TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date May 16, 1974
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged
   b. Comment:

DISTRIBUTION: Vice-Presidents: Campbell, Amos
   Others as identified: Bohannan, [signature]

Distribution Date: ____________________________
Signed: ____________________________
(President of the College)

Date Received by the Senate: MAY 21, 1974
5/16/74
BACHELOR'S AND MASTER'S PROGRAM

IN

HUMAN ENVIRONMENTS AND SERVICES PLANNING

Revised Proposal
December 1, 1973

Submitted by:
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Brockport, New York
BACCALAUREATE AND MASTER'S PROGRAM IN HUMAN ENVIRONMENTS AND SERVICES PLANNING

1. Program Summary

Professional education for human service personnel is one of the major themes in the developing educational program at the State University College at Brockport. The Human Services Faculty is the major unit of the College responsible for translating this theme into operational programs at the baccalaureate and master's degree levels. Program planning has been based neither on educational programs already available, nor on the desire to create new programs for their own sake. Program planning has, instead, been based on an analysis of changes in the relevant human service systems, the projection of new manpower needs in these systems, and the design of new curricular models to meet these needs.

This document proposes the creation of a baccalaureate and master's degree program of professional education in Human Environments and Services Planning. The program is intended to prepare students for professional careers in planning for the creation and development of optimal human environments and human service systems. Organizations which would employ graduates of the program include city, county, regional and State physical planning agencies; state and area-wide comprehensive health planning agencies; and social planning councils at neighborhood and community levels. This program will prepare professional planners for positions at two levels in such planning organizations. The baccalaureate phase will produce personnel capable of assuming subordinate positions under the supervision of more experienced personnel. The master's degree phase will educate fully qualified personnel capable of assuming independent responsibility for major planning functions.

The baccalaureate phase of the program will consist of a course of study of 46 semester credit hours during the Junior and Senior years leading to the degree, Bachelor of Professional Studies. This course of study will include 16 semester
hours in courses common to all human services programs. It will also include 18 semester hours in courses related to planning theories, methods, and contexts. In addition, it will include 13 semester hours in supervised experiences in planning organizations.

The graduate phase of the program will consist of a course of study of 36 semester hours during two semesters and one summer (one calendar year) leading to the degree, Master of Professional Studies. This course of study will include 18 semester hours of advanced study in planning theory, methods, and contexts. Twelve semester hours will reflect supervised experiences in planning organizations. Six semester hours will be available for courses of personal interest to individual students.

The program will achieve three major objectives considered essential in meeting future manpower needs in the field of environmental and services planning. It will provide an integration of curricula now offered in separate categorical programs of professional education in planning. It also will provide personnel at two levels of competency to meet the expanding needs of planning organizations. In addition, it will reduce the total time period of professional education in planning from six to five years.

II. Rationale for the Program
A. Introduction
Planning occurs at all levels of individual and group behavior to the extent that human beings apply conscious rational thought to the decisions which guide that behavior. As a result, the term "planning" has been used with different definitions in many different contexts. References can readily be secured for discussions of administrative planning, community planning, areawide planning, regional planning, and national planning. Other discussions have centered on economic planning, urban planning, transportation planning, educational, health or social welfare planning. Because of the varied usage of the term, it is neces-
necessary to delineate the orientation to planning which underlies this proposal.

B. Relevant Planning Contexts

This proposal is related to planning in three types of contexts. One of these contexts involves planning for the unified development of urban communities and their environments, and of states, regions and the Nation. This context has viewed unified development occurring through the manipulation of land for residential, commercial, industrial, recreational and public usages. Investments that guide urban development such as transportation networks and utility locations, as well as ecological barriers, such as flood plains and soil conditions, have also been a primary concern of planning in this context.

A second context relevant to this proposal involves the creation and development of multi-organizational systems of personnel and facilities designed to provide, finance, and control health services. This context includes community and regional networks of physicians, dentists, hospitals, governmental and voluntary health agencies. It also includes local, state, and national organizations which finance and control health care programs and services.

The third context related to this proposal involves the multi-organizational system of personnel and facilities which provide, finance, and control social services. It includes community and regional networks of governmental and voluntary agencies and institutions which comprise the system.

C. Planning Organizations

In each of the above contexts, planning originally was performed by individuals and organizations which had a direct self-interest in the context. Within the last 50 years, however, a new type of organization has been created in each context to perform an overall planning function.

For example, prior to 1900, the uses of land for human environments were determined almost exclusively by the planning decisions of land owners, purchasers, developers, banks, savings and loan associations, business and industrial corporations and similar organizations with a self-interest in specific uses of that
land. Since 1900, however, many cities and counties have created planning bodies to advise elected officials on the optimal uses of land within their respective geo-political boundaries. Since about 1950, areawide clusters of local governments have created regional planning bodies to advise them on their collective interests in the development of land uses in the entire regional area.

The 1972 Municipal Yearbook reported that about 2100 local governmental and about 600 regional planning bodies were in operation across the country. In addition, each of the fifty states has one or more state-wide planning bodies relative to the development of human environments, land and natural resource uses, and transportation networks on land, water, and air.

The historical development of planning in the health and social welfare systems of the country parallels that of land use planning. Prior to 1912, the nature of the health and social services systems was determined by the separate planning decisions of physicians, dentists, social workers, nurses and other professional personnel, plus similar decisions by individual hospitals, nursing homes, governmental and voluntary health agencies. Consumers also participated in shaping these systems by their own individual choices in the uses of health and social services.

Since 1912, however, many local communities have created various health, hospital, and social welfare planning organizations. These organizations have functioned to analyze health and social problems, set goals and establish priorities, recommend the allocation of tax and contributed funds, evaluate programs, and coordinate services.

In 1972, the United Way of America reported that about 2200 local communities had a social welfare planning organization. Also in 1972, the Comprehensive Health Planning Service of the federal government reported that about 250 areawide comprehensive health planning councils and health facilities planning councils were in operation across the country. In addition, each of the 50 states has a state-wide comprehensive health planning agency plus one or more planning bodies related to
social welfare.

Supplementary to the areawide and statewide physical, health and social welfare planning bodies in the country are a multitude of block clubs and neighborhood councils and associations. Such units are usually concerned with their immediate environments and services programs. Many have been fostered and supported by the Economic Opportunity, Model Cities, and Urban Renewal programs of the federal government. There are no national data on the number of such units in the country but a conservative estimate might place the total at ten thousand.

9. The Planning Profession

The emergence of planning organizations in each of the three contexts described above created the need for professional personnel to perform their newly defined functions. At first, personnel were recruited from the professions related to the substantive fields of activity. For example, architects and engineers were recruited to physical planning agencies. Social case-workers and administrators were employed by councils of social agencies, while health councils employed physicians, health educators, and hospital administrators.

Over a period of time, however, such personnel gradually developed a new professional identity as planners in each of the three substantive contexts. In the context of land use planning, the professional practitioners became identified primarily as "city," "urban," "regional," or "physical" planners. In the social services context, the emphasis on professional methods resulted in the characterization of professional planners as "community organization" workers within the profession of social work, or "community development" workers within the profession of adult education. Because of the recent development of planning organizations within the field of health services, many planning personnel still retain a primary identification as hospital administrators, health educators, social workers, etc. However, an increasing number of personnel are becoming identified primarily as "areawide" or "comprehensive" health planners.

Data concerning the number of professional personnel in these fields are not
readily available. It is estimated that at least 35,000 professional planners are employed in urban, regional, and similar physical planning organizations. The American Institute of Planners, the major professional organization in this field, has a membership of about 8,300. The field of social services planning probably includes as many as 8,000 professional planners, about one-half of whom are estimated to be members of the National Association of Social Workers. About 2,000 planners are estimated to be employed in the field of health planning, of which an estimated 900 are members of the Community Health Planning Section of the American Public Health Association.

E. Professional Education of Planners

The creation of a new kind of organization whose primary function was "planning" not only created a need for a new kind of professional practitioner but also a need for a new kind of professional education. As staff of these new planning organizations gained experience, that experience was transformed into programs of professional education. Independent programs of professional education in city, urban, or regional planning were created as early as 1929. Schools of social work first offered specialization in community organization in the 1930's. The first program in areawide health planning was offered in 1965.

As of 1972, there existed in the U.S. about 65 programs in city, urban or regional planning; 30 programs in community social welfare organization; and, 23 programs in comprehensive health planning. Each of the first two kinds of educational programs has a national accreditation or recognition body which established standards for the operation of such programs. Professional education for comprehensive health planning has not yet developed an accrediting mechanism. Almost all of the programs in these fields are currently organized as one or two-year graduate courses of study leading to a master's degree.

Existing programs of professional education for planning in New York State follow the same pattern as described for the nation. Six institutions currently
offer master's degrees related to urban or regional planning: 1) Hunter College; 2) Pratt University; 3) Columbia University; 4) New York University; 5) Syracuse University; and, 6) Cornell University. Four of these programs originated and developed, at least in part, in relationship to educational programs in architecture or engineering. The graduates of these programs are reportedly employed primarily by physical, urban or regional planning organizations.

Two programs which offer master's degrees in comprehensive health planning are also available in New York state: New York University and Cornell University. Neither of these programs is integrated with the programs in urban and regional planning offered at the same universities. Although some relationships may exist between these programs, each program offers its own degree and is located in a different unit of the University.

Master's degree programs in community organization are offered in seven schools of social work in New York State: 1) Columbia University; 2) Fordham University; 3) Syracuse University; 4) State University of New York at Buffalo; 5) State University of New York at Stonybrook; 6) Hunter College; and, 7) Adelphi University.

None of these programs is known to include major elements of curriculum in planning related to either human environments or health services systems. None of these programs are known to have developed major links with other programs of professional education in planning at the same University.

Within the State University of New York, there are no programs of professional education in planning with the exception of the two programs in community organization in schools of social work.

Within the Rochester region, no university or college is known to offer a degree program in planning. The University of Rochester offers a few extension courses related to urban planning.

F. Recent Changes and Trends in Planning

Recent changes in the fields of physical, health, and social planning have
produced two major trends of significance to creation of a new program of professional education for planners.

One change has been the expanding application of planning to broader aspects of the environment and of human services systems. For example, concern for the quality of natural resources of land, air, and water has expanded the scope of planning related to land uses, modes of travel, population distribution, and aspects of human activities which have an impact on the use of natural resources. In a similar fashion, expanding urban and suburban populations have resulted in the extension of health and social services planning from local to regional systems of facilities and personnel.

In addition, planning organizations in one context have been assigned responsibilities related to planning in other contexts. For example, physical planning agencies at local and regional levels are required to "review and comment" on proposals submitted to the federal government for the construction of health and social service facilities. On the other hand, local and regional health planning agencies are required to engage in planning related to health aspects of the natural environment.

Several results have occurred from these and similar changes in the functions and operations of planning organizations. One result has been increased awareness and understanding of the interaction between human activities and human environments among planning agencies in all three contexts. For example, concern for medical services for ghetto children with lead poisoning has led health and social planning agencies to an awareness of planning for improved housing for low-income populations. Conversely, concern for the improvement of ghetto environments has led physical planning agencies to an awareness of need for improved health, social, and economic planning with ghetto populations.

In many communities, ad-hoc and continuing relationships have developed among planning agencies. Joint projects have been established for the analysis of such
human problems as unemployment, mental retardation, drug addiction, substandard housing, and inadequate facilities. Agencies also have shared responsibility for the development of plans for the improvement of environments and services on behalf of the populations in their areas. In a few communities, the physical planning agency has been formally designated as the comprehensive health planning agency (Baltimore, San Francisco, Minneapolis-St. Paul, San Antonio.) In at least one community the social welfare planning function has been delegated to the comprehensive health planning agency, while in several other communities, health planning is performed by the social welfare planning agency.

One trend which emerges from these changes is a visible movement toward the integration of planning functions and organizations across all three contexts. This trend has been reinforced by federal legislation such as the Planning Assistance Section of the Housing and Urban Development Act, Demonstration Cities Act, Comprehensive Health Planning Act, and the General Revenue Sharing Act. Legislation now (1973) pending in the Congress related to urban and regional planning would further the trend toward the integration of planning functions and organizations.

A second trend affecting planning organizations concerns the distribution of responsibilities among the staff of such organizations. In the past, most planning agencies employed not more than five professional staff members. Of necessity, each staff member performed tasks and activities at various levels of complexity and sophistication. As a result, professional staff assignments were differentiated at only 2 or 3 levels of authority and responsibility.

The recent expansion in planning functions, however, has required a greater differentiation of tasks and activities among planning staff. As a result, planning agencies have created four, five, or even six levels of staff duties and responsibilities. This differentiation has been accentuated by a shortage of fully qualified (master's degree) professional planners. However, the lack of a baccalaureate level of professional education in planning has forced planning agencies to employ many baccalaureate graduates who do not have specific planning competencies.
G. Significance of Trends for Planning Education

These trends in the professional practice of planning and in the function of planning organizations have significance for programs of professional education in planning. It seems clearly evident that future planners must be educated to apply planning competencies in all three types of contexts. It also seems clear that future planners should be educated for practice at two levels of performance within the increasingly complex hierarchy of staffing patterns in planning organizations.

The proposed program of professional education in planning is designed in accord with the foregoing observations and interpretations. Three propositions have been established as the basis for curriculum development. One is that a generic set of planning competencies can be derived from present categorical programs of professional education in urban, social welfare, and health planning.

A second proposition is that these generic competencies can be related to their differential application within and across each type of planning context. The third proposition is that the present two-year graduate level curricula in professional planning education programs can be divided into a basic component and an advanced component. The basic component can be implemented in two years of baccalaureate education; the advanced component can be implemented in one year of graduate education. The net result of this configuration of propositions is a program of professional education in planning which provides a broader scope of competencies in less time than is possible in existing programs.

III. General Background, Structure and Content of the Proposed Programs*

A. Background and Long-Range Planning Considerations

1. University Master Plan - The proposed program is in accord with the stated

* This section is generally organized according to the program proposal outline contained in the SUNY Memo to Presidents (V. 73: 43) dated Oct. 1, 1973
intention of the State University of New York "to broaden the options available at our undergraduate colleges, expanding the programs available both in terms of the curricular design and learning styles." The program also reflects the University's intent to "be sensitive to shifting manpower needs", which reflect "major and sustained trends." (SUNY 1972 Master Plan, pp. 29-30)

2. **Campus Master Plan** - For most of its history, the State University College at Brockport has been primarily involved in the professional education of primary and secondary school teachers. This mission was de-emphasized during the period 1960-1970 when the College expanded its academic programs in the natural and social sciences, fine arts, and humanities and became a substantial liberal arts institution. In the middle and late 1960's, however, the College re-affirmed its interest in professional education to meet the manpower needs in the Rochester metropolitan area. A baccalaureate nursing program was begun in 1969, partly in response to the closing of a hospital-based school of nursing in Rochester. In addition, planning was started towards creation of an integrated baccalaureate and master's program of professional education in social work in response to expressed area needs for social work personnel.

Also in 1969, the College was asked to consider creation of a master's degree program in urban and regional planning by the executive director of the Genesee/Finger Lakes Regional Planning Board. In 1970, the State University of New York authorized an amendment to the College's Master Plan which permitted development of a proposal for such a program. In 1971, interest in urban and regional planning was combined with interest in areawide health and social services planning. The Faculty of Human Services was designated as the unit within the College to plan for the development of a new program. Two faculty positions and supportive funds were tentatively allocated for the 1971-72 fiscal year. However, statewide constraints on funds and on program development within SUNY resulted in the loss of one faculty position and the temporary allocation of the other faculty position to the Department of Social Work.
Despite a reduction of the early momentum, however, planning for the new program has proceeded during the past two years. A draft proposal, was reviewed by appropriate units in the College, State University and professional planning personnel in the Rochester region. In addition, three courses related to planning have been offered on an elective basis to students majoring in professional programs in social work and health education, and in the disciplines of geography, economics, political science, and sociology. The proposal also has been submitted to governmental agencies and foundations which might finance the initial years of program development.

3. Relation to other Campus Programs - The proposed program is in accord with other existing and projected programs of the College. Courses in the academic disciplines will be used to provide background knowledge recommended for students anticipating professional education in planning. Within the Faculty of Human Services, the proposed program will include the core curriculum offered to majors within this Faculty. The program also will relate to proposed programs in administration, urban studies, and recreation and leisure when, and as, these are developed.

4. Relation to existing programs at other institutions - As noted earlier, (p. 7) there are no programs of professional education in planning in New York state which have the characteristics of the proposed program. All known programs are categorically related to urban, health or social welfare planning. In addition all programs are at the Master’s degree level and most require two academic years for completion.

B. General Characteristics of the Program

The proposed program has the title: Human Environments and Services Planning. There are two components to the program. One is a two-year undergraduate component leading to the degree, Bachelor of Professional Studies. The other is a one-year graduate component leading to the degree, Master’s of Professional Studies. These
degrees make clear the professional nature of the educational program to which they are related. The use of these two general degrees also is in accord with the expressed intention of the University to reduce the number of specialized degrees. It is intended to begin both components of the proposed program in September, 1974.

The two components of the program are designed to respond to the need for differentiated professional competencies in planning for more adequate human environments and systems of human services. The baccalaureate component will provide an initial competence adequate for professional practice under supervision of a fully qualified professional planner. The master's component will provide an advanced level of competence adequate for independent practice as a professional planner.

Both components of the program incorporate three kinds of learning considered essential to professional education. One kind involves an intellectual understanding of human life patterns, social and natural environments, and planning contexts and methods. A second kind of learning involves an understanding of each student's own attitudes, beliefs, and values related to individual behavior, societal operations, and causes of, and approaches to, human problems. A third kind of learning involves the integration of intellectual knowledge, affective self-awareness, and methodological understandings, into appropriate ethical and skilled professional behaviors.

Both components of the program also will utilize a variety of teaching and learning methods. In addition to didactic lectures and seminar discussions, classroom activities will involve programmed and computerized experiences, role playing, and simulation exercises. A series of graded experiences in various planning organizations under supervision of competent professional planners also will be included in the program.
IV. Baccalaureate Course of Study in Human Environments and Services Planning

A. Supportive Liberal Arts Courses

The proposed program is predicated upon an educational foundation in the social and natural sciences, and communications. This foundation will be achieved primarily during the first two years of college. The following courses or their equivalents will be highly recommended to students anticipating enrollment in the planning program:

**

- SOL 101 Introduction to Sociology
- PSH 101 General Psychology
- PLS 101 American Political Systems
- EGN 201 Principles of Economics: Micro Economics
- EGN 202 Principles of Economics: Macro Economics
- BIO 111 Principles of Biology
- SPH 100 Communications Theory and Process
- SOL 202 Social Statistics
- ENG 112 Freshman Composition
- GGR 316 Urban Geography: A World Perspective

In addition, the following courses, or their equivalents, will be suggested as possible electives prior to, or concurrent with, enrollment in the planning program.

**Sociology**

- SOL 433 Urban Sociology
- SOL 412 Social Change
- SOL 321 Racial and Ethnic Minorities
- SOL 351 Methods of Sociological Research
- SOL 432 Social Movements
- SOL 434 Sociology of Suburbia
- SOL 435 Sociology of Modern City
- SOL 436 Human Relations in Small Groups

**Psychology**

- PSH 232 Social Psychology
- PSH 436 Group Dynamics

**Political Science**

- PLS 312 Public Administration
- PLS 314 Intergovernmental Relations
- PLS 316 The Legislative Process
- PLS 319 Urban Politics in the U.S.
- PLS 320 Introduction to Law

*This section is generally organized according to the program proposal outline contained in the SUNY Memo to Presidents (V. 73:48) dated Oct. 1, 1973.

** Appendix A contains a listing of Departments who have indicated the availability of these courses for students in the Planning Program. Supportive correspondence is on file in the Dean's Office.
Computer Science

CSC 201 Introduction to Computer Programming
CSC 202 Application of Computer Programming

Economics

ECN 310 Economics of Poverty
ECN 418 Managerial Economics
ECN 426 Development Planning
ECN 439 Urban Economics

Biology

BIO 324 Ecology
BIO 366 Man and His Environment
BIO 444 Human Ecology and Conservation

Afro-American Studies

BKS 201 Introduction to the Black Experience
BKS 301 Anatomy of Racism

History

HST 321 White Response to Black Emancipation
HST 414 American Urban Life 1663-1880
HST 428 American Urban Life 1880 to Present

B. Course of Study in Planning

The course of study in planning will encompass 46 semester credit hours of classroom and field learning experiences during the last two years of college. The total will include 15 credit hours in courses common to all professional programs in the human services. Eighteen credit hours will be allocated to courses related to planning theories, methods, and contexts. Supervised field experiences in planning organizations will be allocated 13 credit hours. In addition to these components of the required course of study, fourteen semester credit hours will be available for elective courses. Students completing the program will be awarded the degree: Bachelor of Professional Studies.

1. Human Services Courses - This component of the program consists of the following five courses which total fifteen semester credit hours. These courses are now being offered as required or recommended elements of baccalaureate programs in social work, nursing, and health science. Students in the planning program will be enrolled with students in these other programs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>HUS 301</td>
<td>Human Development and the Social Environment I</td>
<td>An attempt to relate biological, psychological, and social environment factors involved in the growth and development of human beings: infancy, child, adolescent, and young adult stages of the life cycle. Orientation toward professional actions which facilitate optimal human development and creation of an appropriate social environment.</td>
<td>3</td>
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<tr>
<td>HUS 302</td>
<td>Human Development and the Social Environment II</td>
<td>Theoretical presentation of HUS 301 through the various phases of the adult stage of the life cycle. Problems of adjustment by individuals and of social change by society highlighted for professional analysis and action. Prerequisite: HUS 301; or instructor's permission</td>
<td>3</td>
</tr>
<tr>
<td>HUS 303</td>
<td>Human Service Systems I</td>
<td>Study of the network of professions, institutions and organizations created by society to prevent, treat, and ameliorate human problems of poverty, social maladjustment, and lack of equal opportunity. Analysis of the historical development of the organization, financing, values, and goals of the system. Emphasis on long term trends and their significance for future professional practice within the system.</td>
<td>3</td>
</tr>
<tr>
<td>HUS 304</td>
<td>Human Service Systems II</td>
<td>Continued study of the complex social structure of professions, institutions, and organizations intended to prevent, treat and ameliorate problems of ill health and disability. Content includes analysis of the availability and distribution of personnel and facilities; their organizations, control, and interaction; and their impact on individual and community health and well-being. Trends in the integration of health and social welfare programs and their increasing involvement with educational programs examined. Prerequisite: HUS 303; or instructor's permission.</td>
<td>3</td>
</tr>
<tr>
<td>HUS 315</td>
<td>Community Structure and Process</td>
<td>Analysis of nature of communities, their structural makeup, and the processes by which social functions are decided and acted upon. Special emphasis placed on understanding community structure and processes in order to facilitate changes in community environments and their human services systems.</td>
<td>3</td>
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2. Professional Planning Courses - This component of the program consists of six courses which total eighteen semester credit hours. These courses provide the major knowledge base for the professional practice of planning in its various contexts. They contain generic information and concepts related to planning philosophies, functions, organization structures, processes, methods, and techniques.
They also contain knowledge about the differential application of planning to human environments and human service contexts.

**HES 301** Human Planning: Past, Present, and Future

This course will provide a framework of the development of planning in the United States. It will analyze the history of dispersed, focused, and central planning, and identify the social forces supporting and restricting each. Planning philosophies, functions, structures, financing, and staffing will be presented in urban, health, and social service contexts. Long-term trends and future projections of human planning will be considered. Taken concurrently with practicum course HES 381 involving seminars in planning organizations. 3 semester hours

**HES 302** Process Theories of Planning

This course will provide a conceptual and operational understanding of planning process theories and their implications for the creation and operation of planning organizations. It will analyze and compare rational and behavioral approaches, consensus and confrontation orientations, master planning and incremental planning models, and similar alternatives in planning processes. It will interpret significance of choices of process theories on goals, sponsorship, representation, fund sources, participation, and implementation of plans. It will compare similarities and differences in planning process theories used in environmental and service contexts. Taken concurrently with practicum course HES 382 relative to analysis of actual planning processes in selected planning organizations. 3 semester hours

**HES 401** Human Environments Planning Methods

This course will provide an understanding of primary technical and involvement methods used by professional planners in human environment contexts. It will include basic methods of collection, analysis, interpretation, and use of demographic, economic, transportation, and similar data relative to residential, business, industrial, recreational, and other land and natural resource uses. Also included will be similar methods of assessment of power of individuals and organizations influential in and/or affected by decisions involving human environments. Methods of appropriate involvement of government officials, private interests, and consumers in planning will be presented. Objectives will include a beginning integration of technical and involvement methods in professional behavior of students, with attention to ethics, self-awareness, and controlled use of personality. Take concurrently with HES 411 and 481 supervised studio and agency participation in planning for human environments. 3 semester hours

**HES 402** Methods of Planning for Human Services

This course will focus on technical and involvement methods of professional planning for multi-organizational systems of health and social services. It will include methods of data collection, analysis, interpretation, and use relative to population characteristics; need, demand, and use of health services; and supply, distribution, and service cale-
cities of personnel and facilities. Also included will be methods of assessment of actual and potential control of health and social welfare resources by professional, institutional, political, economic, and consumer interests. Methods for appropriate involvement of relevant persons and organizations in planning process will be presented. A continuing objective will be the integration of technical and involvement methods in the professional behavior of students. Taken concurrently with practicum course HES 482 involving supervised participation in a human services planning organization. 3 semester hours

HES 411 Urban and Regional Design and Development

This combined seminar and studio course will provide both theory and methods on the development and design of metropolitan configurations of land and natural resource use. Seminars will involve discussions of historical patterns of urbanization, including economic, political, and social functions of cities; their response to technological changes in travel and communications; industrialization; development of suburban and exurban areas; future trends in regional patterns of human environments. Studio sessions will involve techniques of physical design of metropolitan regions according to a balanced distribution of economic and social uses of land and other natural resources. Studio sessions also include participation in simulation exercises which exemplify interaction of the technical and behavioral processes affecting the development and design of metropolitan regions. Taken concurrently with HES 401 and 481. 3 semester hours

HES 491 Integrative Planning Seminar

This course will offer students an opportunity to integrate knowledge presented in prior courses in the program. Emphasis will be on the integration between planning for human environments and planning for human service systems. A set of case studies will provide foci for student analyses and recommendations. Specific examples may include integrated planning for housing and human service programs for ghetto residents; regional health facilities and transportation network planning; industrial and occupational health and safety planning; planning for new towns and communities. 3 semester hours

3. Practicum Courses - Professional education requires supervised opportunities for students to translate intellectual and affective learnings into behavioral competence and skill. Because each student has a unique personality, a personalized approach must be taken towards individualized development of the art of professional practice. A graduated set of field and studio experiences are contained in the following four courses which total thirteen semester credit hours. Program faculty will be responsible for the integration of practicum experiences with learnings provided in classroom courses.
HES 381  Planning Agency Seminars

Seminar conferences will be held with professional planners in selected environmental and service planning agencies in Western New York State. Content will include historical development, sponsorship, financing, staffing, and current operation of each organization. Some emphasis will be placed on professional staff qualifications and responsibilities relative to the agency’s functions. Students will have prior assigned readings, prepare discussion questions, and write a brief report on each seminar conference. This course will provide an experiential reinforcement and extension of classroom learning in HES 301 with which it will be taken concurrently. 2 semester hours

HES 382  Field and Studio Analysis of Planning Processes

This course will consist of supervised field and studio experiences through which students analyze operational processes of planning agencies in Western New York State. Selected problem situations will be used to demonstrate generic and differential process applications in operational settings. Students will be expected to engage in interviewing, participant observation, review of relevant literature, and preparation of an analytic report and recommendations. This course will be taken concurrently with HES 302 to which it will provide an experiential extension and reinforcement. 3 semester hours

HES 481  Skill Development Experience in Environmental Planning

This course will involve placement of students two days weekly in an environmental planning agency under the supervision of a qualified professional practitioner in urban and regional planning. Experiences will provide students with opportunities to apply basic planning methods and techniques relevant to residential, commercial, industrial, or recreational uses of land and other natural resources. Emphasis will be on the development of both technical and interpersonal skills, and on their expression through the unique personality of the student. Taken concurrently with HES 401 with which it will be integrated. 4 semester hours

HES 482  Human Services Planning Skill Development Experience

This course will involve student placements in agencies concerned with planning multi-organizational systems of health and social services. Students will be assigned two days weekly under the supervision of a qualified professional practitioner in health or social services planning. Experiences will provide students with opportunities to participate in actual planning activities. Technical and interpersonal skills will be emphasized in their personalized development in each student. Taken concurrently with HES 402 with which it will be integrated. 4 semester hours

C. Semester Schedule of Program Courses

The anticipated sequence of courses in the program is shown in the semester schedule below. Each semester will contain both one or more classroom courses and one set of studio and field skill development experiences. This design is intended to provide a continuing program of intellectual and affective learnings
and integrative behavioral experiences.

### JUNIOR YEAR

**Fall Semester**

- HUS 301 Human Development and Social Environment I 3
- HUS 303 Human Service Systems I 3
- HES 301 Human Planning: Past, Present, Future 3
- HES 381 Planning Agency Seminars 2

Total required semester hours 11

**Spring Semester**

- HUS 302 Human Development and Social Environment II 3
- HUS 304 Human Service Systems II 3
- HUS 315 Community Structure and Process 3
- HES 302 Process Theories of Planning 3
- HES 382 Field and Studio Analysis of Planning Processes 3

Total required semester hours 15

Junior Year total required semester hours 26

### SENIOR YEAR

**Fall Semester**

- HES 401 Human Environments Planning Methods 3
- HES 481 Skill Development Experience in Environmental Planning 4
- HES 411 Urban and Regional Design and Development 3

Total required semester hours 10

**Spring Semester**

- HES 402 Methods of Planning for Human Services 3
- HES 482 Human Services Planning Skill Development Experience 4
- HES 491 Integrative Planning Seminar 3

Total required semester hours 10

Senior Year total required semester hours 20

Total Program required semester hours 46

D. Students for the Baccalaureate Program

1. Potential Student Population and Selection Criteria - All students who have completed the equivalent of two years of college will be considered for admission to the undergraduate program. In accord with general College policy,
approximately one-half of the students admitted to the program will already be enrolled in the college; the other one-half will be admitted as transfer students from other colleges and universities. Efforts will be made to acquaint student advisors and counselors in other colleges, especially in community colleges, with the availability and characteristics of the program. Consistent with the affirmative action policy of the Human Services Faculty, special efforts also will be made to encourage minority and women students to consider the program.

Students meeting basic requirements of the College will apply to the program during their sophomore year on admission forms which will be developed by the program faculty. Selection will be made by the program faculty. Selection criteria will include a comparative ranking of prior academic performance, completion of recommended background courses, prior experience and personal motivation related to a professional career in planning.

2. Articulation and transfer - About one-half of students enrolled in the program will come from outside the college, most from community colleges. Therefore, efforts will be made to acquaint all community colleges in the state with the availability of the program and the recommended background courses.

Students completing the program in planning will be eligible for graduate programs in urban, health, or social services planning in other colleges and universities. Students will be advised of such opportunities through program faculty advisors. Acceptance will, of course, be based on the competitive ranking of individual graduates among all other applicants to these programs.

3. Advisement of Students - Each student accepted into the program will have a program faculty advisor. Academic counseling will include advice and consultation on course selection, field experiences, and student performance. Referral will be made to the college center for personal counseling and special services as needed. Program faculty advisors will also provide guidance and aid in employment exploration both prior to completion of the program and afterward.
4. Demand and Employment Possibilities. Expansion in the number of planning organizations and in the scope of planning functions has resulted in an expanding demand for professionally educated planning personnel. Planning organizations in the Rochester area, which are representative of similar organizations throughout New York State and the nation, have expressed a willingness to employ program graduates at both the baccalaureate and master's degree levels.

Enrollment in the baccalaureate program will be maintained at a ratio of 15 students to each full-time faculty member in the program. Assuming the equivalent of 3-4 full-time faculty members conducting the baccalaureate program, total enrollment is expected to total 45-60 students. Thus, approximately 20-30 graduates will complete the baccalaureate program each year. About one-half of these are expected to enroll in the master's program in planning. Thus, about 10-15 students will be seeking employment each year. Such students will be encouraged to consider positions in planning organizations throughout New York State.
V. Master's Degree Course of Study
In Human Environments and Services Planning

A. Admission Requirements, Student Selection, Advisement, and Evaluation

Students completing the baccalaureate program in human environments and services planning will be the primary group from which students will be selected for the master's program. Program faculty will select students according to a comparative ranking of prior academic performance, interest, and motivation towards a professional career in planning. Such students will be available to enter the master's program two years after initialization of the baccalaureate program.

Another group of potential students, however, will be available during the first two years of the master's program. This group has had prior baccalaureate education and work experience in planning agencies in the Rochester region. Some of this group have already participated in a work-study experience co-sponsored by a local planning agency and by the College. These students were told that they would be eligible to apply for a master's program in planning when such a program was developed by the College. It is anticipated that approximately 10-15 students will be enrolled from this group during each of the first two years of the graduate program.

Each student accepted into the master's program will be assigned a faculty advisor who will guide the student during his entire enrollment in the program. Advisement will include an assessment of student interests and abilities, student academic performance, selection, supervision and evaluation of field learning experiences, and guidance in exploration of employment opportunities.

*This section is organized according to Guidelines for Evaluation of Graduate Programs provided by the SUNY Provost for Graduate Programs.
Student achievement in classroom and studio courses will be evaluated by faculty responsible for the course. Student performance in field learning experiences will be evaluated by the field preceptor and faculty advisor in cooperation with the student. In addition, program faculty will meet at least twice each semester to assess each student's total progress through the program. Observations and recommendations developed through these assessments will be shared with the student through the faculty advisor.

B. Master of Professional Studies

The master's program in planning will consist of a course of study of 36 semester credit hours extending through two semesters and one ten-week summer session. Eighteen semester credit hours will be allocated to advanced courses in planning theory, methods, and contexts. Twelve credit hours will be related to supervised field learning experiences. Six credit hours will be available for elective courses. Students completing the program will be awarded the degree, Master of Professional Studies.

C. Specific Requirements of the Program

Students entering the graduate program will have developed a basic understanding of the planning process and its application to contexts involving human environments and human service systems. They also will have developed primary competencies for supervised professional planning practice.

The overall goal of the master's program is to provide graduates with advanced competencies adequate for independent professional planning practice. Four major objectives contribute to the overall goal of the program. One objective is the development of a capacity to understand and apply complex technical methods for the collection, analysis, and interpretation of infor-
nformation and data in various planning contexts. A second objective is the development of a capacity to analyse and interpret the visible and latent involvement of individuals and organizations in different planning contexts.

A third objective is the development of an integrated understanding of the relationships between environmental and service system planning functions.

The fourth objective involves the sophisticated professional use of human relations expertise to facilitate planning processes.

The courses listed below are designed to provide the classroom, studio, and field learning experiences which will implement these objectives. Satisfactory completion of each course is therefore a specific requirement of the program.

**HES 511 Planning Problem Analysis: Information and Data**

This course will involve an investigation of advanced methods of quantitative and qualitative analysis of information and data necessary to an understanding of planning problems. Content will include special problems of data collection from primary and secondary sources; higher-order methods of statistical analysis; uses of indices of physical, social and economic well-being; application of computer methods for collection and analysis of data; construction, operation, and uses of a planning information system; functions of values in all phases of information and data activities; uses of data in the planning process. Taken concurrently with HES 521 in which human relationship aspects of planning problems are presented. 3 semester hours

**HES 521 Analysis of Human Relations Factors in Planning Problems**

This course will involve methods of analysing the distribution of power and resource control among individuals and organizations implicated in planning issues. Special attention will be paid to formal and informal relationships and coalitions which inhibit needed social changes through the planning process. This course complements HES 511 with which it will be taken concurrently. 3 semester hours

**HES 501 Practicum in Neighborhood and Community Planning**

This course will involve both studio and field experiences relative to planning for neighborhood and community environments and service systems. Projects in local planning agencies will be selected which involve both data and human relations analysis by students. Theory appropriate to locational, financial, organizational and other aspects of housing, health, social, and business services will be brought to bear on the problem analysis process. This course is an experiential extension of HES 511 and HES 521 with which it will be taken concurrently. 3 semester hours
HES 611  Technical Methods in Creative Problem Solving

This course will examine methods used by planners to explore and create alternative proposals to prevent, control, or ameliorate problems in human environments and human service systems. Content will include application of general systems theory, computer simulations, scenario projections and similar technical methods which predict or prescribe alternative choices to planning problems. Taken concurrently with HES 621 and HES 681. 3 semester hours

HES 621  Involvement Methods in Creative Problem Solving

This course focuses on the methods used by planners to involve individuals and organizations in the solution to planning problems. Content will include techniques used to secure adequate and effective representation and participation by appropriate personnel. Special attention will be paid to human relations aspects of planning process stages involving confrontation, negotiation, consensus, compromise, and commitment. This course is complementary to HES 611 and will be taken concurrently. 3 semester hours

HES 681  Practicum in Regional Planning

This course will consist of studio and field learning experiences related to planning for metropolitan regions as integrated functional systems. Projects will be selected in local planning agencies which require students to propose alternative solutions to regional problems incorporating environmental and service features. Relationship between regional and community patterns of activity also will be emphasized. This course provides an experiential extension of HES 611 and HES 621 and is taken concurrently. 3 semester hours

HES 691  Internship in Planning

This course will involve the full-time placement of students in one or more planning agencies in the Rochester region for ten weeks. Students will assume major responsibility for a current planning project involving both technical and human relations knowledge and skills. The experience will emphasize independent performance of the student as a professional planner with consultation from agency staff. Activities also may include supervision of one or more subordinate planning staff. Taken concurrently with HES 695. 9 semester hours

HES 695  Integrative Seminar in Planning

This course will focus primarily on the critical analysis of experiences among students serving their internships. Emphasis will be placed on extending each student's competence in a scientific approach to planning problems and contexts, and on self-awareness as a consciously controlled, ethical, professional practitioner. Taken concurrently with HES 691. 3 semester hours
D. Semester Schedule for the Program

The anticipated sequence of courses in the program is shown below. Each semester will contain two classroom courses, one course combining studio and field experiences, and one elective course. The ten-week summer session will consist primarily of a full-time internship supplemented by a weekly seminar. The overall design is intended to provide a concurrent program of intellectual, affective, and behavioral learnings throughout the entire course of study.

MASTERS DEGREE PROGRAM SCHEDULE

Fall Semester

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<td>HES 521</td>
<td>Analysis of Human Relations Factors in Planning Problems</td>
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<td>HES 581</td>
<td>Practicum in Neighborhood and Community Planning</td>
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Total credit hours 12

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<td>HES 621</td>
<td>Involvement Methods in Creative Problem Solving</td>
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</tr>
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<td>HES 681</td>
<td>Practicum in Regional Planning</td>
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Total credit hours 12

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<tr>
<td>HES 695</td>
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<td>3</td>
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Total credit hours 12

Total Program credit hours (including electives) 36
VI. Resources

A. Faculty and Staff

Initiation of the proposed program in September, 1974 will require allocation of at least three full-time faculty positions not later than July 1, 1974.

One person would be employed at the Full or Associate Professor level and would become chairman of the Department of Human Environments and Services Planning. Desired qualifications would include a doctorate in a field related to urban or regional planning, and extensive operations and academic experience related to planning of human environments and human services systems. The second person would be employed at the level of Associate or Assistant Professor. Desired qualifications would include a doctorate in a field related to health services planning and/or experience in teaching health planning. The third member of the program faculty is already employed in the Department of Social Work in the College. This person has master's degrees in both urban planning and social welfare planning. A position would be allocated to the social work department as a substitute for his transfer to the new program.

Also effective July 1, 1974, a position of senior typist will need to be allocated to this program. Extensive preparation of course materials is required in the development of this program. In addition, a substantial quantity of correspondence will be required in the establishment of community field placement relationships.

In addition to new faculty resources allocated to the program, support will also be provided by faculty presently available in the Human
Services Faculty. This support will be in the form of teaching of the
Human Services courses which are generic to all of the human services
programs. However, planning program faculty will also be expected to
contribute to teaching these courses in accord with their respective
qualifications.

Faculty members in other departments of the College also have
expressed an interest in contributing directly to courses offered
in the planning program. Interest has similarly been expressed
in providing supportive courses in such academic disciplines as
political science, geography, economics, mathematics, and sociology.

Professional planning personnel employed in planning organizations
in the Rochester area also represent a potential resource to the
program. Agency preceptors have already assured supervision of both
baccalaureate and master's students during their field experience
placements. In addition, interest has been generally expressed in
participating in classroom courses as guest lecturers or as part-time
faculty.*

B. Campus Facilities

1. Human Services Faculty Building - The entire Human Services
Faculty is scheduled to occupy the present library building upon
completion of the new library. Space has already been allocated for
offices for planning program faculty and for a planning studio laboratory.

2. Drake Memorial Library - The College library currently consists
of more than 200,000 books, 2,900 periodicals, and extensive microfilm

* Dr. Stuart D. Denslow, Executive Director, Genesee/Finger Lakes Regional
Planning Board, presently has a quarter-time faculty appointment in the
College as Associate Professor of Planning.
holdings. The Library is expanding at about 30,000 volumes per year. In anticipation of the creation of the proposed program, more than $3,800 has been spent since 1971 for books directly related to a planning curriculum. The acquisition program is continuing through a review of the complete set of Council of Planning Librarians bibliographies as well as the forty-four volumes of the Catalogue of Library of the Graduate School of Design at Harvard University. The Library has also subscribed to the Greenwood Periodical's Company's Index to Current Urban Documents, an inventory of reports published by a variety of city, county, regional and statewide planning agencies. Out of this service, a vertical file of "soft-cover" resource material necessary to this rapidly changing field will be developed. The government documents collection of the library contains both depository and non-depository publications of the U.S. Government Printing Office, documents of the United States and Educational Resources Information Center, and maps and materials published by the U.S. Geological Survey. The Library also contains a substantial number of simulation games related to the planning process in various applied contexts. (A partial list is contained in Appendix B.) Appendix C contains a partial listing of journals now held by the library which are pertinent to the program. Appendix D contains a holdings count compiled by the Library for the Human Environments and Services Planning Department.

3. Computer Science Center - Computer resources available to the proposed program include two on-site computers (IBM 1130 and IBM 1401), and access to three others not on campus (IBM 360/65; CDC 6400; XDS sigma 7). Programs available for use on these computers include: 1)
Bio-Med Statistical Programs; 2) University of Rochester Program Library; 3) SUNY - Buffalo Program Library; 4) IBM Scientific Routine Package; 5) Program Language Analyzer for Plotter Graphics.

The Computer Science Resources Library also contains all major journals relating to computers and their applications in research and instruction. The library also contains books, technical papers, manuals, the ENTELECK abstract file, and course materials for computer assisted instruction in physics, mathematics, geography, music, and computer science.

The resources of the computer science center would be utilized in several ways in the proposed program. Undergraduate students majoring in planning would receive a basic orientation to computers, computer programming, and the uses of computers to facilitate data collection, analysis, and interpretation in the planning process. Graduate students majoring in planning would be provided an additional understanding of the use of computers to facilitate the construction of theoretical models which predict and explain the implications of various planning decision. Both undergraduate and graduate students in the program would learn about the planning process and the roles of planners with the aid of computer simulations of planning contexts and problems.

4. Educational Communications Center - The goal of this Center is to facilitate significant learning experiences for individual students by maximizing the use of both human and material resources involved in educational communication. Services offered by the Center include the design and production of media assisted self-study programs, multi-image presentations, instructional television programs, photographic, audio, and related media materials library consisting of more than 850 films, 3,000 film strips and an extensive collection of records, transparencies,
slides, and audio-tapes. The center also maintains for faculty use several slide and motion picture projectors, overhead projectors, and audio tape recorders.

The resources of this Center would be utilized to a considerable extent in the proposed program. Audio-visual materials would be used to provide classroom examples of planning structures, functions, and processes. The Center is also available to students to assist in the composition of different graphic productions utilizing overhead transparencies, charts, graphs, paste-ups, slides, and photographs. Media-assisted self-study programs could be designed to facilitate learning the technical aspects of the planning process. Films and video-tapes could be created to facilitate learning human relations aspects of the planning process.

C. Off Campus Resources

1. Resources in the Rochester Region - A professional education program depends on the availability of community resources which offer students opportunity to develop technical and human relations skills necessary for competency in professional practice. The Rochester region has a variety of planning organizations available for supervised practice experiences for students majoring in planning. Undergraduate students will be placed in such organizations for a total of about 75 days distributed over four semesters. Graduate students will be placed for a total of about 60 days during their internship semester. Appendix E contains a list of Rochester area agencies which have agreed to participate in the program for this purpose. Documenting correspondence is on file in the Dean's Office.
2. **Resources Beyond the Rochester Region - Planning**

organizations in several cities across the country also are available for student placements during summers, holiday periods and periods of time during regular semesters. The College already has arrangements for students to engage in learning experiences in New York City (the Legal Semester) and in Washington, D.C. (the Washington Semester). Similar arrangements would be established for students majoring in planning.
VII Evaluation of the Program

The proposed program in planning has been conceived out of extensive experience, analysis, and knowledge of trends in planning functions, organizations, and programs of professional education. However, the proposed program is considered to be a demonstration experimental effort.

In the development and implementation of the program, various internal and external efforts will be made to assess the educational content and process in relation to program goals. Program faculty will be encouraged to maintain an experimental point of view as educational activities are developed and implemented. Comparisons will be made between curriculum content in the program and in selected categorical programs of urban, health, and social welfare planning. Course materials also will be submitted for individual review by selected professional planners and educators. In addition, personnel in local planning organizations will be invited to serve as a formal advisory committee to the program.

Students in both the baccalaureate and masters programs also will be involved in program evaluation. In addition to course evaluations, students will participate in evaluating the entire program at the completion of each semester. Student performance also will be used as a measure of effectiveness of the program, particularly in producing an integration of competencies in both environmental and services planning. Finally, graduates of the program and the personnel of planning organizations which employ them, will be asked to provide a critical review of the program's relevance to the performance of employment responsibilities by graduates of the program.
APPENDIX A

Listing of Departments who have indicated availability of recommended courses.

Department of Speech
Department of Economics
Department of Psychology
Department of Sociology
Department of Biology
Department of Geography
Department of Political Science
APPENDIX B

Simulation Games Available at Brockport

The DIRECTORY OF EDUCATIONAL SIMULATIONS, LEARNING GAMES, DIDACTIC UNITS (Reference shelves, Juw/LB/1029/.G3//.K3) lists games in alphabetical order. Each game description gives title, developer, description, operating time, user level, subject matter and cost. The list which follows is an alphabetical title listing of those games in the Teaching Materials Center collection. The number to the left is the call number.

GAME NUMBER

33
134
9
191
199
36
50
198
202
4
129
7
128
190
48
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34
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130
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112
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117
5
127
3
91
96
17
116
201

THE AMERICAN CONSTITUTIONAL CONVENTION
BALANCE
BANKING
BLACKS AND WHITES
BODY TALK
BUDGETARY POLITICS AND PRESIDENTIAL DECISION-MAKING
C AND O/8 & 0
CITY GAME
CLUG
COLLECTIVE BARGAINING
COMMUNICABILITY
THE COMMUNITY
COMPATIBILITY
CONFRONTATION
CONSUMER
CONVENTION
CRISIS
CULTURE CONFLICT
DANGEROUS PARALLEL
DECISION-MAKING BY CONGRESSIONAL COMMITTEES
DESTINY
DIG
DIGNITY
DIPLOMACY
DIRTY WATER
DISUNITY
DIVISION
DRUG DEBATE
ECONOMIC SYSTEM
EAPLAN
ELECTION USA
EMPIRE
THE FIRM
FLIP
4-H GAME OF DEMOCRACY
THE GAME OF LIFE
GENERATION GAP
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APPENDIX C

Examples of Journals Available in Drake Library Related to Planning Dept.

Administrative Science Review
American City
American Institute of Planners Journal
American Journal of Public Health
American Journal of Sociology
American Political Science Review
American Sociological Review
Architecture Forum
Architecture Record
Behavioral Science Notes
Brookings Institute for Government Research Center Magazine
Change
City
Communities in Action
Congressional Digest
Daedalus
Economic Geography
Economics of Planning
Educational Review
Educational Sciences
Ekistics
Environment Reporter Current Decisions
Environmental Science & Technology
Geography
Geographical Analysis
Geographical Abstracts
Hospital Administration
HUD Challenge
Human Organization
Institute of Transportation Journal
International Development Review
International Social Development Review
Journal of Developing Areas
Journal of Educational Research
Journal of Geography
Journal of Health and Social Behavior
Journal of Human Resources
Journal of Law and Economics
Journal of Social Issues
Land Economics
Long Range Planning
Lund Studies
Management Research
Municipal Yearbook
APPENDIX C continued

National Civic Review
National Conference on Social Welfare/Social Welfare Forum
Pollution Abstracts
Public Administration Review
Quarterly Digest of Urban & Regional Research
Regional Studies
Review of Income and Wealth
Review of Social Economy
Russell Sage Foundation
Social Forces
Social Policy
Social Legislation Information Services
Social Problem
Social Service Outlook
Social Theory & Practice
Social Service Review
Social Work
Socio-Economic Planning Sciences
Sociological Quarterly
Sociological Review
Town & Country Planning
Traffic Engineering
Urban Affairs Annual Review
Urban Quarterly
Urban & Social Change Review
Urban Research News
Urban Review
Urban Studies
Welfare in Review
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<td>Traffic engineering (Incl. traffic regulations)</td>
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<td>Rapid transit (Incl. local transit, urban transportation)</td>
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<td>City planning (Incl. urban beautification, garden cities)</td>
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<td>Regional planning (Incl. open spaces, green belts)</td>
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<td>Social classes</td>
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<td>Political theory, Government (Incl. civil rights, US national govt., state govt.)</td>
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A. Supportive Courses in the Liberal Arts Disciplines

The proposed program is predicated upon a broad educational foundation in the liberal arts disciplines. The following distribution of 55 credit hours among the several academic disciplines will be required of all students either prior to or concurrent with the major in planning. These requirements include courses which will meet the general education liberal arts core requirement of the college.

**COMMUNICATIONS:** 6 credit hours minimum.

- ENG 112 Freshman Composition
- SPH 100 Communication: Theory and Process
- SPH 101 Speech Communication

**BIOLOGICAL SCIENCES:** 6 credit hours minimum.

- BIO 111 Principles of Biology
- BIO 324 Ecology
- BIO 366 Man and His Environment
- BIO 444 Human Ecology and Conservation

**EARTH SCIENCES:** 3 credit hours minimum

- GEO 300 Earth and Man

**GEOGRAPHY:** 6 credit hours minimum.

- GCR 311 Economic Geography
- GCR 317 Social Geography
- GCR 413 Urban Geography
- GCR 411 Geography of Population

**SOCIOLOGY:** 6 credit hours minimum.

- SOC 100 Introduction to Sociology
- SOC 200 Social Statistics
- SOC 311 Social Organization
- SOC 381 Sociology of Metropolitan Regions
- SOC 415 Social Change
- SOC 416 Sociology of Complex Organizations
- SOC 424 Human Rel. in Small Groups
- SOC 428 Racial and Ethnic Minorities
- SOC 431 Medical Sociology
- SOC 483 Urban Sociology
- SOC 484 Sociology of Suburbia

**POLITICAL SCIENCE:** 6 credit hours minimum

- PLS 101 American Political Systems
- PLS 312 Public Administration
- PLS 314 Intergovernmental Relations
- PLS 319 Urban Politics in the U.S.
- PLS 320 Introduction to Law
- PLS 324 Poverty and the Law
- PLS 424 Law and Society

* This section is generally organized according to the program proposal outline contained in the SUNY Memo to Presidents (V. 73:49) dated Oct. 1, 1973

** Appendix A contains a listing of the courses which will include the availability of these courses for students in the Planning Program. Supportive correspondence is on file in the Dean's Office.
APPENDIX E

Agencies which have agreed to participate and support the Department of Human Environments and Service Planning.

American Institute of Planners, New York Upstate Chapter
Center for Community Issues Research
City of Rochester Bureau of Planning
Genesee/Finger Lakes Regional Planning Board
Genesee Region Health Planning Council
Monroe County Office of the County Manager
Monroe County Planning Department
Rochester Center for Governmental Research, Inc.
Rochester Model Cities Program
COMPUTER SCIENCE: 4 credit hours minimum.

CSC 221: Introduction to Computer Programming
CSC 325: Computer-Based Research Methods
CSC 411: Uses of Computers in Instruction

PSYCHOLOGY: 6 credit hours minimum.

PSH 101 General Psychology
PSH 312 Social Psychology
PSH 431 Psychology of Prejudice
PSH 432 Psychology of Social Issues
PSH 435 Attitude Theory and Change
PSH 436 Group Dynamics

HISTORY: 6 credit hours minimum.

HST 211 America to 1777
HST 212 America since 1877
HST 315 The U.S. in the 20th Century
HST 317 Age of Reform in America
HST 321 White Response to Black Emancipation
HST 328 Women's Struggle for Equality in U.S.
HST 414 American Urban Life, 1663-1890
HST 428 American Urban Life, 1890 to Present
HST 345 History's Outcasts: Women, Children, Criminals, and the Poor
HST 386 American Labor to 1990

ECONOMICS: 6 credit hours minimum.

ECN 201 Principles of Economics (Micro)
ECN 202 Principles of Economics (Macro)
ECN 433 Urban Economics
ECN 452 Development Planning
ECN 432 Regional Economics

B. Course of Study in Planning

The course of study in planning will encompass 40 semester credit hours of classroom and field learning experiences during the last two years of college. The total will include 15 credit hours in courses common to all professional programs in the human services. Eighteen credit hours will be allocated to courses related to planning theories, methods, and contexts. Supervised field experiences in planning organizations will be allocated 13 credit hours. In addition to these components of the required course of study, 14 credit hours will be available for elective courses. Students completing the program will be awarded the degree Bachelor of Professional Studies.

1. Human Services Courses - This component of the program consists of the following five courses which total fifteen semester credit hours. These courses are now being offered as required or recommended elements of baccalaureate programs in social work, nursing, and health science. Students in the planning program will be enrolled with students in these other programs.