3 Cr. Every Semester.

PAD 695 IMS Internship. Prerequisite: Completion of 21 credits toward the MPA, including PAD 666 and 620. A guided work experience in Information Management Systems. Provides students with an opportunity to observe and participate in the practical application of theories, concepts, and techniques taught in the Public Administration program's Information Management emphasis. Through employment for a period of 16 weeks, 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. Allows students to find internships in the sub-fields of network administration, programming, information systems management, and related areas. Topic determined jointly by the student with the assistance of the course instructor. 6 Cr. Every Semester.
PAD 696 General Project Paper Seminar. Prerequisites: Instructor’s permission prior to registration (April 1 for summer sessions, April 30 for fall semesters, and October 30 for spring semesters) and completion of at least 30 credits of course work toward the MPA in order to enroll, including PAD 687 and 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. Project Paper Guidelines are available at: www.brockport.edu/~pubadmin/guidepro.htm. Limited to 10 students. 3 Cr. Fall, Spring and occasionally Summers.

PAD 697 Information Management Systems Project Paper Seminar. Prerequisites: Instructor’s permission prior to registration (April 1 for summer sessions, April 30 for fall semesters, and October 30 for spring semesters) and completion of at least 30 credits of course work toward the MPA in order to enroll, including PAD 687 and 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. Project Paper Guidelines are available at: www.brockport.edu/~pubadmin/guidepro.htm. Limited to 10 students. 3 Cr. Fall, Spring and occasionally Summers.

PAD 698 Health-care Management Project Paper Seminar. Prerequisites: Instructor’s permission prior to registration (April 1 for summer sessions, April 30 for fall semesters, and October 30 for spring semesters) and completion of at least 30 credits of course work toward the MPA in order to enroll, including PAD 687 and 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. Project Paper Guidelines are available at: www.brockport.edu/~pubadmin/guidepro.htm. Limited to 10 students. 3 Cr. Fall, Spring and occasionally Summers.

PAD 699 Independent Study. 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. 3 Cr. Every Semester.

Department of Recreation and Leisure Studies

(716) 395-2994

Chairperson: Edward Udd PhD, Michigan State University. Graduate Coordinator/Assistant Professor: Joel L. Frater, EdD, Temple University. Professor: David L. Jewell, PhD, Southern Illinois University-Carbondale, CLP. Lecturers: Karen Bibbins, MS, CTRS, Penn State University; Arthur Graham, MS, CLP, Eastern Kentucky University.

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.

Applicants without undergraduate degrees in Recreation and Leisure Studies may be required to complete baccalaureate-level prerequisite course work in Recreation and Leisure Studies to qualify 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.

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.
Minimum Requirements for MS in Recreation and Leisure Studies

<table>
<thead>
<tr>
<th>Recreation and Leisure Studies Graduate Core: 24 Credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTH 541 Statistical Methods I or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>REL 600 Philosophical Analysis of Leisure</td>
<td>3</td>
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<tr>
<td>REL 602 Social and Psychological Analysis of Leisure Behavior</td>
<td>3</td>
</tr>
<tr>
<td>REL 610 Advanced Program Design and Evaluation</td>
<td>3</td>
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<tr>
<td>REL 715 Seminar: Research Design</td>
<td>3</td>
</tr>
<tr>
<td>REL 796 Internship in Administration</td>
<td>3</td>
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<tr>
<td>or Guided Graduate Elective</td>
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<tr>
<td>REL 797 Research Project</td>
<td>6</td>
</tr>
<tr>
<td>or REL 798 Thesis</td>
<td>6</td>
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<tr>
<td>or Two additional graduate REL courses</td>
<td>6</td>
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Therapeutic Recreation Emphasis: 6 Credits

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<thead>
<tr>
<th>Therapeutic Recreation Emphasis</th>
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<tbody>
<tr>
<td>REL 612 Assessment and Evaluation of TR Services</td>
<td>3</td>
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<tr>
<td>REL 613 Administration of TR Services</td>
<td>3</td>
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Recreation and Leisure Services Management Emphasis: 6 Credits

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<thead>
<tr>
<th>Recreation and Leisure Services Management Emphasis</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL 514 Planning, Design and Management of Recreation and Leisure Facilities</td>
<td>3</td>
</tr>
<tr>
<td>REL 605 Problems in the Administration of Leisure Service Organizations</td>
<td>3</td>
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</table>

Guided Graduate Elective: 3 Credits

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.

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.

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.


1Graduates 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.

2Students without a BA/BS in Recreation and Leisure Studies with an internship in administration or who have not had two years of 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.

3Students 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.

4Same as footnote 3.
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. 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. Every Semester.

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

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

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

REL 512 Trends and Administrative Issues in Therapeutic Recreation. 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. Spring.

REL 514 Planning, Design, and Management of Recreation Facilities. 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 on universal access. 3 Cr. Every Semester.

REL 590 Selected Topics in Recreation and Leisure Studies. Prerequisite: Instructor’s permission. 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. 3–6 Cr.

REL 599 Independent Study in Recreation and Leisure Studies. Prerequisite: Instructor’s permission. Arranged with permission of instructor-sponsor prior to registration. Includes regular meetings with instructor, significant reading, and at least one comprehensive writing project. 1–3 Cr.

REL 600 Philosophical Analysis of Leisure. 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. Every Other Semester.

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

REL 605 Problems in the Administration of Leisure Service Organizations. 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. Fall.

REL 610 Advanced Program Design and Evaluation. 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. Every Other Semester.

REL 612 Assessment and Evaluation of TR Services. 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. Every Other Semester.

REL 613 Administration of TR Services. 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. Every Other Semester.

REL 715 Seminar: Research Design. Prerequisite: MTH 541 or equivalent. 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. Every Other Semester.

REL 796 Internship in Administration. Prerequisites: REL 600, 602 and 715, and instructor’s permission. 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. Every Semester.

REL 797 Research Project. Allows for the preparation and completion of an individual research project culminating in a significant 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. 3–6 Cr. Every Semester.

REL 798 Thesis. 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. 3–6 Cr. Every Semester.

Department of Social Work

(716) 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, MSW, Syracuse University; Ossie Heath Crump, PhD, Cornell University; Christian Itin, PhD, University of Denver. Visiting Assistant Professor: Warren Skye, MSW, University of Buffalo; Coordinator of Field Instruction: Mary Jo Schlecht, MSW, Syracuse University.

Master of Social Work

(716) 327-7450

Director and Professor: Estella Norwood Evans, PhD, Yeshiva University. Professor: Susan Taylor-Brown, PhD, University of Pittsburgh. Assistant Professor: Ossie Heath Crump, PhD, Cornell University; Christian M. Itin, PhD, University of Denver.

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 generalist 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 generalist 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 currently has Candidacy Status with 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:

- Completion of a baccalaureate degree at a regionally accredited institution 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.
- 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.
- Prior paid or volunteer experience and its relevance to social work.
- 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.
- 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.
- 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 judgement, 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 application.
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 (716) 327-7450 for program specific information, including current tuition rates.

**General Program Requirements and Curriculum**
The curriculum is an advanced generalist 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. There are full-time, part-time, and advanced-standing options within the curriculum. The full- and part-time programs require 60 credits. The advanced-standing program is 39 credits, including a summer session.

**Foundation-year Courses**
Foundation courses are designed to provide a generalist perspective. The following courses are required during the first year.

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<th>Credits</th>
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<tbody>
<tr>
<td>SWK 501 Social-work Practice I</td>
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<td>SWK 502 Social-work Practice II</td>
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<tr>
<td>SWK 504 Field Practicum I and Seminar I</td>
</tr>
<tr>
<td>SWK 505 Field Practicum II and Seminar II</td>
</tr>
<tr>
<td>SWK 506 Human Behavior/Social Environment I</td>
</tr>
<tr>
<td>SWK 507 Human Behavior/Social Environment II</td>
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<tr>
<td>SWK 520 Social-welfare Policy and Services</td>
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<tr>
<td>SWK 530 Social-work Research I</td>
</tr>
<tr>
<td>SWK 531 Social-work Research II</td>
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<tr>
<td>SWK 524 Social-work Practice and Cultural Diversity</td>
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**Concentration-year Courses**
The second-year curriculum is designed to provide the framework for advanced generalist 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.

<table>
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<th>Credits</th>
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<tr>
<td>SWK 610 Field Practicum III and Seminar III</td>
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<tr>
<td>SWK 611 Field Practicum IV and Seminar IV</td>
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<tr>
<td>SWK 630 Master's Project Development</td>
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<tr>
<td>SWK 631 Master's Project Implementation</td>
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<tr>
<td>SWK 640 Special Topics</td>
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<tr>
<td>Electives</td>
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</tbody>
</table>

**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:
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 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 the advanced-standing option and complete the program in three semesters.

MSW Course Descriptions

SWK 501 Social-work Practice I. 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 are 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. 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 Social-work Integrative Practice Seminar. 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. 3 Cr.

SWK 504 Field Practicum I and Seminar I. 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. 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. 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. 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. 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. 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. 3 Cr.

SWK 524 Social-work Practice and Cultural Diversity. 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. Provides preparation for the student to engage in sensitive, culturally competent, cross-cultural and cross-ethnic social-work practice. 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 530 Social-work Research I. 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 produce a research proposal, which they implement in Research II. 3 Cr.

SWK 531 Social-work Research II: Data-analysis Designs. Elaborates on basic concepts of social-work research process and methods. Introduces data gathering, data analysis, and presenting research findings. Studies basic skills required to conduct research, analyze data, and present research. 3 Cr.

SWK 532 Social-work Research for Advanced Standing. 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 600 Independent Study. Arranged in consultation with the instructor/spoon and in accordance with procedures of appropriate academic offices prior to registration. 3 Cr.

SWK 601 Social-work Practice III: Family and Community Practice. 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 Practice I. Emphasizes the delivery of health 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 Social-work Practice IV: Family and Community Empowerment, Advocacy and Development. 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, who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, and substance abuses. Emphasizes empowerment and advocacy skills to help families create just and compassionate communities. 3 Cr.

SWK 604 Social-work Practice IV: Social-work Interdisciplinary Health Care II. Continues the examination of interdisciplinary health care and
delivery emphasizing practice knowledge and skill development necessary to function within the managed care and integrated health-care systems. Provides theoretical approaches to practice in the collaborative context of community-based interdisciplinary service-delivery systems. 3 Cr.

**SWK 610 Field Practicum III and Seminar III.** 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 each semester for a total of 672 hours. Builds on the previous semester(s) 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. 5 Cr.

**SWK 611 Field Seminar Practicum IV and Seminar IV.** 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. 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.** 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.** Presents federal, state and the private organization of health-care services and financing. Focuses on trends, current policy shifts, and challenges for the study of policy implications for health-care delivery. Examines specific policy options for current and future community-oriented health care-delivery systems in collaborative models. 3 Cr.

**SWK 630 Master's Project Development.** Requires students to formulate a proposal for the master's project. May be developed independently or within a small group. 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. 1 Cr.

**SWK 631 Master's Project Implementation.** 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 640 Special Topics.** Provides an opportunity for in-depth class exploration of special topics in social work. Topics vary and change from year to year depending on the interests of students and faculty. 1 Cr.

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

**SWK 644 Case Management.** 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.** 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.** 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.** 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.** Examines the older person as an evolving individual; bio-psycho-social elements in the aging process; 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 Disabilities.** 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.