

SUNY Cortland

Graduate Advisement Manual

Department of
Recreation, Parks & Leisure Studies



2009-2010

more detailed information is available on the department web page:
www.cortland.edu/rec/

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**WELCOME TO THE
DEPARTMENT OF RECREATION, PARKS AND LEISURE STUDIES!**

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VISION

Recreation and leisure are critical to healthy, happy people and stable communities. We will make a difference by educating students to become competent and caring citizens and professionals. We believe in freedom and self-determination expressed through leisure and its impact on quality of life and happiness. We will be agents of change. The stakes are high!

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MISSION

Through excellence in teaching, scholarship, and service to our students, university, community, and profession, the Department of Recreation, Parks and Leisure Studies seeks to promote understanding of the value of leisure, recreation, and parks to individuals, society, and the environment, and to inspire and enable our students to become active citizens and competent professionals.

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VALUES

- ❖ Respect for learning, the field of recreation and leisure studies, the profession, and for people
- ❖ Positive humanism, including respect, acceptance, diversity, and equality for all people
- ❖ Integrity and honesty, especially with oneself
- ❖ Growth, quality, and excellence in our work; this is a calling
- ❖ Caring for each other



Welcome to SUNY College at Cortland! We are pleased to learn of your interest in our program. We believe our department is one of the premiere programs in the country. The Department of Recreation, Parks and Leisure Studies (RPLS) at SUNY Cortland was founded in 1948 by the legendary Harland “Gold” Metcalf. Originally known as the Department of Recreation Education, the curriculum has changed as the profession has matured, but has always remained rooted in the principles put forth by its founder. First, hire faculty who are known by their colleagues for their scholarship and professional service and by their students for student-centered teaching. We have. Second, base the department’s reputation on the accomplishments of its graduates. We do. Cortland graduates are leaders in the field of recreation and are found on the faculties of the leading college program in the country. We look forward to having you become part of the legacy at SUNY Cortland!

Special Features of the Recreation, Parks and Leisure Studies Department:

- Graduate Assistantships, available on a competitive basis
- Very bright job market for recreation graduates
- Over 95% of our graduates find employment in our field within six months of graduating
- Nationally and internationally recognized faculty committed to students
- Opportunities for research, in a wide array of areas including management, outdoor recreation, and therapeutic recreation
- Internship and fieldwork experiences
- The Annual Cortland Student Recreation Conference
- Outdoor Education Center in the Adirondacks
- Opportunities for international studies.....And so much more!

• FACULTY & STAFF
 • OF THE
 • RECREATION, PARKS & LEISURE STUDIES DEPARTMENT

FULL-TIME FACULTY	Phone	Office #	Areas of Interest
Lynn Anderson, Ph.D. (Department Chair)	753-4941 lynn.anderson@cutland.edu	Park E334	Inclusion; therapeutic recreation; outdoor recreation
Eddie Hill, Ph.D. (CCRA Advisor)	753-2448 eddie.hill@cutland.edu	Park E314	Management; youth development; outdoor education
Amy Shellman, Ph.D. (OEP Co-Director; COOP)	753-4263 amy.shellman@cutland.edu	Park E328	Outdoor leadership; adventure recreation; outdoor education
Wayne Stormann, Ph.D. (Rho Phi Lambda advisor)	753-4974 wayne.stormann@cutland.edu	Park E315	Recreation management; legal aspects; history and philosophy
Sharon Todd, Ph.D. (OEP Co-Director)	753-4952 sharon.todd@cutland.edu	Park E316	Recreation management; outdoor recreation; programming
Vicki Wilkins, Ph.D. (International Coordinator)	753-4972 vicki.wilkins@cutland.edu	Park E330	Diversity; international education; inclusion
Susan Wilson, Ph.D. (Internship Coordinator)	753-4966 susan.wilson@cutland.edu	Park E327	Therapeutic recreation; aging and leisure; student development
Anderson Young, Ph.D. (Graduate Coordinator)	753-4951 anderson.young@cutland.edu	Park E331	Outdoor recreation; outdoor education; camp management
SECRETARY	Phone	Office #	Areas of Interest
Ms. Darleen Lieber	753-4941 darleen.lieber@cutland.edu	Park E334	
PART-TIME FACULTY	Phone; e-mail	Office #	Areas of Interest
Dale Anderson, M.S. (Emeritus Lecturer IV)	753-4957 dale.anderson@cutland.edu	Park E329	Outdoor recreation; outdoor leadership; outdoor skill development
Charles Yaple, Ph.D. (Emeritus Professor)	753-4968 charles.yaple@cutland.edu	Park E329	Outdoor education; Coalition for Education in the Outdoors
Brandy Boden, M.S..	brandy.boden@cutland.edu	Park E329	Recreational crafts; research methods
Kendra Liddicoat, M.S., ABD	753-4848 Kendra.liddicoat@cutland.edu	Park E329	Camp and outdoor program administration; environmental ed
Betty Montgomery, Ed.D.	753-4850 betty.montgonery@cutland.edu	Park E329	Foundations of recreation; campus recreation
Nasrin Parvizi, M.S.	753-5582 nasrin.parvizi@cutland.edu	Park E329 or SW 137	Site and facility planning and management
Laurie Penney McGee, M.S.	753-4833 laurie.penneymcgee@cutland.edu	SW B-4	NYS Inclusive Recreation Resource Center; supervision; inclusion
Lori Pilosi	lori.pilosi@cutland.edu	Park E329	TR Interventions
Al Shannon, Ph.D.	shan@ars-llc.org	Park E329	Human resource management; military recreation
GRAD ASSISTANTS	Phone	Office #	Areas of Interest
Angelique Bovee	753-4971 Angelique.bovee@cutland.edu	Park E329	Coalition for Education in the Outdoors
Lindsey Brown	753-4904 Lindsey.brown@cutland.edu	Park E329	Community Bike Project; outdoor pursuits
Emily Cosnett	753-4119 Emily.cosnett@cutland.edu	Park E329	Teaching assistant; internship; play across cultures
Brandi Crowe	753-4832 Brandi.crowe@cutland.edu	SW B-6	NYS Inclusive Recreation Resource Center
Patrick Langendorfer	753-4849 Patrick.langendorfer@cutland.edu	Park E329	Cortland Outdoor Opportunities Program; outdoor pursuits

SUNY CORTLAND

Admissions Requirements

When you apply for a master's degree program you will need the following:

1. A bachelor's degree from an accredited college or university.
2. You will need to submit an application for admission to graduate study (obtained from the Admissions Office) along with \$50.00 application fee.
3. You will need to fulfill the specific admissions requirements of the department of the College in which enrollment is sought (see below).
4. In degree programs leading to permanent New York State teacher certification, individual departments require that applicants have provisional certification (or a certificate of qualification for provisional certification) before you will be eligible for admission to degree status.

Department of Recreation, Parks and Leisure Studies (RPLS)

Admissions Requirements

In addition to the College admissions requirements as stated above, the Department of Recreation, Parks and Leisure Studies includes the following:

1. Applicants are generally required to have an undergraduate cumulative grade point average of 2.8 (on a 4.0 scale).
2. Each applicant must submit the following items to the department:
 - A. An updated resume.
 - B. A brief statement/essay of the applicant's educational and professional goals and how the Department of Recreation, Parks and Leisure Studies can assist in meeting those goals.
 - C. Names, addresses, phone numbers, and email addresses (if available) of three professional references.
3. Each applicant who enrolls in the M.S.Ed. program (see next section for an explanation of the difference between M.S. and M.S.Ed.) must submit evidence of provisional (initial) certification for teaching or the equivalent.

Programs Offered and Requirements in RPLS

The Department offers two graduate degrees, the Master's of Science in Recreation (M.S.) and the Master's of Science in Education with a specialization in Recreation Education (M.S.Ed.). Simply stated, the M.S.Ed. program is **ONLY OPEN TO STUDENTS WITH PROVISIONAL OR INITIAL TEACHING CERTIFICATION**. If you do not have a teaching certificate (provisional or initial) you must enroll in the M.S. degree program. Requirements for Master's Degree with Teaching Certificates and the new regulations by the New York State Education Department can be found on page 35 in the 2004-2006 SUNY Cortland Graduate Catalog.

Regardless of the degree program you select (M.S. or M.S.Ed), general requirements need to be met before you are awarded a master's degree.

1. A minimum grade point average of 3.0 in graduate work must be maintained.
2. No grade below C- will be counted toward a master's degree or a certificate.
3. A minimum of nine credit hours in a degree program must be taken in courses at the 600 level.
4. A maximum of six credit hours may be approved for transfer credit at the discretion of the department and graduate school.
5. No more than nine credits may be taken as a non-matriculated student. That is, you must be accepted into an academic program after three courses (or nine credits) have been taken.
6. You have five years from the semester in which you took your first graduate course to complete all requirements. This is known as the "College Five-Year Rule."

If you need to request an extension to the College's five-year rule, you must explain your situation, in writing, to the Director of Graduate Studies, Miller Building. You must include how long you need to complete your graduate studies (e.g., one or two semesters) and the circumstances behind your request.

Master of Science (M.S.) and Master of Science in Education (M.S.Ed.) Concentrations

There are three concentrations within the graduate program. The areas include Management of Leisure Services, Outdoor and Environmental Education, and Therapeutic Recreation. Students are required to select at least one of the concentrations for graduate study.

The M.S. and M.S. Ed. Degree programs are offered in all three concentrations. However, as previously stated, only students who have provisional or initial certification are eligible to enroll in the M.S.Ed program.

Management of Leisure Services

Management of Leisure Services (MLS) encompasses a broad array of services, from public park and recreation agencies, to private commercialized for-profit recreation businesses. Leisure services are provided at all levels of government. At the local level, agencies that need recreation managers may include youth bureaus, parks and recreation departments, YM/YWCA's, and more. At the state level, management is provided at state parks, state heritage agencies, planning offices, tourism development offices, and more. At the federal level, the National Park Service, the National Forest Service, and other management agencies provide recreation services. The private sector needing recreation managers include clubs, resorts, ski areas, and other recreation enterprises. Recreation management is grounded in management, administration, and leadership theory, in recreation behavior, community development, and more.

This concentration intends to focus student interest and attention on the roles of managers and administrators who provide leisure and recreation services. The concentration helps students to develop an understanding of the ways in which management practices can enhance or detract from the humanistic aims of agencies providing recreation services. A strong emphasis is placed on management principles and practices, administration, and human resource management. More specifically, students who complete this concentration should have an understanding of program, facility, and organizational administration, and should have developed the skills of financial and personnel management. In addition, students should have an understanding of the body of law that applies to leisure and recreation agencies and a working knowledge of the differences in purposes and practices that exist between public and private sectors.

Outdoor and Environmental Education

Outdoor and Environmental Education (EOE) is a diverse and thriving aspect of the recreation field. It offers unique career opportunities for individuals who value recreation and enjoy working in the outdoors. A distinguishing feature of this concentration includes initiatives in outdoor and environmental education and their comprehensive character. EOE resists making outdoor education singularly about environmental literacy, adventure, camping, curricular enhancement, etc. Outdoor and environmental educators should fully understand the rich diversity of aims and programs that are associated with outdoor and environmental education.

Many students who graduate with a concentration in EOE develop careers as outdoor leaders in a variety of agencies, from Outward Bound to campus outdoor recreation programs to camps; camp director; state or national park manager; outdoor educator; interpretation specialist with nature centers, parks, and other environmental agencies; and, more.

Therapeutic Recreation

Therapeutic recreation offers a unique career opportunity for individuals who value leisure experiences and enjoy working with people with disabilities. Practiced in clinical, residential, and community settings, the profession of therapeutic recreation uses treatment, education, and recreation services to help people with illnesses, disabilities, and other conditions to develop and use their leisure in ways that enhance their health, independence, and well-being.

This concentration focuses on several areas which may include: in-depth knowledge of potentially disturbing conditions; in-depth knowledge of the history and philosophy of therapeutic recreation; ability to use therapeutic recreation techniques and procedures, including therapeutic approaches and facilitation techniques; ability to design and implement therapeutic recreation programs; understanding of current trends and issues within the therapeutic recreation profession; understanding of and ability to use leisure education; understanding of and ability to facilitate inclusion.

Complete curriculum sheets for each degree/concentration are provided on the next several pages.

Appendix C outlines the differences between internship and fieldwork at the graduate level.

Appendix D outlines the differences between a thesis and a master's project.

Appendix E contains study guides for the comprehensive examination.

**Master of Science in Recreation
Management of Leisure Services**

(33-34 semester hours including a comprehensive examination, master's project, or thesis)

Intended Audience: Both students who are seeking first degree professional preparation in recreation services and persons whose undergraduate study in recreation did not include a concentration or emphasis in management or administration.

Philosophical Basis: The program intends to focus student interest and attention on the roles of managers and administrators in organizations, and to help students develop an understanding of the ways in which management practices can enhance or detract from the humanistic aims of agencies providing recreation services. Students who complete the emphasis should have an understanding of and ability in program, facility, and organizational administration, and should have developed the skills of financial and human resource management. In addition, students should have an understanding of the body of law that applies to leisure service agencies and a working knowledge of the differences in purposes and practices that exist between public and private sectors.

Degree Requirements: The outline of requirements offered below reflects the aims of the graduate emphasis in the management of leisure services. Substitutions are often possible when the student and advisor agree that diverging from the recommended program will better serve the interests of the student and the department.

Co-requisites: For “first degree students:”

REC 600: Survey of the Recreation and Leisure Profession (2 credits)

REC 495: Administration of Recreation (or equivalent) (3 credits)

POL 240: Introduction to Public Policy (or equivalent) (3 credits)

[or MGT 250: Principles of Management or equivalent]

Additional co-requisites may be required by joint agreement of the Admissions Committee & academic advisor

Course of Graduate Study

A. Recreation:		21 credits*
REC 601	Recreation Research and Evaluation I	3 credits
REC 602	Recreation Research and Evaluation II	3 credits
REC 603	Historical, Philosophical, & Theoretical Perspectives of Recreation & Leisure	3 credits
REC 509	Human Resource Management in Leisure Services	3 credits
Concentration Courses:		
REC 546	Legal Aspects of Recreation and Park Services	3 credits
REC 544	Commercial Recreation	3 credits
REC 640	Outdoor Recreation Resource Management	3 credits
B. Supporting Area: (selected by advisement)		6 credits*
REC	REC 508-Leisure Services for Older Adults; or EDU 515-Leisure Education; or REC 560-Camp and Outdoor Program Administration; or REC 538-Administration of Therapeutic Recreation; ; or REC 503-Campus Recreation Programming and Admin.; or REC 541-Site and Facilities Planning or REC 606-Recreation Internship; or other courses selected by advisement	
C. Electives (selected by advisement)		6 credits*
	Behavioral, social or natural sciences	6 credits
D. Culminating Activity – One of the following:		1-6 credits*
REC 683	Comprehensive Examination in Recreation and Leisure Studies OR	1 credit
REC 684	Thesis OR	1-6 credits*
REC 685	Master's Project	1-6 credits*
TOTAL		33-34 credits

*Thesis or project credit is substituted for coursework

Master of Science Concentration in Management of Leisure Services Curriculum Planning Sheet

(33-34 semester hours) (Code = REC/MGLS)

**Students approved to do a thesis (REC 684) or master's project (REC 685) may earn up to six credits that can be substituted for certain courses listed below and approved by their advisor. Students writing a thesis or project do not complete the comprehensive examination process (REC 683).*

CO-REQUISITES FOR "FIRST DEGREE" STUDENTS:

Course #	Title	Credits	Sem.	Grade
REC 600	Survey of the Leisure and Recreation Profession	2		
REC 495	Administration of Recreation (or equivalent)	3		
POL 240	Introduction to Public Policy (or equivalent) or MGT 250	3		

(Additional co-requisites may be required by joint agreement of the Graduate Admissions Committee and MGLS advisors.)

COURSE OF GRADUATE STUDY

Course #	Title	Credits	Sem.	Grade
A. Research/Recreation Core		21		
REC 601	Recreation Research and Evaluation I	3		
REC 602	Recreation Research and Evaluation II	3		
REC 603	Historical, Philosophical, and Theoretical Perspectives of Recreation and Leisure	3		
<i>A supervision or administration course (3 credits)</i>				
REC 509	Human Resource Management in Leisure Services	3		
Concentration courses: (9 credits)				
REC 546	Legal Aspects of Recreation and Park Services	3		
REC 544	Commercial Recreation	3		
REC 640	Outdoor Recreation Resource Management	3		
B. Supporting Area		6		
REC	REC 508-Leisure Services for Older Adults OR EDU 515-Leisure Education OR REC 560-Camp and Outdoor Program Administration OR REC 538-Administration of Therapeutic Recreation OR REC 503-Campus Recreation Programming and Administration OR REC 541-Site and Facility Planning OR other course by advisor approval	3		
REC 606	Recreation Internship OR	3		
	OR others approved by advisor			
C. Electives (selected by advisement)		6		
		3		
		3		
Culminating Activity		1-6*		
REC 683	Comprehensive Exam (in lieu of thesis/master's project)	1		

Degree total with comps=34; Degree total with thesis or master's project=33

**Master of Science in Education – Recreation Education
Management of Leisure Services**

(33-34 semester hours including a comprehensive examination, master’s project, or thesis)

Intended Audience: Both students who are seeking first degree professional preparation in recreation services and persons whose undergraduate study in recreation did not include a concentration or emphasis in management or administration.

Philosophical Basis: The program intends to focus student interest and attention on the roles of managers and administrators in organizations, and to help students develop an understanding of the ways in which management practices can enhance or detract from the humanistic aims of agencies providing recreation services. Students who complete the emphasis should have an understanding of and ability in program, facility, and organizational administration, and should have developed the skills of financial and human resource management. In addition, students should have an understanding of the body of law that applies to leisure service agencies and a working knowledge of the differences in purposes and practices that exist between public and private sectors.

Degree Requirements: The outline of requirements offered below reflects the aims of the graduate emphasis in the management of leisure services. Substitutions are often possible when the student and advisor agree that diverging from the recommended program will better serve the interests of the student and the department.

Co-requisites: For “first degree students:”
 REC 600: Survey of the Recreation and Leisure Profession (2 credits)
 REC 495: Administration of Recreation (or equivalent) (3 credits)
 POL 240: Introduction to Public Policy (or equivalent) (3 credits)
 [or MGT 250: Principles of Management or equivalent]
 Additional co-requisites may be required by joint agreement of the Admissions Committee & academic advisor

Course of Graduate Study

A. Professional Education:		15 credits
REC 601	Recreation Research and Evaluation I	3 credits
REC 602	Recreation Research and Evaluation II	3 credits
REC 603	Historical, Philosophical, & Theoretical Perspectives of Recreation & Leisure	3 credits
EDU	An education elective, chosen by advisement	3 credits
EDU 515	Leisure Education (or EDU 568 – Environmental and Outdoor Education)	3 credits
B. Recreation Education Concentration		12 credits*
REC 509	Human Resource Management in Leisure Services	3 credits
REC 546	Legal Aspects of Recreation and Park Services	3 credits
REC 544	Commercial Recreation	3 credits
REC 640	Outdoor Recreation Resource Management	3 credits
C. Electives (selected by advisement)		6 credits*
REC	REC 508-Leisure Services for Older Adults; or REC 560-Camp and Outdoor Program Administration; or REC 538-Administration of Therapeutic Recreation; or REC 503-Campus Recreation Programming and Admin.; or REC 541-Site and Facilities Planning; or REC 606-Recreation Internship; or other courses selected by advisement	6 credits
D. Culminating Activity – One of the following:		1-6 credits*
REC 683	Comprehensive Examination in Recreation and Leisure Studies OR	1 credit
REC 684	Thesis OR	1-6 credits*
REC 685	Master’s Project	1-6 credits*
TOTAL		33-34 credits

*Thesis or project credit is substituted for coursework

Master of Science in Education – Recreation Education Concentration in Management of Leisure Services Curriculum Planning Sheet

(33-34 semester hours) (Code = RED/MGLS)

**Students approved to do a thesis (REC 684) or master's project (REC 685) may earn up to six credits that can be substituted for certain courses listed below and approved by their advisor. Students writing a thesis or project do not complete the comprehensive examination process (REC 683).*

CO-REQUISITES FOR "FIRST DEGREE" STUDENTS:

Course #	Title	Credits	Sem.	Grade
REC 600	Survey of the Leisure and Recreation Profession	2		
REC 495	Administration of Recreation (or equivalent)	3		
POL 240	Introduction to Public Policy (or equivalent) or MGT 250	3		

(Additional co-requisites may be required by joint agreement of the Graduate Admissions Committee and MGLS advisors.)

COURSE OF GRADUATE STUDY

Course #	Title	Credits	Sem.	Grade
A. Professional Education		15		
REC 601	Recreation Research and Evaluation I	3		
REC 602	Recreation Research and Evaluation II	3		
REC 603	Historical, Philosophical, and Theoretical Perspectives of Recreation and Leisure	3		
EDU 515	Leisure Education (or EDU 568- Envir. & Outdoor Ed)	3		
<i>An education elective, chosen by advisement (3 credits)</i>				
EDU		3		
B. Recreation Education Concentration:		12*		
REC 509	Human Resource Management in Leisure Services	3		
REC 546	Legal Aspects	3		
REC 544	Commercial Recreation	3		
REC 640	Outdoor Recreation Resource Management	3		
C. Electives (selected by advisement)		6		
REC	REC 508-Leisure Services for Older Adults OR EDU 515-Leisure Education OR REC 560-Camp and Outdoor Program Administration OR REC 538-Administration of Therapeutic Recreation OR REC 503-Campus Recreation Programming and Administration OR REC 541-Site and Facility Planning OR other course by advisor approval	3		
REC 606	Recreation Internship	3		
	OR others approved by advisor			
D. Culminating Activity		1-6*		
REC 683	Comprehensive Exam (in lieu of thesis/master's project)	1		

Degree total with comps=34; Degree total with thesis or master's project=33

**Master of Science in Recreation
Outdoor and Environmental Education**

(33-34 semester hours including a comprehensive examination, master's project, or thesis)

Intended Audience: Primarily persons who need first-degree professional preparation in outdoor and environmental education. Secondly, persons whose undergraduate study of outdoor and environmental education was not as comprehensive as this model would suggest.

Philosophical Basis: A distinguishing feature of Cortland's initiatives in outdoor and environmental education is their comprehensive character. We have resisted making outdoor education singularly about environmental literacy, adventure, camping, curricular enhancement, etc. We believe that outdoor and environmental educators should fully understand the rich diversity of aims and programs that are associated with outdoor and environmental education. Further, we believe that outdoor and environmental educators should be able to work in a wide variety of, if not all, program contexts (e.g., camps, nature centers, schools, etc.). Therefore, this master's program, while permitting students to emphasize either (a) environmental education and interpretation or (b) outdoor pursuits and organized camping, is holistic in nature.

Degree Requirements: The requirements listed on this document reflect the comprehensive aims of the graduate concentration in outdoor and environmental education. In most instances, substitutions are possible when the student and advisor agree that the student has acquired comparable knowledge or skill in another context. Students approved to do a thesis or master's project (in lieu of the comprehensive exam) may earn up to six credits for that work. Project and thesis credits may substitute for an internship or courses in the elective, supporting, or concentration areas as approved by a student's advisor.

Co-requisites: For "first degree students:"

REC 600: Survey of the Recreation and Leisure Profession (2 credits)

REC 611: Background Readings in Outdoor and Environmental Education (1 credit)

Additional co-requisites may be required by joint agreement of the Admissions Committee & academic advisor

Course of Graduate Study

A. Recreation:		21 credits*
REC 601	Recreation Research and Evaluation I	3 credits
REC 602	Recreation Research and Evaluation II	3 credits
REC 603	Historical, Philosophical, & Theoretical Perspectives of Recreation & Leisure	3 credits
REC 560	Camp and Outdoor Program Administration	3 credits
Concentration Courses:		
EDU 568	Environmental and Outdoor Education	3 credits
For Environmental Education and Interpretation Students:		
REC 569	Environmental and Cultural Interpretation	3 credits
REC 606	Recreation Internship	3 credits
For Outdoor Pursuits and Organized Camping Students:		
REC 574	Outdoor Pursuits Education and Leadership	3 credits
REC 606	Recreation Internship	3 credits
B. Supporting Area		6 credits*
REC 640	Outdoor Recreation Resource Management	3 credits
	- and -	
EDU/REC	EDU 515-Leisure Education OR EDU 523- Elementary School Science	3 credits
	OR EDU 646 Seminar in Tchg Science OR REC 541-Site and Facilities	
	Planning OR REC 546-Legal Aspects OR other course by advisor's approval	
C. Electives		6 credits*
REC 610	Wilderness and American Culture	3 credits
BIO 507	Adv. Field Natural History OR BIO 510- Adv. Field Biology	3 credits
D. Culminating Activity – One of the following:		1-6 credits*
REC 683	Comprehensive Examination in Recreation and Leisure Studies OR	1 credit
REC 684	Thesis OR	1-6 credits*
REC 685	Master's Project	1-6 credits*
TOTAL		33-34 credits

*Thesis or project credit is substituted for coursework

Master of Science Concentration in Outdoor & Environmental Education Curriculum Planning Sheet

(33-34 semester hours) (Code = REC/EOE)

**Students approved to do a thesis (REC 684) or master's project (REC 685) may earn up to six credits that can be substituted for certain courses listed below and approved by their advisor. Students writing a thesis or project do not complete the comprehensive examination process (REC 683).*

CO-REQUISITES FOR "FIRST DEGREE" STUDENTS:

Course #	Title	Credits	Sem.	Grade
REC 600	Survey of the Leisure and Recreation Profession	2		
REC 611	Background Rdgs in Outdoor and Environmental Education	1		

(Additional co-requisites may be required by joint agreement of the Graduate Admissions Committee and EOE advisors.)

COURSE OF GRADUATE STUDY

Course #	Title	Credits	Sem.	Grade
A. Research/Recreation Core		21*		
REC 601	Recreation Research and Evaluation I	3		
REC 602	Recreation Research and Evaluation II	3		
REC 603	Historical, Philosophical, and Theoretical Perspectives of Recreation and Leisure	3		
<i>A supervision or administration course (3 credits)</i>				
REC 560	Camp and Outdoor Program Administration	3		
Concentration courses: (9 credits)				
EDU 568	Environmental and Outdoor Education	3		
For Environmental Education and Interpretation Students				
REC 569	Environmental and Cultural Interpretation	3		
REC 606	Recreation Internship	3		
For Outdoor Pursuits and Organized Camping Students				
REC 574	Outdoor Pursuits Education and Leadership	3		
REC 606	Recreation Internship	3		
B. Supporting Area		6*		
REC 640	Outdoor Recreation Resources Management	3		
EDU/REC	EDU 515-Leisure Education <i>OR</i> EDU 523- Elementary School Science <i>OR</i> EDU 646 Seminar in Tchg Science <i>OR</i> REC 541-Site and Facilities Planning <i>OR</i> REC 546-Legal Aspects <i>OR</i> other course by advisor's approval			
C. Electives		6*		
REC 610	Wilderness and American Culture	3		
BIO 507	Adv. Field Natural History <i>OR</i> BIO 510 Adv. Field Biology	3		
Culminating Activity				
REC 683	Comprehensive Exam (in lieu of thesis/master's project)	1		

Degree total with comps=34; Degree total with thesis or master's project=33

SUNY Cortland Recreation, Parks and Leisure Studies Department

Master of Science in Education – Recreation Education Outdoor and Environmental Education

(33-34 semester hours including a comprehensive examination, master's project, or thesis)

Intended Audience: Primarily persons who need first-degree professional preparation in outdoor and environmental education. Secondly, persons whose undergraduate study of outdoor and environmental education was not as comprehensive as this model would suggest.

Philosophical Basis: A distinguishing feature of Cortland's initiatives in outdoor and environmental education is their comprehensive character. We have resisted making outdoor education singularly about environmental literacy, adventure, camping, curricular enhancement, etc. We believe that outdoor and environmental educators should fully understand the rich diversity of aims and programs that are associated with outdoor and environmental education. Further, we believe that outdoor and environmental educators should be able to work in a wide variety of, if not all, program contexts (e.g., camps, nature centers, schools, etc.). Therefore, this master's program, while permitting students to emphasize either (a) environmental education and interpretation or (b) outdoor pursuits and organized camping, is holistic in nature.

Degree Requirements: The requirements listed on this document reflect the comprehensive aims of the graduate concentration in outdoor and environmental education. In most instances, substitutions are possible when the student and advisor agree that the student has acquired comparable knowledge or skill in another context. Students approved to do a thesis or master's project (in lieu of the comprehensive exam) may earn up to six credits for that work. Project and thesis credits may substitute for an internship or courses in the elective, supporting, or concentration areas as approved by a student's advisor.

Co-requisites: For "first degree students:"
 REC 600: Survey of the Recreation and Leisure Profession (2 credits)
 REC 611: Background Readings in Outdoor and Environmental Education (1 credit)
 (Additional co-requisites may be required by joint agreement of the Admissions Committee & academic advisor)

Course of Graduate Study

A. Professional Education:		15 credits
REC 601	Recreation Research and Evaluation I	3 credits
REC 602	Recreation Research and Evaluation II	3 credits
REC 603	Historical, Philosophical, & Theoretical Perspectives of Recreation & Leisure	3 credits
EDU	An education elective, chosen by advisement	3 credits
EDU 568	Environmental and Outdoor Education	3 credits
B. Recreation Education Concentration		12 credits*
REC 560	Camp and Outdoor Program Administration	3 credits
REC 640	Outdoor Recreation Resource Management	3 credits
<i>For Environmental Education and Interpretation Students:</i>		
REC 569	Environmental and Cultural Interpretation	3 credits
RC 606	Recreation Internship	3 credits
<i>For Outdoor Pursuits and Organized Camping Students:</i>		
REC 574	Outdoor Pursuits Education and Leadership	3 credits
REC 606	Recreation Internship	3 credits
C. Electives		6 credits*
REC 610	Wilderness and American Culture	3 credits
BIO 507	Adv. Field Natural History OR BIO 510-Adv. Field Biology	3 credits
D. Culminating Activity – One of the following:		1-6 credits*
REC 683	Comprehensive Examination in Recreation and Leisure Studies OR	1 credit
REC 684	Thesis OR	1-6 credits*
REC 685	Master's Project	1-6 credits*
TOTAL		33-34 credits

**Thesis or project credit is substituted for coursework*

Master of Science in Education – Recreation Education Concentration in Outdoor & Environmental Education Curriculum Planning Sheet

(33-34 semester hours) (Code = RED/EOE)

**Students approved to do a thesis (REC 684) or master's project (REC 685) may earn up to six credits that can be substituted for certain courses listed below and approved by their advisor. Students writing a thesis or project do not complete the comprehensive examination process (REC 683).*

CO-REQUISITES FOR "FIRST DEGREE" STUDENTS:

Course #	Title	Credits	Sem.	Grade
REC 600	Survey of the Leisure and Recreation Profession	2		
REC 611	Background Rdgs in Outdoor and Environmental Education	1		

(Additional co-requisites may be required by joint agreement of the Graduate Admissions Committee and EOE advisors.)

COURSE OF GRADUATE STUDY

Course #	Title	Credits	Sem.	Grade
A. Professional Education		15		
REC 601	Recreation Research and Evaluation I	3		
REC 602	Recreation Research and Evaluation II	3		
REC 603	Historical, Philosophical, and Theoretical Perspectives of Recreation and Leisure	3		
EDU 568	Environmental and Outdoor Education	3		
<i>An education elective, chosen by advisement (3 credits)</i>				
EDU		3		
B. Recreation Education Concentration:		12*		
REC 560	Camp and Outdoor Program Administration	3		
REC 640	Outdoor Recreation Resource Management	3		
For Environmental Education and Interpretation Students				
REC 569	Environmental and Cultural Interpretation	3		
REC 606	Recreation Internship	3		
For Outdoor Pursuits and Organized Camping Students				
REC 574	Outdoor Pursuits Education and Leadership	3		
REC 606	Recreation Internship	3		
C. Electives		6		
REC 610	Wilderness and American Culture	3		
BIO 507	Adv. Field Natural History <i>OR</i> BIO 510-Adv. Field Bio.	3		
D. Culminating Activity		1-6*		
REC 683	Comprehensive Exam (in lieu of thesis/master's project)	1		

Degree total with comps=34; Degree total with thesis or master's project=33

SUNY Cortland Recreation, Parks and Leisure Studies Department

Master of Science in Recreation Therapeutic Recreation

(33-34 semester hours including a comprehensive examination, master's project, or thesis)

Intended Audience: Students who need first degree professional preparation in recreation and therapeutic recreation and students whose undergraduate study of recreation did not include advanced coursework in preparation for certification by the National Council for Therapeutic Recreation Certification (NCTRC).

Philosophical Basis: The program focuses on working with people with disabilities. Practiced in clinical, residential, school, and community settings, therapeutic recreation uses treatment, education, and recreation services to help people of all ages with illnesses, disabilities, and other conditions to develop and use their leisure in ways that enhance their health, independence, and well-being. Therapeutic recreation makes a difference in the quality of life for people with disabilities by focusing on the following areas: In-depth knowledge of potentially disabling conditions; in-depth knowledge of the history and philosophy of therapeutic recreation; ability to use therapeutic recreation techniques and procedures, including therapeutic approaches and facilitation techniques; ability to design and implement therapeutic recreation programs; understanding of current trends and issues within the therapeutic recreation profession; understanding of and ability to use leisure education; understanding of and ability to facilitate inclusion.

Degree Requirements: The requirements listed on this document reflect the comprehensive aims of the graduate concentration in therapeutic recreation. In most instances, substitutions are possible when the student and advisor agree that the student has acquired comparable knowledge or skill in another context.

Co-requisites: For “first degree students:”

REC 600: Survey of the Recreation and Leisure Profession (2 credits)

REC 330: Introduction to Therapeutic Recreation (3 credits)

Additional co-requisites may be required by joint agreement of the Admissions Committee & academic advisor

A. Recreation:	21 credits*
REC 601 Recreation Research and Evaluation I	3 credits
REC 602 Recreation Research and Evaluation II	3 credits
REC 603 Historical, Philosophical, & Theoretical Perspectives of Recreation & Leisure	3 credits
REC 538 Design and Administration of Therapeutic Recreation Programs	3 credits
Concentration Courses:	
EDU 515 Leisure Education (or another REC course on advisement, if student has LE)	3 credits
REC 530 The Therapeutic Recreation Process	3 credits
REC 535 Therapeutic Recreation Interventions	3 credits
B. Supporting Area	6 credits*
<i>For students without undergraduate degree in recreation:</i>	
REC One REC course by advisement	3 credits
REC 606 Recreation Internship	3 credits
<i>For students with undergraduate degree in recreation:</i>	
One course by advisement	3 credits
REC 606 Recreation Internship	3 credits
C. Electives	6 credits*
Students seeking certification by NCTRC should select electives carefully and by advisement. Currently, NCTRC requires coursework in anatomy and physiology, abnormal psychology, and human growth and development	6 credits
D. Culminating Activity – One of the following:	1-6 credits*
REC 683 Comprehensive Examination in Recreation and Leisure Studies OR	1 credit
REC 684 Thesis OR	1-6 credits*
REC 685 Master's Project	1-6 credits*
TOTAL	33-34 credits

*Thesis or project credit is substituted for coursework

Master of Science Concentration in Therapeutic Recreation Curriculum Planning Sheet

(33-34 semester hours) (Code = REC/TR)

**Students approved to do a thesis (REC 684) or master's project (REC 685) may earn up to six credits that can be substituted for certain courses listed below and approved by their advisor. Students writing a thesis or project do not complete the comprehensive examination process (REC 683).*

CO-REQUISITES FOR "FIRST DEGREE" STUDENTS:

Course #	Title	Credits	Sem.	Grade
REC 600	Survey of the Leisure and Recreation Profession	2		
REC 330	Introduction to Therapeutic Recreation	3		

(Additional co-requisites may be required by joint agreement of the Graduate Admissions Committee and TR advisors.)

COURSE OF GRADUATE STUDY

Course #	Title	Credits	Sem.	Grade
A. Research/Recreation Core		21		
REC 601	Recreation Research and Evaluation I	3		
REC 602	Recreation Research and Evaluation II	3		
REC 603	Historical, Philosophical, and Theoretical Perspectives of Recreation and Leisure	3		
<i>A supervision or administration course (3 credits)</i>				
REC 538	Design & Administration of Therapeutic Recreation Prog.	3		
Concentration courses: (9 credits)				
REC 530	The Therapeutic Recreation Process	3		
REC 535	Therapeutic Recreation Interventions	3		
EDU 515	Leisure Education	3		
B. Supporting Area		6		
<i>For students without undergraduate degrees in recreation:</i>				
REC	(one 3-credit recreation course by advisement)	3		
REC 606	Recreation Internship	3		
<i>For students with undergraduate degrees in recreation:</i>				
	(one 3-credit course by advisement)	3		
REC 606	Recreation Internship	3		
C. Electives		6		
		3		
		3		
Culminating Activity		1-6*		
REC 683	Comprehensive Exam (in lieu of thesis/master's project)	1		

Degree total with comps=34; Degree total with thesis or master's project=33

Master of Science in Education – Recreation Education Therapeutic Recreation

(33-34 semester hours including a comprehensive examination, master's project, or thesis)

Intended Audience: Students who need first degree professional preparation in recreation and therapeutic recreation and students whose undergraduate study of recreation did not include advanced coursework in preparation for certification by the National Council for Therapeutic Recreation Certification (NCTRC).

Philosophical Basis: The program focuses on working with people with disabilities. Practiced in clinical, residential, school, and community settings, therapeutic recreation uses treatment, education, and recreation services to help people of all ages with illnesses, disabilities, and other conditions to develop and use their leisure in ways that enhance their health, independence, and well-being. Therapeutic recreation makes a difference in the quality of life for people with disabilities by focusing on the following areas: In-depth knowledge of potentially disabling conditions; in-depth knowledge of the history and philosophy of therapeutic recreation; ability to use therapeutic recreation techniques and procedures, including therapeutic approaches and facilitation techniques; ability to design and implement therapeutic recreation programs; understanding of current trends and issues within the therapeutic recreation profession; understanding of and ability to use leisure education; understanding of and ability to facilitate inclusion.

Degree Requirements: The requirements listed on this document reflect the comprehensive aims of the graduate concentration in therapeutic recreation. In most instances, substitutions are possible when the student and advisor agree that the student has acquired comparable knowledge or skill in another context.

Co-requisites: For “first degree students:”

REC 600: Survey of the Recreation and Leisure Profession (2 credits)

REC 330: Introduction to Therapeutic Recreation (3 credits)

Additional co-requisites may be required by joint agreement of the Admissions Committee & academic advisor

Course of Graduate Study

<i>A. Professional Education:</i>		<i>15 credits</i>
REC 601	Recreation Research and Evaluation I	3 credits
REC 602	Recreation Research and Evaluation II	3 credits
REC 603	Historical, Philosophical, & Theoretical Perspectives of Recreation & Leisure	3 credits
SPE/EDU	An education elective, chosen by advisement	3 credits
EDU 515	Leisure Education	3 credits
<i>B. Recreation Education Concentration</i>		<i>12 credits*</i>
REC 530	The Therapeutic Recreation Process	3 credits
REC 535	Therapeutic Recreation Interventions	3 credits
REC 538	Design and Administration of Therapeutic Recreation Programs	3 credits
REC 606	Recreation Internship	3 credits
<i>C. Electives</i>		<i>6 credits*</i>
Students seeking certification by NCTRC should select electives carefully and by advisement. Currently, NCTRC requires coursework in anatomy and physiology, abnormal psychology, and human growth and development		6 credits
<i>D. Culminating Activity – One of the following:</i>		<i>1-6 credits*</i>
REC 683	Comprehensive Examination in Recreation and Leisure Studies OR	1 credit
REC 684	Thesis OR	1-6 credits*
REC 685	Master's Project	1-6 credits*
<i>TOTAL</i>		<i>33-34 credits</i>

**Thesis or project credit is substituted for coursework*

Master of Science in Education – Recreation Education Concentration in Therapeutic Recreation Curriculum Planning Sheet

(33-34 semester hours) (Code = RED/TR)

**Students approved to do a thesis (REC 684) or master's project (REC 685) may earn up to six credits that can be substituted for certain courses listed below and approved by their advisor. Students writing a thesis or project do not complete the comprehensive examination process (REC 683).*

CO-REQUISITES FOR "FIRST DEGREE" STUDENTS:

Course #	Title	Credits	Sem.	Grade
REC 600	Survey of the Leisure and Recreation Profession	2		
REC 330	Introduction to Therapeutic Recreation	3		

(Additional co-requisites may be required by joint agreement of the Graduate Admissions Committee and TR advisors.)

COURSE OF GRADUATE STUDY

Course #	Title	Credits	Sem.	Grade
A. Professional Education		15		
REC 601	Recreation Research and Evaluation I	3		
REC 602	Recreation Research and Evaluation II	3		
REC 603	Historical, Philosophical, and Theoretical Perspectives of Recreation and Leisure	3		
EDU 515	Leisure Education	3		
<i>An education elective, chosen by advisement (3 credits)</i>				
SPE/EDU		3		
B. Recreation Education Concentration:		12*		
REC 530	The Therapeutic Recreation Process	3		
REC 535	Therapeutic Recreation Interventions	3		
REC 538	Design & Administration of Therapeutic Recreation Prog.	3		
REC 606	Recreation Internship	3		
C. Electives <i>(selected by advisement and review of NCTRC standards for certification)</i>		6		
		3		
		3		
D. Culminating Activity		1-6*		
REC 683	Comprehensive Exam (in lieu of thesis/master's project)	1		

Degree total with comps=34; Degree total with thesis or master's project=33

**Recreation, Parks and Leisure Studies Department
Course Descriptions**

Frequency Code Descriptor

A = Every semester
B = At least once per year
C = At least once every two years
F = Fall
M = Summer
O = Occasionally
S = Spring
W = Winter

Education Courses

EDU 515 - Leisure Education

(B) Introduction to philosophy, principles and techniques of leisure education. Implications for curriculum development in various settings and leisure service delivery systems. Not open to students with credit for REC 425. (3 cr. hr.)

EDU 568 - Environmental and Outdoor Education

(S) Development of program material for various age, grade levels in public schools. Policies, procedures, practices in supervision, administration of outdoor education. (3 cr. hr.)

Recreation Courses

REC 503 - Campus Recreation Programming and Administration

(O) Design, coordination, delivery and management of leisure, arts and recreation programs and services for the campus community. Topics include programming principles, types of programs, interoffice/provider coordination, publicity, budgeting, supervision, evaluation, facilities, equipment management and auxiliary services. (3 cr. hr.)

REC 508 - Leisure Services for Older Adults

(C) Intensive study of problems associated with aging; implications for health, recreation. Recreational needs, programs; physical and emotional health; sociological, psychological, educational, economic factors pertinent to aging. (3 cr. hr.)

REC 509 – Human Resource Management in Leisure Services

(S) Contemporary issues and related administrative practices associated with managing human resources in leisure services. Examining concepts, principles and objectives of personnel supervision, including functions, processes, identification and application of methods and techniques. Not open to students with credit for REC 409. (3 cr.hr.)

REC 516 – Tourism Planning and Development

(O) The spatial analysis of tourism as a component of economic development. A regional comparison of the marketing of tourism resources in the developed and less developed countries of the world. Examination of the resources necessary for the development of tourism and an analysis of the economic and environmental impact on a location as a result of marketing those resources. Not open to students with credit for REC/GRY 415. Also listed as GRY 516. (3 cr. hr.)

REC 529 – Special Topics in Recreation and Leisure Studies

O) Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

REC 530 – The Therapeutic Recreation Process

(S) In-depth examination of the therapeutic recreation process, including assessment, planning, implementation, documentation and evaluation. Additional topics include working with other health and human service professionals on interdisciplinary or transdisciplinary teams, activity analysis and adaptations, and principles and best practices in applying the therapeutic recreation process in a variety of health and human service settings. Lab is required. Prerequisite: REC 330 or equivalent or consent of department. Corequisite: REC 535. Not open to students with credit for REC 430. (3 cr. hr.)

REC 531 – Inclusive Outdoor Education

(O) This course is designed to address the issues, models and strategies pertaining to the development of inclusive outdoor education(O) This course prepares students to provide therapeutic recreation services to students with disabilities in public school systems, as mandated by the Individuals With Disabilities Education Act. Participants will learn to apply the therapeutic recreation process in a school setting and develop appropriate recreation goals for Individualized Educational Plans. Curricula to support therapeutic recreation in the schools will be identified, as well as the roles therapeutic recreation specialists can play to advocate for and deliver recreation as a related service in the schools. Prerequisites: REC 330 or department consent. (3 cr. hr.) programs that address all ability levels including those with physical and developmental disabilities. Not open to students with credit for PED 531. (3 cr. hr.)

REC 532 – Therapeutic Recreation in the Schools

(O) This course prepares students to provide therapeutic recreation services to students with disabilities in public school systems, as mandated by the Individuals With Disabilities Education Act. Participants will learn to apply the therapeutic recreation process in a school setting and develop appropriate recreation goals for Individualized Educational Plans. Curricula to support therapeutic recreation in the schools will be identified, as well as the roles therapeutic recreation specialists can play to advocate for and deliver recreation as a related service in the schools. Prerequisites: REC 330 or department consent. (3 cr. hr.)

REC 535 – Therapeutic Recreation Interventions

S) In-depth examination of individual and group techniques used in therapeutic recreation practice, including therapeutic interventions, modalities, instruction, leadership, supervision and counseling techniques. Prerequisite: REC 330 or equivalent or consent of department. Corequisite: REC 530. Not open to students with credit for REC 435. (3 cr. hr.)

REC 538 – Design and Administration of Therapeutic Recreation Services

(F) In-depth examination of the design and administration of therapeutic recreation services delivered in health and human service settings. Focus on planning, organizing, funding and managing therapeutic recreation services. Analysis of standards, legislation, policies, issues and trends that affect service delivery. Prerequisite: REC 535. Not open to students with credit for REC 438. (3 cr. hr.)

REC 541 – Site and Facilities Planning

O) Design of recreation areas and facilities; feasibility studies, site selection, environmental impact, accessibility, planning and development. Not open to students with credit for REC 441. (3 cr. hr.)

REC 544 – Commercial Recreation Management

(B) The study of commercial recreation as a major component of understanding leisure service delivery systems. Analysis of the development potential of different types of recreation enterprises, including resources, location, risks, sources of financing, pricing, managerial requirements, marketing and sources of technical assistance. (3 cr. hr.)

REC 545 – Adirondack Park Policies and Issues

(O) Analysis of environmental and land-use policies in the largest park in the contiguous United States. Often taught at SUNY Cortland's Outdoor Education Center at Raquette Lake in the Adirondack Park. When taught at the Outdoor Education Center, students are assessed a fee for room and board. Not open to students with credit for REC 345. (3 cr. hr.)

REC 546 – Legal Aspects of Recreation and Park Service

F) Study of the body of law governing recreation and park management. (3 cr. hr.)

REC 549 – Natural Resource Recreation Policy and Management

C) History and processes of natural resources law and policy development. Contemporary issues in human dimensions of natural resource management. Case studies in recreation resource management. Prerequisites: REC 310 and 402 or 610 and 640. Not open to students with credit for REC 449. (3 cr. hr.)

REC 560 – Camp and Outdoor Program Administration

F) Detailed analysis of administrative problems in the establishment, operation of resident and day camps and other outdoor, challenge or environmental education programs and centers. Research literature, current problems for camp, program and center directors. Prerequisite: REC 360 or 370 or graduate status, or consent of the department. Not open to students with credit for REC 460. (3 cr. hr.)

REC 569 – Environmental and Cultural Interpretation

C) Investigation of concepts and principles of environmental and cultural interpretation. Methods, techniques, resources used to design and prepare interpretive media, such as displays, materials, multimedia productions, trails and facilities in an increasingly multicultural society. Field trips and outdoor laboratory experiences. Not open to students with credit for REC 469. (3 cr. hr.)

REC 570 – Outdoor Education Practicum

(S, M) Outdoor living skills and environmental appreciation. Techniques and practices of outdoor education, organized camping and back-country travel. Spring lab on campus followed by summer session at Raquette Lake. Participants are assessed a practicum fee. Not open to students with credit for REC 370. Prerequisites which may be taken concurrently: EDU 568 or REC 503 or 541 or 549 or 560 or 569 or 574 or 610 or 640. (3 cr. hr.)

REC 574 – Outdoor Pursuits Education and Leadership

(F) The understanding and application of the process of teaching, learning and leading outdoor pursuits. Program theory, instructional design, leadership techniques and safety management principles associated with the conduct of outdoor pursuits and adventure education programs. Prerequisite: REC 370, 379 or PED 308 or graduate status. Not open to students with credit for REC 474. (3 cr. hr.)

REC 600 – Survey of the Recreation and Leisure Profession

(B) This course is designed for graduate students who are new to the field of recreation, leisure and park services. The course introduces the student to the plethora of professional sectors within the delivery of recreation, leisure and park services. The nature, scope and objectives of each of the professional areas will be examined in order to provide the student with a comprehensive knowledge base of the recreation and leisure services profession (2 cr. hr.)

REC 601 – Recreation Research and Evaluation I

(F) This is the first course in the recreation research and evaluation sequence in the master's program. In-depth coverage of systematic inquiry, including the nature, scope, methodology, analysis and presentation of results in research and evaluation in recreation and leisure studies, with particular focus on the recreation research literature. Students will learn and apply the research process, both through experiential learning and preparation of a research proposal. Fulfills: LASR. (3 cr. hr.)

REC 602 – Recreation Research and Evaluation II

(S) This is the second course in the recreation research and evaluation sequence in the master's program. In-depth coverage of systematic inquiry, including the nature, scope, methodology, analysis and presentation of results in research and evaluation in recreation and leisure studies, with particular focus on the recreation research literature. Students will learn and apply the research process, both through experiential learning and preparation of a research proposal. Prerequisite: REC 601. Fulfills: LASR. (3 cr. hr.)

REC 603 – Historical, Philosophical and Theoretical Perspectives of Recreation and Leisure

(B) An in-depth analysis of the historical, philosophical and theoretical perspectives of leisure, recreation and play from ancient cultures to modern-day concepts. This foundation course focuses on historical and theoretical perspectives of leisure, the role of leisure and recreation throughout history in various cultures, and the evolution of leisure to its modern-day construct. (3 cr.hr.)

REC 605 – Fieldwork in Recreation

(A) Supervised professional experience in the recreation and leisure studies field. Prerequisite: REC 600, consent of instructor. S, U grades are assigned. (1-3 cr. hr.)

REC 606 – Recreation Internship

A) Supervised internship in agency cooperating with the Recreation, Parks and Leisure Studies Department. Capstone experience that integrates theory with practice, for a minimum of eight weeks and 320 hours. Prerequisites: Approval of advisor; majority of course work completed. Consult department graduate advisement manual for specific prerequisites and policies. S, U grades are assigned (3 cr. hr.)

REC 610 – Wilderness and American Culture

F) History of ideas and attitudes about wilderness as expressed in the art, literature, philosophy and politics of American culture. Emphasis on developing views of wilderness, nature and environment that are historically and philosophically grounded. (3 cr. hr.)

REC 611 – Background Readings in Outdoor Education

F) This course is designed for graduate students who are new to the study of outdoor education, environmental education and interpretation, outdoor pursuits, and organized camping. Students will learn definitions, philosophies and historical development of these fields and related areas. Following this course, students can study these topics in-depth with a cognizance of their relationship to one another. (1 cr. hr.)

REC 629 – Special Topics in Recreation and Leisure Studies

(O) Selected topics. May be taken more than once as subtitle changes. Prerequisites: Designated by department as appropriate for content and academic level of credit. (1-4 cr. hr.)

REC 640 – Outdoor Recreation Resource Management

(S) Planning, design, management and maintenance of recreation resources ranging from small multipurpose urban parks to large forest recreation and wilderness areas. (3 cr. hr.)

REC 676 – Wilderness Leadership Education

(O) Affiliate program with the National Outdoor Leadership School (NOLS) for domestic programs (NOLS fee required). Field studies and practice of wilderness expedition skills, leadership, group dynamics, safety, judgment and environmental studies. Research component is an integral part of the course. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course (1-3 cr. hr.). Repeatable up to three graduate credit hours. Maximum number of graduate credit hours allowable between REC 676 and SAB 676 may not exceed three. Consent of the department. (1-3 cr. hr.)

REC 682 – Administration of Community Recreation

(O) Problems in organization, administration of community recreation; recognized best practices in meeting them. Administrative problems experienced by individual class members. Conferences, reports, outside presentation, field trips. (3 cr. hr.)

REC 683 – Comprehensive Examination in Recreation and Leisure Studies

(A) This course is designed to assist those graduate students who are preparing to take the graduate comprehensive examination. The first half of the semester will focus on preparing students for the exam. The exam itself will be administered approximately mid-semester, and the time remaining in the course will allow for remedial work, if needed. Only students who have completed at least 18 credit hours are eligible to enroll in this course. Prerequisite: REC 601. (1 cr. hr.)

REC 684 – Thesis

(A) Prerequisite: Candidate for master of science degree in recreation, consent of Thesis Committee. A maximum of six credit hours of credit may count toward a degree. Prerequisites: REC 601 and 602. S/U grading. (1-6 cr. hr.)

REC 685 – Master's Project

(A) This course is designed for graduate students who would prefer to investigate an area of their concentration in lieu of the graduate comprehensive examination. A maximum of six hours of credit may count toward a degree.. Prerequisites: Candidate for M.S. or M.S.Ed. in recreation, REC 601, 602 and consent of academic advisor. S, U grades are assigned (1-6 cr. hr.)

REC 697 – Extension of Graduate Culminating Activity

(A) This course is designed to serve as a continuation/extension of the culminating activity (i.e. thesis, comprehensive exam, and Project) in the master's program. The student will continue to work toward meeting the necessary criteria for completing the culminating activity under the direction of department faculty and/or graduate advisor. S, U grades assigned. Permission of department. CRN 97362
Extension: GR Culminating Act. Repeatable. (1 cr.hr.)

REC 699 – Independent Study or Research in Recreation

(A) Supervised independent study of topic approved by study supervisor, advisor and department chair. May be repeated. (1-3 cr. hr.)

Study Abroad

SAB 676 – International Wilderness Leadership Education

(O) Affiliate program with the National Outdoor Leadership School (NOLS) for International programs (NOLS fee required). Field studies and practice of wilderness expedition skills, leadership, group dynamics, safety, judgment and environmental studies. Research component is an integral part of the course. Prerequisites: Acceptance by the International Programs Office, consent of the department. Credit value depends on the length of the NOLS course and can range from a minimum of two weeks to a full semester course (1-3 credit hours). Repeatable up to three graduate credit hours. Maximum number of graduate credit hours allowable between SAB 676 and REC 676 may not exceed three. (1-3 cr. hr.)

Culminating Activities

Each degree candidate must successfully complete a culminating activity from the three following options in order to graduate from the master's degree program.

You must select one of the following...

1. REC 683: Comprehensive Examination in Recreation and Leisure Studies

This course is designed to assist and prepare those graduate students who opt to take the graduate comprehensive examination as their culminating activity. Students should enroll in this course during the semester they wish to take the exam. The first half of the semester will focus on preparing students for the exam, including information on how the exam is structured. The exam itself will be administered approximately mid-semester and the time remaining in the course will allow for remedial work, if needed. Study guides for the comprehensive exam are provided in Appendix E of this manual. (Note: The most current study guides will be disseminated in the REC 683 course). Prerequisites: REC 601 and REC 602 (602 can be a co-requisite). Only students who have completed at least 18 credit hours are eligible to enroll in this course. Satisfactory/Unsatisfactory grading. (1 cr. hr.)

2. REC 685: Master's Project

This course is designed for students who would prefer to investigate an area of their concentration in lieu of the graduate comprehensive exam or master's thesis. Prerequisite: Candidate for M.S. or M.S.Ed. degree in recreation, REC 601, REC 602 and consent of academic advisor. A maximum of six hours of credit may count toward a degree. Master's Project credit may substitute for coursework in consultation with advisor. Satisfactory/Unsatisfactory grading. (1-6 credit hr.)

The master's project guidelines and specific requirements will be distributed and discussed in REC 601: Recreation Research and Evaluation I.

3. REC 684: Thesis

Prerequisite: Candidate for M.S. or M.S.Ed. degree in recreation and consent of Thesis Committee. A maximum of six semester hours of credit may count toward a degree. Thesis credit may substitute for coursework in consultation with advisor. Satisfactory/Unsatisfactory grading. (1-6 cr. hr.)

The thesis guidelines and specific requirements will be distributed and discussed in REC 601: Recreation Research and Evaluation I

Note: A chart in Appendix D further outlines the differences between a thesis and a project.

Insert extension of culminating activity info here.

Exciting Graduate Student Opportunities!

GRADUATE ASSISTANTSHIPS

The Department of Recreation, Parks and Leisure Studies offers a number of graduate assistantships, as do other offices on campus. In recent years, most of our full-time graduate students have been successful in obtaining assistantships or other employment on campus. A prerequisite for any of these opportunities is acceptance into the RPLS graduate program.

Normally, graduate assistantships are awarded during the spring semester and begin the following fall semester. The assistantship runs for two consecutive semesters, are often renewed for a second year, contingent upon satisfactory performance, with an occasional mid-year opening for spring semester only. Typically, two or three assistantships are offered each school year.

The **stipend** is generally \$5,000 for the two semesters along with a six-credit (in-state) tuition waiver each semester. (This is subject to change.)

Application Procedures for Assistantships:

Once you have been accepted into the RPLS graduate program, you may apply for an assistantship. You must send a letter of application indicating why you are pursuing an assistantship, along with your graduate study and career goals, and three letters of professional reference. These materials should be sent to Dr. Lynn Anderson, Department Chair, as soon as possible during the spring semester.

For further information regarding graduate assistantships, please contact Dr. Lynn Anderson, Department Chair, Recreation, Parks and Leisure Studies, P.O. Box 2000, Cortland, NY 13045 (607/753-4941); RPLS@cortland.edu

ANNUAL CORTLAND RECREATION CONFERENCE

The annual conference is planned and conducted by the Special Events Planning I/II Class (REC 427 & 428). The conference normally attracts 400 recreation professionals and students from New York and the Northeastern United States. Find out how you can get involved as a volunteer or maybe a presenter!

The conference agenda involves a full slate of activities, including the following:

- ◆ Panels and workshops covering most aspects of the discipline.
- ◆ Keynote speakers
- ◆ Exhibits
- ◆ Career Exploration forum with agencies cooperating with the department's internship program
- ◆ Social activities
- ◆ Networking with professionals from all recreation settings

CORTLAND COLLEGE RECREATION ASSOCIATION (CCRA)

The Cortland College Recreation Association (CCRA) is Cortland's recreation majors' club. It is open to all CCSA fee-paying students. The student-run club provides members and participants with opportunities to socialize, exchange ideas and experiences, give service to the community, and expand educational opportunities. All students -- even those who do not attend the club's regular business meetings - - are invited to participate in the programs planned and conducted by the CCRA.

ACADEMIC AWARDS AND HONORS

Graduate students have opportunities to receive recognition through various scholarships, honors, and awards. Because these forms of recognition are meaningful and enhance one's professional credentials, you are encouraged to strive to meet their eligibility requirements and to remain alert to application procedures and deadlines. Scholarships and awards will be announced in graduate classes and on the bulletin board next to the RPLS main office. Many organizations and professional associations offer awards. Watch for announcements throughout the year!



Rho Phi Lambda is the national honorary society for the profession of recreation, parks and leisure services for students and professionals. Each spring, inductees are selected for membership in Rho Phi Lambda. Selection is based on GPA, standing in class, leadership, professional and community contributions, and other criteria. Applications will be distributed in graduate classes during the spring semester.

CERTIFICATION PROGRAMS FOR RECREATION PRACTITIONERS

A number of certification programs are available for recreation practitioners. One or more forms of certification may be required as a condition of employment or advancement. Although Cortland is not a certifying agency, its academic programs are designed to help graduate students meet certification requirements.

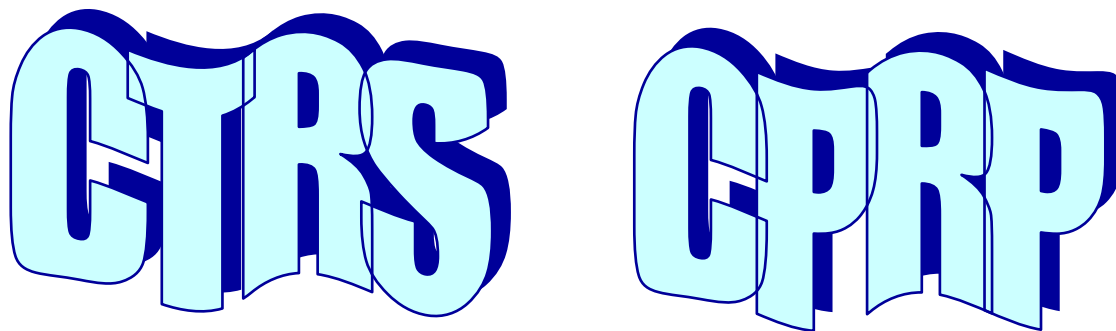
The two main types of certification in recreation are the Certified Park and Recreation Professional and the Certified Therapeutic Recreation Specialist. Cortland graduates may be certified as leisure professionals by the NRPA through the NYSRPS, or as therapeutic recreation specialists by the NCTRC. Each of these certifications is briefly described below. In planning to meet certification requirements, students should understand that they are responsible for staying informed of changes in requirements.

Certified Therapeutic Recreation Specialist (CTRS):

The better jobs in therapeutic recreation require this certification from the National Council for Therapeutic Recreation Certification (NCTRC). The therapeutic recreation concentration is designed to meet the educational requirements for this certification. The procedures for obtaining the CTRS certification are available from NCTRC at (845) 639-1439 or on their web page at www.nctrc.org.

Certified Park and Recreation Professional (CPRP):

This is a national certification program sponsored by the National Recreation and Park Association through its affiliated state associations. In New York, the New York State Recreation and Park Society (NYSRPS) administers this program. Requirements can be obtained from NYSRPS, Professional Certification, Saratoga Spa State Park, 19 Roosevelt Dr., Suite 200, Saratoga Springs, NY 12866. The CPRP is being written into the qualifications for a growing number of positions. The importance of CPRP status is predicted to grow dramatically in the next decade. Because Cortland's Department of Recreation, Parks and Leisure Studies is accredited, its graduates meet the current academic requirements for CPRP status. The procedures for obtaining CPRP certification are available from NYSRPS at 518-584-0321 or at their web page – www.nysrps.org.



PROFESSIONAL ASSOCIATIONS YOU SHOULD JOIN

Graduate students are encouraged to join organizations that contribute to their growth and development. There are several such groups at the regional, state, and national level. Most provide publications and other services to members, and many host conventions that provide excellent opportunities for students to expand their knowledge of the recreation field and to interact with professionals. Please visit the web site for the following important professional organizations. You can learn more about them and even join.

Professional Association	Phone Number	Web Address
National Recreation and Park Association (includes many branches and sections)	1-703-858-0784	www.nrpa.org
American Association for Physical Activity and Recreation	1-703-476-3472	www.aahperd.org
American Camp Association	1-756-342-8456	www.acacamps.org
American Therapeutic Recreation Association	1-703-683-9420	www.atra-tr.org
Association of Experiential Education	1-303-440-8844	www.aee.org
Central New York Recreation and Park Society		www.nysrps.org
Coalition for Education in the Outdoors	1-607-753-4971	www.cortland.edu/ceo/
National Intramural Recreational Sports Association	1-541-766-8211	www.nirsa.org
New York State Outdoor Education Association	1-518-842-0501	www.nysoea.org
New York State Recreation and Park Society	1-518-584-0321	www.nysrps.org
New York State Therapeutic Recreation Association	No phone	www.nystra.org
North American Association for Environmental Education	1-202-884-8912	www.naaee.org
Resort and Commercial Tourism Association	1-904-673-4545	No web site found
Travel and Tourism Research Association	1-208-853-2320	www.ttra.com
Wilderness Education Association	1-615-531-5174	www.wildernesseducation.org
World Leisure and Recreation Association	1-250-497-6578 (Canada)	www.worldleisure.org

JOIN TODAY!!!!

FREQUENTLY-ASKED QUESTIONS

I've been admitted into a program, but I really don't know what courses I need to take or which electives are best for me. How do I know which courses to take?

First of all, study the appropriate curriculum sheet to identify your program's requirements, then draft a degree plan (using the curriculum planning worksheets in this manual) outlining a course of study. Be sure to discuss your proposed degree plan with your advisor.

How do I know who my advisor is and when office hours are scheduled?

Your advisor is listed on Banner Web for Students. Also, a list of all advisors is posted on the bulletin board by the RPLS department office. Your name is listed under your advisor's name. Office hours are posted on each advisor's door. Advisor contact information is listed on page 4 of the manual.

What do I do to add or drop a course once the semester has begun?

You may drop and add courses the first five days of the semester using Banner Web for Students. Check the college calendar for change of schedule dates, which must be adhered to. (Generally, the period is the first five days of classes.)

May I drop a course after the official drop period has ended?

Yes. Get a *Withdrawal from a course after official deadline* form from the forms rack by the department office. If you drop a course after the official deadline, you will receive an "X" grade.

What happens if I decide to change to another graduate program?

Use the form (Appendix B) to Request a Change of Status.

May I take an Incomplete in a course?

Maybe. The purpose of an incomplete is to allow a student additional time to complete a small amount of work for the class. When the instructor assigns an incomplete, the incomplete will appear on the report card but will not detract from the cumulative grade. A student has only the following semester to complete the course. If an extension is needed after this time period, a student may request an extension to the incomplete card, which must be signed by the instructor and the dean.

Is there anywhere I can go for help if I am not doing well in a class?

Yes. Contact the Academic Support Achievement Program at 607-753-4309. Student tutors are also available for a wide range of courses, and efforts will be made to respond to all tutor requests. Fees for the service will be arranged between the student and the tutor.

What procedure do I follow if I want to take a leave of absence?

If, for some reason, you decide to leave school but plan to return at a later date, you should file a leave of absence form with Graduate Studies Office. A student applying for a leave must give a definite date for re-registration at this college and must reregister within one academic year of the date of leaving the college.

How do I apply for graduation?

All candidates for the master's degree must apply for graduation on Banner Web. You may call or e-mail the Office of Graduate Studies (607-753-4800; gradstudies@cortland.edu) if you have questions.

I thought I had everything planned out, but when I went to register for a required course, it was not offered this semester. What do I do?

Do not let yourself get into that situation. You should set up a tentative degree plan by looking in the College Catalog and seeing when courses are typically offered (there is a code before each course description that indicates when and how often the course is offered). For department courses, consult the "Probable Availability of RPLS Courses" at www.cortland.edu/rec/

I'm in a course now, but because of extenuating circumstances, I have to drop it. How do I drop a course?

If you are dropping a course *before* the end of the official drop/add period, use Banner Web to drop the course. If you are dropping a course *after* the end of the drop/add period, obtain a "Part-Time and Graduate Student Withdrawal" form and follow the instructions. Carefully consider your decision to drop the course in terms of what it will do to your time line and your financial situation.

How many graduate credits may I transfer into my program?

You may transfer no more than six credit hours.

How old may the transfer courses be?

Only course work that was completed within five years of the date of your first enrollment at SUNY Cortland may be approved for transfer.

How do I know if there are pre or co-requisites for a course I want to take?

Check the course listings in the *College Catalog* or in the Master Schedule.

When may I transfer a course from an accredited institution?

You should transfer in completed work as soon as possible after you are admitted to the program. Use the form in Appendix A to transfer credit.

What is considered a maximum course load per semester?

A full-time graduate student is one who takes 9-12 hours during the fall and spring semesters. (Note: If you are receiving financial aid as a full-time student, you may be required to register for 12 hours.) During the two summer sessions, six hours is the maximum for each session.

How can I find out about jobs?

The Recreation, Parks and Leisure Studies Department receives many job vacancy announcements that are kept in notebooks in the main office. These notebooks include "Job Book" and a "Summer Job Book." If you wish to review the announcements, see the department secretary. The Job Books cannot be removed from the office. (Please remember to bring a pad and pencil with you; we will not be able to provide copies of certain job announcements.) The Career Services Office (located in B-5 Van Hoesen Hall) provides job availability information. Contact their office at Ext. 4715. Active participation in various professional organizations such as NRPA may provide you with published job listing information.

Getting Organized...

To assure completion of your degree, you must complete all of the important tasks listed below. Keep this list handy (in your portfolio folder of important documents), and **write in the dates for every item when it has been completed.**

- _____ Access a copy of the *Graduate Catalog* so that you have an official copy of the school's requirements, policies, and course descriptions. This is available online at www.cortland.edu/gradstudies

- _____ Apply for admission into the RPLS program. Be certain to include proof of teaching certification if you are applying for the MSED program. Applications for admission must be submitted to the Graduate Studies Office.

- _____ Upon acceptance into the program (matriculation), you are assigned a "major code" ; REC for the M.S. program; RED for the M.S.Ed. program), as well as a concentration code. **Check your major code and concentration code to make sure it is the correct one.**

- _____ Seek approval for the transfer of courses you completed at other institutions before you were admitted to graduate study at Cortland. If you are transferring graduate courses from another approved institution, you must fill out a transfer approval form and make certain that official transcripts are on file. See Appendix A & B.

"Requests for Acceptance of Graduate Credit Completed at Other Institutions" should be completed upon admission into the program. Your application should be sent to the Director of Graduate School, Brockway Hall, SUNY Cortland, PO Box 2000, Cortland, NY 13045.

- _____ Enroll for your first semester of study at Cortland. Complete the "Graduate and Non-Degree Registration Form" located online at www.cortland.edu/registrar. You may mail in the course registration form or fax it to: Grad Studies Office, Brockway, SUNY Cortland, PO Box 2000, Cortland, NY 13045. (For more information regarding registration procedures, please see next section.)

- _____ File for Graduation (and State Certification if you are in the M.S.Ed. program) on Banner Web or in the Graduate Studies Office (Brockway). Deadlines: 3/1 for May graduation; 6/1 for August graduation; 11/1 for December graduation.

Appendix A

Request for Acceptance of Graduate Credit Completed at Other Institutions

(if viewing this manual online,
go to <http://www.cortland.edu/gradstudies/forms.html>
to retrieve form)

Request for Acceptance of Graduate Credit Completed at Other Institutions

Name: _____ Student ID: _____
Last First Middle/Maiden Name

Address: _____
P.O. Box/Street/Apt.# State Zip Code

Phone: (home) _____ (work) _____ E-mail: _____

Degree Program: _____ Advisor: _____

I wish to have the following graduate course(s) completed at another institution (maximum of six credits) accepted toward the completion of my graduate degree requirements. I have met my department's requirements for eligibility to transfer credits. I have attached to this form the college catalog description of the course(s) and, if the department requires it, the syllabus which includes meeting times and dates for the course.* I have requested that an official transcript be sent to the departmental graduate advisor. I understand that a *grade of B or better* is required for transfer of credits.

*Please check to see if your specific department requires the course description and course syllabus.

Course Prefix/Number	Course Title	Credits	Grade	Institution	Date

Student Signature: _____ Date: _____

This form is to be submitted to your advisor.

Please do not write in the space below—for office use only.

() **Approved** () **Denied** Signature: _____ Date: _____
Program Advisor

() **Approved** () **Denied** Signature: _____ Date: _____
Departmental Graduate Coordinator

Courses will be transferred in as:

Course Prefix + Number	Title (if applicable)

If not approved, the reason(s) are:

() **Approved** () **Denied** _____ Date: _____
Director/Assistant—Graduate Studies Office

cc: Student, Advisor

Graduate Studies Office
Brockway Hall, Room 122
P.O. Box 2000
Cortland, NY 13045-0900
Phone: (607) 753-4800
Fax: (607) 753-5988



Appendix B

Request for Change of Status/Program

(if viewing this manual online,
go to <http://www.cortland.edu/gradstudies/forms.html>
to retrieve form)

Request for Change of Status/Program

This form is to be used only if you have previously received an acceptance letter for a degree program and are now changing programs, declaring, or changing a concentration within the program to which you are admitted.

Name: _____ Student ID: _____
Last First Middle/Maiden Name

Address: _____
P.O. Box/Street/Apt.# State Zip Code

Phone: (home) _____ (work) _____ E-mail: _____

In order for this form to be processed, the following information must already be on file:

- _____ 1. Completed application to graduate study with official transcripts from all undergraduate and graduate work.
- _____ 2. Copies of New York State teaching certificates, if applicable.
- _____ 3. Letters of recommendation, if applicable.
- _____ 4. Writing sample/essay, if applicable.

I request that my status/program be changed from _____ to _____
Status/Program Status/Program

Student Signature: _____ Date: _____

This form is to be submitted to your current advisor first.

I Recommend Do not recommend this change of status/program.

Signature: _____ Date: _____
Current Program Advisor

Comments: _____

Current advisor attaches copy of student file and routes to new program advisor for consideration.

I Recommend Do not recommend this change of status/program.

Signature: _____ Date: _____
New Program Advisor

Comments: _____

Approved Denied _____ Date: _____
Director/Assistant—Graduate Studies Office

cc: Student, Advisors

Graduate Studies Office
Brockway Hall, Room 122
P.O. Box 2000
Cortland, NY 13045-0900
Phone: (607) 753-4800
Fax: (607) 753-5988



Appendix C

Fieldwork versus Internship at the Graduate Level

Element	Graduate Internship	Graduate Fieldwork
Purpose	Capstone, integrating experience; intended to provide the student with opportunities to apply theories and concepts learned in coursework	Exposure to the field; gain experience in the field that will help the student understand the body of knowledge to be learned in coursework more fully
Coordinator	Internship coordinator, after referral from academic advisor	Academic advisor, who then works with graduate coordinator to register
Supervision	<ul style="list-style-type: none"> ✧ University supervisor assigned by chair and internship coordinator; part of intern supervision load, including summers ✧ Site supervisor as arranged with affiliated agency via processes outlined in the internship manual 	<ul style="list-style-type: none"> ✧ University supervisor is the academic advisor ✧ Site supervisor is arranged between agency, academic advisor, and student
Structure	Full-time (35-40 hours per week)	Flexible structure
Credit value	3 credits	Variable, 1-3 credits, as arranged with academic advisor
Length	8 - 12 weeks	Variable, depending on arrangements with academic advisor and agency
Agency type	Affiliated internship agency (see internship file)	Variable
Assignments	As outlined in the internship manual	As arranged with academic advisor
Summer offering	Yes (on a faculty member's paid internship load)	No, unless arranged with academic advisor (not paid load unless 10 or more students, like a class)
Timeline to arrange	Very early semester prior to internship; follow timeline that the undergraduate students follow	As arranged with academic advisor

Appendix D

Thesis versus Master's Project

Table One provides a very brief overview of the major similarities and differences of master's theses and projects. In general, the differences lie in the purpose and focus. A master's thesis involves the collection of data, while a master's project involves the development of some sort of extensive product, whether it be a program, plan, curriculum, or other application of the body of knowledge. A project must include an evaluation plan as a part of its development. Based on these differences, the chapters in a project and thesis will differ, particularly Chapters Three, Four, and Five.

Table One. Similarities and Differences of Theses and Projects

Element	Thesis	Project
Purpose	To add to or extend the body of knowledge; to develop or test theory	To apply the body of knowledge, based on previous research and best practices
Scope and rigor	Must adhere to systematic process to develop the proposal, gain appropriate approval, and conduct the research	Same as thesis
Focus	Empirical; data is collected and analyzed in relation to theoretical perspectives	Creative; project is developed based on agency/societal needs and best practices
Title	Brief, clear indication of the major thrust of the study	Brief, clear indication of the major content of the project
Chapter One: Introduction	Introduction, statement of the problem and need for the study, purposes or hypotheses, definition of terms, limitations and delimitations	Same as thesis, except that a project would not have hypotheses, but purpose and goal statements
Chapter Two: Literature Review	Summary and discussion of related literature; implications of related literature for proposed study	Summary and discussion of related literature; summary and discussion of best practices; implications of related literature and best practices for proposed project
Chapter Three: Methodology	Study design; study variables; subjects (population and sample); instruments; procedures; data analysis plan; timeline for study	Project description; target population; steps of the project/program development, with rationale and description for each step; timeline for project
Chapter Four: Results (Thesis) Program/Product (Project)	Data analysis results for each question or hypothesis	Actual product fully developed (e.g., program plan, management plan, curriculum, etc.), including all aspects (e.g., purpose, goals, objectives, activities, lesson plans, activity analyses, evaluation plan, staffing, budget, etc.)
Chapter Five: Summary, Conclusions, and Recommendations	Summary of first four chapters; discussion and conclusions from data analysis, in relation to hypotheses/questions, theory, and literature review; recommendations for further research and for practice	Summary of first four chapters; discussion and conclusions in relation to project development and literature review; recommendations for implementation
Appendices	Instruments, background information, related results, etc.	Evaluation tool/instruments, resources, important contacts, job descriptions, needs assessment instruments, etc.

Appendix E

Study Guides for the RPLS Comprehensive Examination

(note: the most current study guides are disseminated in the REC 683 course)

Graduate Comprehensive Examination

Study Guide for History & Philosophy

(Revised August 2001)

History: Students should:

- * be familiar with birth of the parks and recreation movement in the United States commencing with the advent of the Industrial Revolution and rise of the factory city. Knowledge of key individuals, events, organizations, inventions, precedents, etc. is expected.
- * be able to trace the growth of parks and recreation in the United States from the early 1900s to the present. Again, knowledge of key individuals, events, organizations, laws, etc. is expected.

Philosophy: Students should:

- * be able to define the concepts of *leisure*, *recreation*, and *play* and compare and contrast their similarities and differences and know various authors' definitions.
- * be able to explain the relationship of work and leisure.
- * be able to define and discuss concepts such as leisure lifestyle, social circle, social world, leisure, and popular and high culture.
- * be able to discuss the relationship of education and leisure including concepts such as "leisure for education" and "education for leisure."
- * in general, be able to demonstrate familiarity with the basic definitions and concepts of: therapeutic recreation, public recreation, private non-profit, commercial/private, outdoor education, outdoor recreation, recreation programming and administration.

Graduate Comprehensive Examination

Study Guide for Recreation Research and Evaluation I and II

The research question(s) on the comprehensive examination, like the two classes, are closely related. Most students will be required to answer a single question related to research, and will have an opportunity to focus on research methods, literature review, or a combination of the two.

All of the possible research-related questions ask you to apply your understanding of research to a specific setting or situation in your area of concentration. These questions also ask for, or assume, an understanding of the central purposes and processes of research and evaluation. It is, therefore, important for you to be able to express a clear understanding of:

- Purposes of research and evaluation
- Types and methods of research and evaluation
- Current research and evaluation in the field of recreation and leisure services
- How research and evaluation affect theory and practice

Specific content areas with which you should be familiar are:

- Definitions of research and evaluation as forms of systematic inquiry
- Role of research and evaluation in the field
- Theory development and testing (inductive to deductive)
- The research and evaluation process, from problem formulation to dissemination of results
- Research paradigms (interpretive/qualitative and positivistic/quantitative)
- Ethics in research and evaluation, including the protection of human subjects
- Literature review
 - Methods of completing a lit review, appropriate searching techniques, etc.
 - Ability to critically analyze and synthesize published research and evaluation studies
- Research and evaluation designs
 - Interpretive to positivistic approaches
 - Historical and critical research
 - Descriptive (case study, survey, field research, correlational, causal-comparative, longitudinal/developmental, etc.)
 - Experimental and quasi-experimental
 - Action research
- Issues of validity (internal, external) in design
- Populations and sampling
- Data collection procedures and methods, including their appropriateness for specific designs, their advantages, and their disadvantages, as well as how to use them:
 - Instrumentation/measurement, and associated issues (validity, reliability)
 - Surveys and questionnaires
 - Interviewing (telephone, face-to-face, focus groups)

 - Observation (from structured/quantitative to participant observation)
 - Indirect methods (content analysis, etc.)
- Research project management/implementation (PERT charts, etc.)
- Data analysis (qualitative and quantitative)
- Data interpretation, including the ability to relate findings back to the research questions or hypotheses, drawing conclusions, identifying implications, and making recommendations for practice, for theory development, and for future research
- The parts of a research/evaluation report and what should be included in each

In addition, it is important to have a firm understanding of the current research in your area of concentration. Given a specific question or problem in your concentration area, you should be able to:

- Summarize recent research findings

- ❑ Identify the extent to which the question has received attention in the literature
- ❑ Indicate by whom most of the research and writing is being done
- ❑ Identify future research directions

In summary, a graduate student who receives a master's degree from the Recreation, Parks and Leisure Studies Department at SUNY Cortland should be able to critically review the research literature in parks, recreation, and leisure studies; articulate ways of knowing, from interpretive to positivistic paradigms in research and evaluation; articulate theoretical perspectives that guide systematic inquiry in the field of recreation and leisure studies; plan a research/evaluation project, from conceptualization to literature review to design, methodology, and analysis; choose appropriate designs and methods; understand various methods, such as observation, interviews, tests and measurement, surveys, etc.; understand the ethics and issues of research and evaluation; understand how to appropriately analyze data and use the results to answer questions or test hypotheses; and, use research and evaluation results in practice.

Graduate Comprehensive Examination

Study Guide for the Therapeutic Recreation Specialization

(Revised August 2001)

Students electing the Therapeutic Recreation Specialization option within the Graduate Comprehensive Examination should be prepared to demonstrate in-depth knowledge of potentially disabling conditions, the history and philosophy of therapeutic recreation, therapeutic recreation techniques and procedures, the design and implementation of therapeutic recreation programs, therapeutic approaches and facilitation techniques, current trends and issues within the therapeutic recreation profession, and leisure education.

Regardless of the courses chosen for graduate study, all students electing the Therapeutic Recreation Specialization option within the Graduate Comprehensive Examination must be prepared to demonstrate in-depth knowledge of each of the following topic areas:

- ◆ General characteristics, programming considerations, and related terminology and definitions associated with a variety of potentially disabling conditions including, but not limited to, mental retardation, cerebral palsy, visual impairments, auditory impairments, spinal cord injuries, head trauma, aging, youth-at-risk, physical impairments, mental illness, or emotional impairments.
- ◆ Historical and philosophical development of the therapeutic recreation profession.
- ◆ Philosophical position statements of the National Therapeutic Recreation Society and of the American Therapeutic Recreation Association.
- ◆ Rationale behind the inclusion of individualized planning within the TR process, specific components of a typical plan, and its development based on assessment.
- ◆ Rationale behind the inclusion of activity analysis within the therapeutic recreation process, what information activity analysis provides the therapeutic recreation specialist, and how the information is used as well as specific examples of selected sets of constructs and variables.
- ◆ Rationale behind the inclusion of documentation within the therapeutic recreation process, understanding of different types of documentation, as well as specific techniques used to document client observations.
- ◆ Definitions, key concepts, terms, procedures, or tasks involved for a variety of therapeutic approaches and facilitation techniques as well as the rationale for use in part, or as a whole, in the delivery of therapeutic recreation programs.
- ◆ Knowledge about current trends, issues, or problems in the therapeutic recreation profession including, but not limited to, credentialing, status of the profession, third-party reimbursement, legislation, professional standards, regulatory bodies, scientific inquiry.
- ◆ Rationale behind and steps involved in the design of comprehensive and specific therapeutic recreation programs.
- ◆ Understanding of the role of leisure education in therapeutic recreation program delivery as well as knowledge of the content of several models of leisure education.

- ◆ Differences between the models of service delivery and their impact on therapeutic recreation practice, including the medical model (deficit-based) and the person-centered (capability-base) model.
- ◆ Rationale behind inclusion, its fit in TR philosophy, and the role of TR in facilitation of inclusion.

Study Guide for Outdoor and Environmental Education

(Revised August 2001)

Students electing the outdoor and environmental education comprehensive exam option should be prepared to demonstrate working knowledge of: the philosophical foundations of outdoor and environmental education; the administrative processes (finance, budgeting, supervision, ACA standards, etc.); program planning and methods; curriculum construction and enrichment; child growth and development characteristics; nature interpretation and ecological relationships; areas and facilities; leadership and group dynamics; current trends and research related to outdoor and environmental education; and outdoor-related physical recreation skills. Mastery in these areas prepares students for professional positions in a variety of educational settings including parks, community agencies, nature centers, organized camps, and school-related outdoor and environmental education programs.

Objectives:

1. Demonstrate an understanding of the history and philosophy of environmental and outdoor education by being able to:
 - a. name key individuals who have historically and philosophically shaped the movement;
 - b. identify and describe significant historical events;
 - c. define outdoor education, environmental education, outdoor recreation, etc.
 - d. discuss a variety of philosophical approaches to environmental and outdoor education;
 - e. describe the benefits of its application as an educational technique;
 - f. give examples of actual programs that are or have been in operation;
 - g. describe the evolution of attitudes towards wilderness, nature, and the environment in American cultural history.
2. Personnel management: demonstrate a working knowledge of the personnel management responsibilities, procedures, and resources of an outdoor or environmental education agency. Include staffing concerns, selection, training, supervision, records, and evaluation.

Financial management: demonstrate a working knowledge of the financial operation of an outdoor or environmental education agency. Include budgeting, financing, reporting, accountability, and records management.
3. Design programs and select methods of delivery that specifically meet stated program purpose(s) and goals with particular attention to target population, primary program aids, and selection of appropriate site alternatives.
4. Demonstrate an understanding of outdoor education teaching curriculum and methodologies for various subject matter areas including: math, art, science, music, social studies, physical education, and language arts.
5. Design instruction about environmental and outdoor education (knowledge and skills) that: (1) make clear what is to be learned; (2) select a setting that is conducive to the learning objectives; (3) provide multiple opportunities for learners to engage with or practice the subject matter; (4) provide timely feedback to the learners; (5) identify strategies that may motivate the learner to engage with the subject matter, (6) methods to evaluate successful accomplishment of objectives.
6. Apply basic principles of human growth and development to environmental education when planning programs and selecting methodology to ensure that all programs are age appropriate, address fundamental needs, and enhance motivation for the target age group.
7. Demonstrate a knowledge of and ability to interpret the natural history of at least one region of the country.
8. Demonstrate a knowledge of and ability to interpret the basic dynamics and principles of ecology.
9. Demonstrate (a) a knowledge of management principles and issues pertaining to outdoor recreation resources, (b) the ability to plan for the maintenance of recreation areas and facilities, (c) the ability to prepare the program component of a site or facility design process.
10. Describe situational leadership theory and stages of group development; explain the interrelationship of these theories and their relevance for outdoor and environmental educators.

11. Describe current trends, issues, and controversies in the field of outdoor and environmental education with reference to appropriate sources and relevant studies.
12. Demonstrate a theoretical understanding and application of methods for prevention and treatment of heat- and cold-related illnesses, selecting appropriate clothing for four-season travel in the outdoors, basic survival needs, risk management procedures including Hale's Safety Management Model, and the use of environmental briefings to prevent accidents.
13. Demonstrate an understanding of the professional organizations and several other resources which can assist professional growth and development. Include professional organizations, specific clubs, publications, media, web sites, and other significant resources.
14. Demonstrate the applicability of various research methods to specific problems and questions in the fields of outdoor and environmental education.
15. Identify and explain the factors associated with changing attitudes toward wilderness, nature, and resource ownership and control in American cultural history.
16. Demonstrate an understanding of the leisure values associated with outdoor and environmental activities and the relationship to improved quality of living.
17. Identify and explain the changes in ethics, attitudes, behaviors, decision-making, which can occur as a result of outdoor experiences.

Graduate Comprehensive Examination

Study Guide for the Management of Leisure Services (MGLS) Concentration

(Revised August 2001)

The MLS Concentration has been constituted to convey knowledge that is historical, philosophical, and contemporarily practical in application. Consequently, questions asked of students on the MLS section of the graduate comprehensive examination will require students to demonstrate an understanding of the following areas.

Students must be prepared to demonstrate their knowledge of:

Administrative/management theories/concepts, process, roles and responsibilities of leisure service managers related to the delivery of recreation/leisure experience opportunities.

Organizational structures and recognize policy-making processes based upon the legal structure for public and private leisure service agencies.

Personnel management related to recruitment, hiring, compensation, performance appraisal, staff development, management style, employee motivation, and ethical and professional behavior.

Fiscal management and budgetary skills for a range of leisure service organizations.

Public relations and marketing concepts related to delivery of leisure services.

The legal responsibilities for a range of leisure service organizations.

The principles and practices needed to effectively manage human resources in recreation, leisure, and park services.

The various challenges and problems commonly faced by commercial recreation businesses.

Ways to increase a commercial recreation business' profits.

The history, philosophy, and application of management theory and practice in American park and recreation organizations.