President John E. Van de Watering

Meeting on 6/23/88

I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the Fitness of)
III. Other (Notices, Requests, Reports, etc.)

SUGGESTION: Proposal for Master of Science Degree in Recreation and Leisure

Signed

Date: 4/26/88

For the Senate

The Faculty Senate

President John E. Van de Watering

1. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date: 
   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:

PRESENTATION: Vice Presidents:

Others:

Signature Date: 

Signed: [President of the College]

Date Received by the Senate:
Proposal
For
Master of Science Degree
In
Recreation and Leisure

April 17, 1988
I. Proposed Program

A. Purpose

The purpose of the Masters of Science Degree in Recreation and Leisure will be to prepare students for such professional roles as administrators, supervisors, educators, researchers and other recreation, leisure services and resources-oriented positions that carry specialized or advanced responsibilities.1

The program will be viewed as an extension of the professional education carried on at the undergraduate level and further will have the purpose of bringing about a more thorough understanding of the academic substance with which the student is working. The student will be expected to develop not only a competency in his or her field of emphasis but also a knowledge of philosophy of recreation and also of the research findings which bear upon his or her professional interest for careers in teaching at institutions of higher learning, for research and planning positions and/or for top level administrative roles.2

The program as depicted in part II, Structure, will provide students the opportunity to develop competencies in research methods and to expand their knowledge in philosophical and administrative foundations. In addition, students can either select (with advisor consultation and approval) courses of study emphasizing therapeutic recreation, recreation management, or possibly a combination of the two. The intent, then, is to provide sufficient latitude to address the unique needs of the students as determined by their experience and goals, without compromising the competencies viewed as essential for the delivery of meaningful leisure services.

B. Impact on Programs at SUNY Brockport and Other Area Institutions

There are no existing or projected SUNY Brockport programs that offer appropriately related graduate preparation for the recreation professional. Area institutions do not offer a program of the type herein proposed. S.U.N.Y. Cortland has a program that provides for a masters degree in recreation but it is not conveniently located to the majority of the population from which this program would be expected to draw, that is, the Rochester area.

C. Need

The need for a local master’s level graduate program in leisure studies and services is great. Since the inception of the undergraduate program in 1974, approximately eleven hundred students

1Standards and Evaluative Criteria for Recreation Leisure Services and Resources Curricula Baccalaureate and Masters Degree Program; Council on Accreditation, NRPA; 1978, p. 14

2Ibid
have graduated with the bachelor's degree. While it is unknown just how many of these students entered the field as recreation professionals and, further, how many remain locally employed in the field, personal contacts by faculty over the past several years with these professionals has indicated that Brockport graduates have made very significant inroads in local agencies and institutions and have exerted great impact therein. Many of these individuals are at a stage in their careers where they are capable of accepting greater responsibilities but lack the necessary graduate level academic training and credentials that will enable them to qualify for supervisory and other administrative level positions.

2. Education needs and estimated student demand:

Some of these persons have attempted graduate work at S.U.N.Y. Cortland but very few have found this to be a viable alternative in view of the distance to be traveled to that institution and the fact that the Cortland program does not always suit their particular needs. On the state-wide level there exists a need for additional training opportunities for leisure service professionals too. As pointed out by Louis Woolard, Coordinator of Residential Services, New York State Office of Mental Health, in his letter to Dean Phillips of September 10, 1986, "recreation therapists are required by regulation to have a master's degree" if employed in the Residential Treatment Facility program. Further, he states that with regard to state-operated psychiatric centers, "for supervisory level positions, master's level candidates are preferred." In addition, Mr. Woolard points out that there are approximately six hundred and fifty recreation therapists employed by the Office of Mental Health alone in New York. There exist thousands of recreation professionals statewide many of whom are in situations that require graduate level credentials. There is certainly no oversupply of institutions offering such opportunities in New York.

In addition to the need for graduate level training for professionals in the therapeutic recreation area, many leisure service community recreation professionals have expressed to faculty their frustrations over their inability to remain employed in their present positions in the Rochester area and still pursue a graduate degree that they feel will allow them to advance more rapidly in their profession.

Generally, the recreation and leisure services field has matured rapidly over the past decade with an emphasis being placed on high quality programs and accreditation of such programs on a national basis. There is a corresponding emphasis on advanced training and education particularly since competition for jobs and advanced positions in the leisure service field parallels that of the emphasis nationwide. Because of the ability of many employers to be "choosy" with regard to filling positions, those candidates for employment and

1 Letter to Dean John Phillips from Louis Woolard
2 Ibid
3 Ibid
advancement who possess the advanced degree will be better able to successfully compete in today's job market and the market of the future.

II. Structure*

A. Research Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 541</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>REL 615</td>
<td>Seminar: Research Design</td>
<td>3</td>
</tr>
<tr>
<td>REL 698</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 541</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>REL 697</td>
<td>Research Project</td>
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<td>REL 695</td>
<td>Internship in Administration</td>
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<tr>
<td>REL 615</td>
<td>Seminar: Research Design</td>
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<tr>
<td>REL 600</td>
<td>Philosophical Analysis of Leisure</td>
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</tr>
<tr>
<td>REL 605</td>
<td>Seminar: Problems in Administration in Leisure Service Organizations</td>
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B. Electives from Recreation and Leisure

<table>
<thead>
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<th>Course</th>
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<tr>
<td>REL 699</td>
<td>Independent Study</td>
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<td>REL 606</td>
<td>Leisure and Aging</td>
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<td>REL 505</td>
<td>Philosophy &amp; Theory of Therapeutic Recreation</td>
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<tr>
<td>REL 507</td>
<td>Methods in Therapeutic Recreation</td>
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<td>REL 512</td>
<td>Issues and Trends in Therapeutic Recreation</td>
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<td>REL 511</td>
<td>Problems in Management of Leisure Resources</td>
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C. Other Electives

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<thead>
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<tr>
<td>HLS 623</td>
<td>Management Information Systems</td>
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<tr>
<td>PSH 562</td>
<td>Applied Psychology</td>
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</tr>
<tr>
<td>PAD 666</td>
<td>Computer Applications in Public Administration</td>
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</tr>
<tr>
<td>PAD 669</td>
<td>Advanced Micros for Managers</td>
<td>3</td>
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<tr>
<td>PAD 674</td>
<td>Financial Management</td>
<td>3</td>
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<td>PAD 673</td>
<td>Economic Issues for the Administrator</td>
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</tr>
<tr>
<td>PAD 680</td>
<td>Public Policy</td>
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<td>PAD 681</td>
<td>Organizational Management</td>
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<td>PAD 682</td>
<td>Organizational Behavior and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>PAD 685</td>
<td>Public Personnel</td>
<td>3</td>
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</tbody>
</table>

*Graduates of Brockport’s Undergraduate Program in REL will not be allowed to enroll in any 500 level courses previously completed at the 400 level during undergraduate studies.
D. Course Descriptions:

REL 615 Seminar: Research Design

A review, appraisal, analysis and design of the common research procedures; application of statistical procedures, library methods, evaluation procedures and experimental methods (Alternate Semesters).

REL 698 Thesis

Preparation and oral defense of a substantial original research and writing project with guidance from a graduate faculty committee of two or more (Every Semester).

REL 697 Research Project

Preparation and oral defense of a research and writing project with guidance from a graduate faculty committee of two or more (Every Semester).

REL 696 Internship in Administration

Directed internship in approved leisure service organization. Practical experience in a setting compatible with the student’s chosen recreation option. Evaluation reports by internship agency (Every Semester).

REL 600 Philosophical Analysis of Leisure

Students will explore the philosophy of leisure from the perspectives of Aristotle, Socrates, De Grazia, Veblen, Linder, Kaplan, Neulinger and others. Exploration of models attempting to explain the leisure phenomenon (Alternate Semesters).

REL 605 Seminar: Problems in Administration in Leisure Service Organizations

Review and discussion of problems common to leisure service organizations and the techniques and skills employed by administrators in the process of solving said problems (Alternate Semesters).

REL 699 Independent Study

Independent study courses are considered an enlargement of graduate programs, and permit students to pursue in greater depth topics studied previously in graduate level, conventional courses. Each course is designed individually through consultations between student and instructor to suit needs and interests of student and special competence of instructor. Additional requirements may be imposed by the department (As needed).
REL 505 Philosophy and Theory of Therapeutic Recreation (3)

The nature and function of therapeutic recreation; values of therapeutic recreation service; guidelines for provision of therapeutic recreation services (Every Semester).

REL 506 Leisure and Aging (3)

Various aspects of aging as they relate to leisure in contemporary society; leisure needs of mature adults, services for elderly; leisure pursuits in the sub-culture of the aging (Every Semester).

REL 507 Methods in Therapeutic Recreation (3)

Techniques of organization and administration of leisure activities and services to special populations including the handicapped; methods used to evaluate individuals prior to establishment of recreation activity objectives; how to select appropriate recreation activities for special populations; how to relate to members of special populations (Every Semester).

REL 511 Problems in Management of Leisure Resources (3)

Principles of operation and management of various types of leisure service organizations and resources; identify problems relating to management of said organizations and resources and critically analyze them (Alternate Semesters).

REL 512 Issues and Trends in Therapeutic Recreation (3)

An investigation of the current trends and issues affecting the delivery of therapeutic recreation services and recreation for special populations. Problem-solving exercises are a major component of the course, with the student required to present and defend solutions to assigned case studies that depict current problems faced in the provisions of recreation programs for the different handicapped populations (Alternate Semesters).

MTH 541 Statistical Methods I (3)

Estimation, hypothesis testing, simple regression, multiple regression, categorical data and non-parametric methods. Use of computer statistical analysis packages such as MINITAB and SPSS (Fall of each year).
HLS 520 Management Information Systems

Focuses on the critical need for managers to manage information; students learn to accurately assess the informational needs of organizations using a systems approach; a variety of management information system designs are explored and implementation processes are taught; examines concepts of data base development and trends in microcomputer applications. An individual project is required (Fall of each year).

PSH 562 Applied Psychology

Application of scientific psychology to business advertising, public issues, evaluation, the law, medicine, and military psychology. Other topics to be selected by students. Educational and clinical psychology are not covered. Discussion of applied methodology and the value (and limits) of applied psychology (Every other spring semester).

PAD 666 Computer Applications in Public Administration

Computer application tools to solve decision-making problems in the public sector. Basic knowledge of computer technology, and an understanding of the broad range of computer applications in government. Familiarizes students with Management Informational Systems (Fall of each year).

PAD 569 Advanced Micros for Managers

Assumes no prior knowledge or skill with microcomputers. Students will be introduced to microcomputers and the Disk Operating System (DOS), word processing, electronic spreadsheets and data management software systems. How microcomputers store and process information (Spring of each year).

PAD 574 Financial Management

Financial management as a control process in managerial activities. This involves treasury, accounting, and auditing systems and the functions which relate to these systems (Every Semester).

PAD 575 Economic Issues for the Administrator

Concepts of micro and macroeconomic theory which are relevant to administrative and policy issues. Application of economic concepts and ways of thinking to issues of economic development and public finance (Spring of each year).
PAD 680 Public Policy

Public problems and policy development. Public issues and policy responses, the role of values and the function of the bureaucracy in formulating and implementing public policy (Every Semester).

PAD 681 Organizational Management

Skills in five areas which are crucial to modern managers both in the present and future, including planning, organizing, directing, controlling and using management science to assist them in making better decisions. Utilize teaching techniques, which allow students to apply theories to simulated problems (Every Semester).

PAD 682 Organizational Behavior and Supervision

The interpersonal and social characteristics of organizations, and the skills required to manage them. This behavioral perspective includes motivation, communication, leadership, group and intergroup behavior, conflict management, problem-solving, ethics, training and other special topics. Role plays, field interviews, films and the application of measurement instruments complement the lecture-discussion format. Examples are drawn from governmental, non-profit and business organizations (Every Semester).

PAD 685 Public Personnel

Trains students in specific personnel skills such as job analysis, job description, job specification, recruitment and selection, performance appraisal, collective bargaining and grievances, and salary administration. How personnel systems developed by studying the history of civil service reform and the impact that public policy and management theory have had on personnel administration (Every Semester).

III. Admission Requirements and Procedures

An application for matriculation in the Master of Science in Recreation and Leisure may be obtained from the Office of Graduate Admissions. To qualify for admission, an applicant must submit:

A. a completed application for admission as a matriculated graduate student including a completed Graduate Information Form;

B. official transcripts of all undergraduate and prior graduate work; and
C. three letters of recommendation from persons in a position to assess the applicant's potential for significant academic achievement.

A 3.0 undergraduate grade point average on a 4.0 scale and a B average in the undergraduate major and/or undergraduate leisure studies courses is normally required. Students failing to meet this requirement will be required to complete 6-9 credits (2-3 courses) of required courses on a non-matriculated basis with a minimum 3.0 GPA for admission consideration. Although an undergraduate major in leisure studies is not required, applicants without undergraduate background in leisure studies may be required to complete additional coursework in the curriculum to qualify for the M.S. in Recreation and Leisure Program.

IV. General Requirements for Degree Completion

The Master of Science in Recreation and Leisure requires:

A. Required hours of graduate study: a minimum of 33 semester hours (if choosing the thesis option) or a minimum of 33 semester hours (if electing the non-thesis option) of study beyond the bachelor's degree are required, with at least half of the program at the 600 level or above.

B. Required courses: the following courses, totaling 18 semester hours, are required of all matriculated graduate students:

- MTH 541 Statistical Methods I (Required) 3 hours
- REL 615 Seminar: Research Design (Required) 3 hours
- REL 698 Thesis or
- REL 697 Research Project and
- REL 696 Internship in Administration Student Chooses 3 hours and
- REL 600 Philosophical Analysis of Leisure (Required) 3 hours
- REL 605 Seminar: Problems in Administration in Leisure Service Organizations (Required) 3 hours

C. Thesis option: graduate students electing this option must complete MTH 541 Statistical Methods I, REL 615 Seminar: Research Design and REL 690 Thesis as well as REL 600 Philosophical Analysis of Leisure and REL 605 Seminar: Problems in Administration in Leisure Service Organizations. In addition, a minimum of 15 semester hours is to be selected in elective courses in leisure studies and/or cognate area courses with advisement for a minimum total of 33 hours.

D. Non-thesis option: graduate students electing this option must complete MTH 541 Statistical Methods I, REL 615 Seminar: Research
Design, REL 697 Research Project, and REL 696 Internship as well as REL 600 Philosophical Analysis of Leisure and REL 605 Seminar: Problems in Administration in Leisure Service Organizations. In addition, a minimum of 15 semester hours is to be selected in elective courses in leisure studies and/or cognate area courses with advisement for a minimum total of 33 hours.

E. Courses of study: the specific course of study required of each student is prepared by the student and his/her adviser in conformance with college and departmental graduate policies and the specific interest and needs of the individual student. When a course of study has been approved, it constitutes a binding agreement between the student and the department. If necessary or desirable, however, changes may be made in the course of study by mutual agreement.

V. Graduate Recreation and Leisure Courses Offered First Three Years:

Spring 1989
REL 506 Leisure and Aging
REL 507 Advanced Methods in Therapeutic Recreation
REL 605 Seminar: Problems in Administration in Leisure Service Organizations
REL 615 Seminar: Research Design
REL 697 Research Project
REL 698 Thesis
REL 699 Independent Study

Fall 1989
REL 505 Philosophy and Theory of Therapeutic Recreation
REL 506 Leisure and Aging
REL 511 Problems in Management of Leisure Resources
REL 512 Issues and Trends in Therapeutic Recreation
REL 600 Philosophical Analysis of Leisure
REL 615 Seminar: Research Design
REL 697 Research Project
REL 698 Thesis
REL 699 Independent Study

Spring 1990
Same as Spring 1989 with exception of REL 615 Seminar: Research Design which would remain a Fall semester course only.

Fall 1990
Same as Fall 1989

Spring 1991
Same as Spring 1990

Fall 1991
Same as Fall 1990

VI. Advisement Procedures

Each matriculated graduate student will be assigned a faculty adviser after initial consultation with the graduate program coordinator. The advisor will meet with the student upon acceptance into the program to determine the course of study. The program is intended to provide graduate level preparation in two primary areas -- therapeutic recreation and recreation management. The student may also elect to combine the areas of study. The final course of study will be
determined by the experience and career goals of the student, as well as by the perceived needs.

With regard to advisement of students concerning academic and non-academic employment prospects and assistance in job searches and placement, the program faculty will assist students by informing them of employment opportunities. In addition, students are encouraged to avail themselves of resource materials provided within the program that list job opportunities on the national level as well as on the state and local level. A student bulletin board is also maintained for this purpose. The National Recreation and Park Association also makes information regarding career opportunities and job openings available to students and faculty on a monthly basis.

VII. Faculty

A. Vitae of present faculty members are attached in Appendix A. It is not anticipated that additional faculty members will be recruited.

Faculty Members

*Davis, Joan Ed.D. F.T. REL 507
REL 696
REL 698
REL 697
REL 699
Tenured

Jewell, David Ph.D. F.T. REL 505
REL 512
REL 615
REL 698
REL 697
REL 699
Tenured

Rith, Donald Ph.D. F.T. REL 605
REL 696
REL 698
REL 697
REL 699
Tenured

Rancourt, Ann Ph.D. F.T. REL 506
REL 512
REL 696
REL 697
Tenure Notification
Date is 9/1/90

B. The coordinator of the graduate program will be Donald Rith.

C. The percent of time distribution for research, teaching, advising, administrative work and university service would be expected to be approximately equal to what it has been to date at the undergraduate level except that faculty would be much more deeply involved with guiding graduate student research. It is anticipated that course load can remain at an average of three
classroom courses per faculty member per semester due to
reductions anticipated in the number of elective courses offered
in the undergraduate program and by scheduling some required
undergraduate courses once per year instead of twice.

D. Faculty Changes in Next Three Years

The only expected change in faculty in the next three years
involves the retirement of Dr. Joan Davis upon completion of the
1988-89 academic year and the appointment of her replacement to
take effect at the beginning of the 1989-90 academic year.
Assurances have been given to Chairman Andrew Brown by Dean John
Phillips that said position will remain intact within the
department.

E. Faculty Grant Support (current or pending)

Faculty have in past years held various research/project grants;
however, there are none at present that have required changes in
the normal teaching loads and none are anticipated in the near
future.

VIII. Students

A. The criteria for admission of students to the program will be:

1. a completed application for admission as a matriculated
   graduate student
2. official transcripts of all undergraduate and prior graduate
   work, and
3. three letters of recommendation from persons in a position to
   assess the applicant's potential for significant academic
   achievement.

At least a 3.0 undergraduate grade point average on a 4.0 scale
and a B average in the undergraduate major and/or undergraduate
leisure studies courses will normally be required. Although an
undergraduate major in leisure studies is not required, applicants
without undergraduate background in leisure studies may be
required to complete additional coursework in the curriculum to
qualify for the Master of Science in Recreation and Leisure.

B. Type of student body

It is anticipated that the majority of students will initially be
from the Rochester area. Many of said students will have
undergraduate degrees from Brockport. However, there is a large
number of professionals working in the recreation field in this
area who have degrees from other institutions.

As has been the case for years on the undergraduate level, women
are expected to outnumber men by at least two to one. However,
the program admissions process shall encourage increased participation of persons from groups historically underrepresented and further shall take into account the capacity of each student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program. Foreign students and students for whom English is a second language have participated successfully in the undergraduate program in the past and will be encouraged to do so on the graduate level as well.

B. Anticipated Financial Support

It is not anticipated that special financial support will be available to students other than that afforded through the normal resources of the college financial aid's office. Teaching assistant positions are not being requested.

IX. Facilities

A. The facilities currently available to faculty and students are deemed adequate to meet the needs of those participating in the graduate program. Graduate student offices are not needed in view of our not requesting graduate assistant positions.

B. With regard to library holdings, general research materials available to graduate students in already established campus programs will be adequate for use by students in the leisure studies and services program as well. The library resources specifically purchased in the past to meet the needs of students in the Recreation and Leisure program will also serve master's level students.

C. The research and laboratory facilities required by students in this program would center mainly around the use of computer facilities and services which appear to be abundant on this campus. Available within the Offices of Health Science and Recreation are a Macintosh Plus, an Apple II E and a Zenith Computer to which students and faculty both have access. It is not anticipated that any additional technical or secretarial services would be required for either students or faculty. Classroom and study space should not be a problem in view of college-wide reductions in student enrollment in recent years.

X. Special Support Services and Unique Resources

There are no special support services or unique resources that would be needed for this program.
XI. Five Year Projections - Resources and Costs:

A. Program Resources Required:

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<tbody>
<tr>
<td>1. Instructional Program Staffing</td>
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<td>(1) Faculty</td>
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<td>3. Support Staff (Secretary)*</td>
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<tr>
<td>(b) Additional F.T.E.</td>
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<tr>
<td>4. Total F.T.E.</td>
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<td>5</td>
<td>5</td>
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</tbody>
</table>

*Shared with Health Science.  
NOTE: All of above resources are currently in existence.

5. Other than Personal Service - Additional Resources

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<td>c. Contractual</td>
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<td>d. Total</td>
<td>$700</td>
<td>400</td>
<td>420</td>
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</tbody>
</table>

It is estimated that there would be only insignificant additional operating and no capital costs to implement and support a graduate level program in Recreation and Leisure. An increase in telephone and program marketing supplies may well be the only additional expenses in view of the expectation that faculty resources are expected to remain at their present level.

6. Library

It is not anticipated that any additional costs would be incurred for library acquisitions as noted on preceding page ten.
7. Student Services

No student services are being requested.

8. Research

No special state, federal or external research funds to support the program are anticipated or requested.

9. Extension and Public Service

No special funds are requested for extension or public service activities.

10. Student Aid

No funding is being requested for student aid in the form of teaching assistants, graduate assistants or student fellowships.

11. Additional Program Costs

None anticipated.

12. Other Costs

None.

13. Total Program Resources Required*

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<td>$440.00</td>
<td>$465.00</td>
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</table>

*See five year projections, other than personnel services (XI.A.5)

The above includes four full time faculty lines and one support (secretarial) line all of which are in existence at this time. No additional support needs are anticipated.

B. Source of Program Funding
(Operating Budget)

C. Reallocation Within Institution: Faculty and Staff

All of faculty and staff lines listed under "program resources required" are currently in existence and serving the existing undergraduate program. Adjustments to undergraduate curriculum as described in previous pages will enable current resources to be used for graduate program as well without additional funding for new faculty or staff lines.
XII. Enrollment and Related Data

A. Program Majors

(1) Total Headcount (See below)

(2) Total Annual Average F.T.E. (See below)

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<tr>
<th>Year</th>
<th>Students</th>
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<td>F.T.</td>
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<td>1988-89</td>
<td>3</td>
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<td>1989-90</td>
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<td>1990-91</td>
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<td>13</td>
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<td>1991-92</td>
<td>10</td>
<td>20</td>
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<td>1992-93</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

B. Student Credit Hours

(See above)

(1) Generated by majors taught by faculty listed in previous pages:

- 1988-89: 120
- 1989-90: 130
- 1990-91: 140
- 1992-93: 170

(2) Generated by non-majors:

None.

(3) Taught by existing faculty:

Same as (1)

(4) Taught by graduate teaching assistants:

None:

(5) Total Student Credit Hours:

Anticipated average of 140 student credit hours per year from 1988 through 1992. Based on average of eight students per four basic required courses to be taught each year (96 credit hours) plus enrollment in thesis or research project, internship and independent study courses taught within department by existing faculty.

C. Anticipated Student/Faculty Ratio Specific to the Program

It is anticipated that student/faculty ratio specific to the program may be 10/1.
XIII. Maintaining and Monitoring the Program

There will be an ongoing review of the program by faculty and the current Recreation Advisory Board that has been serving in that capacity on the undergraduate level. No special accrediting agency exists to review graduate programs in leisure studies and services.

The undergraduate program has received national accreditation through the National Recreation and Park Association/American Alliance for Leisure and Recreation Council on Accreditation. This professional organization does not presently provide for accreditation review of graduate programs.
APPENDIX A
SUPPORTIVE MEMORANDA
March 14, 1988

Dr. Warren Fraleigh
Chair, Graduate Studies Committee
Faculty Senate

Dear Warren:

I have spoken with Dr. George Frangos, Associate Vice Chancellor for Graduate Studies at SUNY Central, about the Letter of Intent we submitted for a M.S. degree in Recreation and Leisure. He has given me his verbal approval for this program.

As you know, the proposed program has my support and I look forward to its formal approval from SUNY.

Sincerely,

Robert D. Marcus
Vice President for
Academic Affairs

RDM: evx

xc: John Phillips
    Andrew Brown
    David Jewell
March 14, 1988

TO: Dr. Warren Fraligh
Chair, Graduate Studies Committee
Faculty Senate

FROM: John Phillips, Jr.
Dean, School of Professions

RE: Letter of Intent, M.S. degree in Recreation and Leisure Studies

This memo is to indicate that SUNY Central (George Frangos' office) has given verbal approval of the letter of intent for an M.S. degree in Recreation and Leisure Studies. This verbal approval was received through both Dr. Marcus' office and my office. If you have any questions regarding this matter, please do not hesitate to contact me.

v/a
R. Marcus
A. Brown
D. Jewell
MEMORANDUM

TO: Andy Brown, Chairperson, Department of Health Science, Recreation and Leisure

FROM: Ed Downey, Chairperson, Department of Public Administration

DATE: April 11, 1988

RE: Use of PA Courses in MS, Recreation and Leisure

Based on our discussions of the MS in Recreation and Leisure, the Department of Public Administration has agreed to allow the use of PA courses, set forth in your proposal, as electives.

dlr
April 11, 1988

TO: Andrew Brown, Chairperson, Department of Health Science, Recreation and Leisure

FROM: Stuart Appelle, Chairperson, Department of Psychology

RE: Use of Psychology Course in MS, Recreation and Leisure

Based on our discussion of the MS Program in Recreation and Leisure, the Department of Psychology agrees to the use of Applied Psychology (PSH 462/562) as an elective in your Program.
April 14, 1988

TO: Dr. Warren P. Fraleigh, Chairman  
Faculty Senate Committee on Graduate Curriculum Policies

FR: Kazumi Nakano, Chairperson

RS: Inclusion of MTH 541 Statistical Methods I in the proposed graduate program in Recreation and Leisure

I support the proposal to include MTH 541 Statistical Methods I in the graduate program in Recreation and Leisure which has been submitted by the Department of Health Science. The course is appropriate for the discipline of Health Science. The prerequisite is one course in elementary statistics and students who will enter the proposed program normally have this prerequisite met through their undergraduate training.

cc: A. Brown