

APPENDIX B



UNDERGRADUATE PROGRAM PROPOSAL FORM

Use this application for any new program that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. *If the program would lead to certification as a classroom teacher, use the “Application Form for Registration of a Teacher Education Program” in addition to this document. Some new programs may also require master plan amendment (see Appendices G, K, and L).*

1. Basic Information

A. Name of Institution: SUNY Canton
Specify campus or other location where program will be offered, if other than the main campus:
N/A

B. President or Chief Academic Officer: Dr. Joseph L. Kennedy
NAME AND TITLE
Signature: _____ Date: _____

C. Contact person, if different: Dr. William Trumble, Provost
NAME AND TITLE
Telephone: 315-386-7202 Fax: 315-386-7945
E-mail: trumblew@canton.edu

D. Proposed program title: Sports Management
E. Proposed degree or other award: Bachelor of Business Administration
F. Proposed HEGIS Code: 0599.00

G. If the program would be offered jointly with another institution, name the institution/branch below:
N/A

If the other institution is degree- granting, attach a contract or letter of agreement signed by that institution's President or CEO. If it is non-degree granting, refer to SED Memorandum to Chief Executive Officers No. 94-04 (<http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm>).

H. If the program would lead to New York State teacher certification:

List the intended certificate title(s):N/A
(e.g., “Childhood Education,” “Technology Education”)

List the intended certificate type(s):N/A
(e.g., “Initial,” “Professional”)

I. If the program leads to New York State professional licensure, please specify the licensure area.
N/A

J. If specialized accreditation will be sought:

Name the accrediting group: Commission of Sport Management Accreditation

Indicate the expected accreditation date: Appropriate time after the first graduating class.

K. Will the program be offered off campus? (Y\N) N

L. If this program will be offered in a format other than the traditional classroom model, specify the format. State any other Special Characteristics. Consistent with other programs at SUNY Canton, the B.B.A. in Sports Management may be offered in face-to-face, hybrid, and online format.

M. Explain any atypical schedule that may affect program financial aid eligibility. N/A

N. Institutional Approval

1. Community college: Date of approval by the local board of trustees. _____
2. State-operated campus: Date of approval by campus governance body.

2. Program Summary

Provide information solicited A-E below. For each item use as much space as necessary to provide an appropriate answer (the cells will expand as necessary with the inserted text). Draft catalog copy, if available, may be a helpful way of providing much if not all of the solicited information, particularly with regard to items D & E. Please indicate if any of the solicited information is being provided in a separate attachment.

A. Mission.

1. Summarize the proposed program’s educational and career objectives and its relationship to the mission of the institution.

The Bachelors of Business Administration in Sports Management will prepare students for a career in a number of sport-related professions such as sport organization administration in professional and amateur sports organizations and educational settings. Within these settings, sport management professionals can work or specialize in various areas such as public relations, facilities management, sports communications, sports marketing and promotions, sport law, events management, game day operations, sales, and overall administration.

Having a core in general education will provide broad-based knowledge needed in a rapidly changing and global society. Coupled with a strong, specialized business and management discipline, the program

offers courses that are geared towards careers in professional sports. Working with consultants with ownership roots in the professional sports industry has provided keen insight into critical core components necessary to effectively prepare students for such careers. The wide selection of professional core electives will also allow students to pursue an educational track for sports administration in educational settings. The blend of the four main program cores: general education, management, professional core and professional core electives will provide students with a well-rounded and rich learning experience with opportunities for both traditional and online learning formats. In addition, the program will prepare students who wish to pursue sports management at the master's level or move into highly specialized areas beyond the baccalaureate level such as sport law.

This program promotes the mission of college which is in part to offer *bachelor's degrees responsive to the educational needs of an evolving technological society and provide academic opportunities through traditional and alternative instructional formats*. The program also fulfills the following goal of the college:

Offer programs in business, public service, health, liberal arts and engineering technologies that prepare students to enter rewarding careers and continue their education.

This four-year program will be open to qualified high school graduates as well as transfer students, especially those who have graduated from a two-year degree program in a related field. The program articulates with SUNY Canton's A.S. degree in Business Administration and A.S. degree in Liberal Arts/General Studies.

2. If this is a new area of instruction and the basis for this was not discussed in the campus' Mission Review Memorandum of Understanding, discuss the reasons why the proposal is now considered central to the institution's ongoing development.

SUNY Canton's MOU for ending year 2010 specifies the growth and development of programs related to "broad fields of management".

B. Institutional Context.

1. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

It is expected the Sports Management program would have a positive impact on the A.S. degree in Business Administration as it is predicted that enrollment may increase in that program as students might opt to continue past their associate's degree in the Sports Management program.

2. Indicate whether this program replaces any existing program(s). N/A

3. Indicate whether it is entirely or primarily a restructuring of existing courses and resources.

Fifty-five percent of the courses for this program are courses currently offered by SUNY Canton. All the General Education requirements and Business Core requirements, which make up 61 of the required credits, are offered. In addition, two of the Sports Management Core Requirements are currently offered as business electives. Nine new courses have been developed to complete the program.

C. Learning Outcomes & Assessment.

1. Outline the programmatic goals and objectives for the program, including a list of the learning outcomes students should demonstrate upon completing the program.

All Sports Management program students at SUNY Canton will take core coursework in all SUNY general education areas. In addition to these broad areas of knowledge, students, upon graduation, can be expected to have demonstrated competencies in the learning outcomes below.

The specific learning outcomes listed below are directly related to the Sport Management Program Standards and Review Protocol published by the Sport Management Program Review Council (SMPRC, 2000).

1. **Socio-Cultural:** Students will understand that sport is a microcosm of society influenced by cultural traditions, social values, and psychosocial experiences – and that sport managers are immersed in the socio-cultural milieu with sports as the focus.
2. **Management and Leadership:** Students will understand concepts of management and leadership by describing various skills, roles, and functions of sport managers – and concepts of leadership theory/practices related to sport managerial and leadership responsibilities.
3. **Ethics:** Students will analyze moral issues related to sport in its intrinsic and extrinsic dimensions -- and develop a personal philosophy regarding social responsibility in the sport management setting.
4. **Marketing:** Students will apply fundamental marketing concepts to the sport industry -- and understand the unique sport product and consumer markets.
5. **Communication:** Students will understand the principles of interpersonal and mass communication and understand interaction with internal and external sport publics.
6. **Budget and Finance:** Students will understand budget/finance as a critical component of all sport industries -- and analyze financial control methods and principles.
7. **Legal Aspects:** Students will understand legal concepts in areas that they are most likely to encounter within the sport management environment.
8. **Economics:** Students will understand sport economic principles as they fit into national economy -- and understand that sport economics are shaped by external influences.
9. **Governance:** Students will understand the various agencies that govern sport and identify their authority, organizational structure, and functions.

2. What is the date of the initial periodic assessment of program and the length of the assessment cycle (years)?

Assessment will be ongoing beginning at the end of the first semester. The sport management faculty will collaboratively participate in a continuous review of the curricula and recommend changes and improvements. Included in this review will be a yearly assessment of student learning outcomes. Program assessment will be submitted to SUNY at the end of 6 years and every 5 subsequent years. The six year initial period will allow time for the first graduating class to be in industry for two years. Alumni and employers will be surveyed. In addition, the college will seek accreditation from the Commission of Sport Management Accreditation which is an accrediting body jointly established by the North American Society for Sport Management and the National Association for Sport and Physical Education. (This commission has recently replaced the Sport Management Program Review Council)

D. Admission Requirements.

1. What are the admission requirements for students in this program, including any special or optional admission requirements?

Admission requirements are as follows:

- a. Students must satisfy SUNY Canton General Admission's requirements.
- b. Students must have prerequisites for MATH 121 College Algebra (Math A Exam plus 1 year)
- c. To transfer student must have completed:
 - i. College Algebra or equivalent with a 2.0.
 - ii. Basic Communications GER 10 with at least a 2.5.

2. Describe how these requirements are intended to assure that students are prepared to complete the program.

Students will need to draw on broad general knowledge. In addition, the math requirement will provide students with a math background for economic and business applications related to the program and effective communication skills are essential for completion of subsequent courses.

E. Curriculum Outline

1. Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements

YEAR 1**FALL SEMESTER (1st Semester)**

SPMT 101	Foundations of Sports Management	3
BSAD 100	Introduction to Business	3
CITA 110	Intro. to Information Technology	3
GEN ED 10	Expository Writing/Oral & Writ. Exp.	3
MATH 121	College Algebra	4

SPRING SEMESTER (2nd Semester)

	General Elective	3
ECON 103	Microeconomics	3
GEN ED 2	Natural Science	3-4
ACCT 101	Accounting Principles I	4
GEN ED 7	Humanities	3

YEAR 2**FALL SEMESTER (3RD Semester)**

ACCT 102	Accounting Principles II	3
SPMT	Core Elective	3
GEN ED 5	Western Civilization	3
GEN ED 8	The Arts	3
	Core Elective	3

SPRING SEMESTER (4th Semester)

FSMA 210	Intro. to Finance	3
SPMT 202	Leadership for Sport Professionals	3
GEN ED 4	American History	3
GEN ED 9	Foreign Language I	3
	General Elective	3

YEAR 3**FALL SEMESTER (5TH Semester)**

BSAD 350	Marketing	3
Up Level	Core Elective	3
SPMT 303	Sports Finance	3
BSAD 310	Human Resource Management	3
BSAD 301	Principles of Management	3

SPRING SEMESTER (6TH Semester)

BSAD 340	Management Communications	3
SPMT 304	Sports Marketing	3
SPMT 305	Sports Public Relations	3
GEN ED 6	Other World Civilization	3
	General Elective	3

YEAR 4**FALL SEMESTER (7th Semester)**

SPMT 406	Sports Operations & Facilities Mgmt.	3
SPMT 407	Sports Sales and Sponsorships	3
SPMT 408	Orientation to Culminating Exp.	1
BSAD 420	Applied Organizational Management	3
Up Level	Core Elective	3
	General Elective	3

SPRING SEMESTER (8TH Semester)

SPMT 409	Sport Management Internship	6-15 and/or
SPMT 410	Senior Project	3-15 and/or
UP Level	Core Electives	3-15

3. External Review

Baccalaureate proposals and some others must include two external reviews of the proposed program conducted by recognized experts following the form in Appendix D (unless special arrangements are made for a waiver with the Program Review and Planning Group). List the names of the two reviewers and attach their review(s) along with the campus response to the review(s) or, if a waiver was approved, check the box and indicate the date the waiver was granted.

Reviewer #1 Kevin McAllister, Ed.D.: Boston University
Major: Human Movement / Sport Pedagogy
Assistant Professor Sports Management and Recreation – Springfield College. 2003-Present.

Reviewer #2 Todd Roenbeck, Ph.D.: Ohio State University
Major: Physical Education & Sport Administration
Minor: Business Management and Human Resources
Assistant Dean for Student Personnel Services/Intercollegiate Athletics and Athletic Facilities Management – Clinton Community College. 1989 – Present.

See Appendix D for CV / Resume for each.

4. Enrollment

What is the projected enrollment when the program begins? **20**

What is the projected enrollment after five years? **45**

How were these projections determined?

Interest surveys were sent to guidance counselors at all high schools in New York State and 446 responses were returned. The results indicated a strong interest in the program with 92 respondents estimated that 1-2 students each year might enroll in SUNY Canton's program; 19 respondents estimated 3-4 might enroll; 6 respondents estimated 5-6 might enroll; and 2 respondents estimated 7-8 might enroll. (See Appendix A for survey and complete results)

In addition, current Fall 2008 SUNY Canton students were surveyed electronically and 320 were returned and analyzed. Of the 320 responses, 88 indicated they would have applied for the sports management program had it been available at the time of their enrollment and 65 indicated that they would transfer into the program if it became available. (See Appendix B for survey and complete results)

What planning has been made for the possibility that anticipated enrollment estimates are not achievable?

Fifty-five percent of the courses for this program are courses currently offered by SUNY Canton. All the General Education requirements and Business Core requirements which make up 61 of the required credits are already offered and taught for other campus programs. Under-enrollment may affect adjunct hiring practices but would not affect program delivery.

5. Impact of the New Program on the Service Area and Consultation with Other SUNY Institutions

A. Need: Justify the need for the proposed program in terms of the clientele it will serve and the economic and/or educational needs of the area and of New York State. Describe how the level of need was established.

The data from the guidance counselor survey suggests a strong and growing interest among students in sports management. There are no four-year institutions within a three hour radius of SUNY Canton that offer such a program. With more students choosing to stay closer at home, this program will give our local students who are interested in Sports Management a viable and more economically feasible college choice. This is supported by written comments on the surveys received from the guidance counselors which include the following:

- *I believe this is a wonderful addition and would be a very popular program for students in the North Country.*
- *This is great news for our North Country students!*
- *This is a great program to start.*
- *Sports Management is on the rise as a major at my high school.*
- *I think this program would benefit these individuals looking for additional choices within their college reaches.*
- *A great need! We have students (just as many females as males) interested. However, our students tend to stay close to home. I'm not sure how many would study so far from home.*
- *It is good to have a choice up north for a program like this.*
- *This would be an excellent option for our students that is close to home. Sports management is popular among students.*
- *A good option for students who do not want to go far away for this program i.e. Springfield, MA.*

In addition, there are eight institutions of higher education within 100 mile radius which employ over 115 sport professionals. The same radius would most likely produce a significant number of enrollees into the sport management program. Having an employable pool of students with familiarity to the local areas represented would strengthen the employment pool for these colleges and may have a positive impact on longevity of those they employ.

According to Street and Smith's Sports Business Journal, in 1999 the sports industry was a \$213 billion industry employing thousands of people. Professional sports and intercollegiate athletics both represent an enormous segment of sport employment and opportunities. Job opportunities, growth and salary depend on the area of sports management. For example, according to the Bureau of Labor Statistics (BLS), the median salary for the area related to public relations specialists in 2007 was \$49,800 and the BLS anticipates an 18 percent increase in jobs from 2006 to 2016 which represents 43,000 additional jobs. In addition, the BLS reports an expected 12 percent increase in employment opportunities for all educational administrators, including athletic directors. Overall, the Bureau of Labor Statistics projects a 10-20 percent growth in sport-related and administrative managers' positions over the next 10 years.

B. Employment: For programs designed to prepare graduates for immediate employment, document the potential employers of graduates. Specify employers who have requested establishment of the program and describe their specific employment needs.

Employer	<i>Projected positions</i>	
	In initial year	In fifth year
See below		

In a survey sent to 203 college athletic directors at institutions throughout the eastern portion of the US, 83.3% of the small sample returned indicated that they would be hiring 1-2 sport management graduates sometime within the next 10 years, 12.5% indicated 3-4 sport management graduates would be hired and 4.2% indicated 7-8 sport management graduates would be hired. Specific job needs listed included:

- Assistant Athletic Director – Facility Manager
- Assistant Athletic Director/Club Sports
- Coordinator of Intramurals
- Sport Information Director
- Athletic Director
- Assistant Athletic Director/Facilities
- Sports Information Director
- Director of Athletic Training
- Head Sports Coach
- Assistant to the Director of Athletics
- Assistant Athletic Director/Sports Information
- Assistant Athletic Director
- Associate Professor of Sports Management
- Assistant Director of Athletics/Sales
- Assistant Director
- Teaching
- Athletic Coordinator
- Athletic Administrator
- Athletic Coordinator of Facilities
- Trainer
- Faculty in sports management program
- Facilities manager
- Marketing and Promotions Director
- Athletic Sales and Promotions
- Sports Information
- Athletic Travel Coordinator

Nationally, in scanning internet job sites dedicated for sports management/athletic administration positions the following was found:

On January 6, 2009 Jobster listed 6,362 sports management jobs and 3,032 sports event jobs. For the same date, Jobsinsports.com listed 1,591 sports job openings and 475 sports internships posted. The NCAA Market, which posts jobs in college athletics, listed 124 jobs. Some of the advertised job titles from these sites included:

- Sport Director
- Sports Marketing Position
- Sports & Event Marketing
- Professional Sports Franchise-Corporate Sales
- Entry Level Sports Marketing
- Assistant Sports Information Director
- Sports Information Director
- Director of Athletics
- Athletic Coordinator
- Assistant Director of Athletics – Operations
- Coordinator – Ticket Sales
- Athletic Development Associate
- Director of Championships
- Athletics Marketing and Sales Coordinator
- Director of Athletics, Communications & Media Relations
- Assistant Athletic Director for Facilities
- Promotions and Special Events Coordinator-Minor League Franchise
- Coordinator of Athletics – Marketing and Promotions
- Athletics Business Manager
- Director of Club Sports
- Assistant Athletic Director for Finance
- Major League Baseball – Production Assistant
- Women’s Basketball Coaches Association – Events Operations
- Roger Dean Stadium – Marketing

C. Similar Colleges: Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Recent enrollment data for SUNY institutions is available from the Academic Programs Information System at <http://www.sysadm.suny.edu/APIS/main.cfm>. Information for non-SUNY institutions is available from SED’s *Inventory of Registered Programs* at <http://www.nysed.gov/heds/IRPSL1.html>.

Institution	Program Title	Degree	Enrollment
SUNY Brockport	Sports Management	BA	106
SUNY Cortland	Sports Management	BA or BS	400
Cazenovia	Sports Management	Bach. of Professional Studies	63

D. Collaboration: Provide evidence of appropriate consultation with other SUNY campuses and summarize the results of the consultation. (Please do not attach copies of letters from sister institutions responding to the Program Announcement.)

E. Objections: Explain the reasons for any objections from SUNY campuses as well as the resolution of discussions regarding perceived competition between campuses.

There were no objections from the other SUNY campuses.

F. Transfer: The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. For programs designed to facilitate transfer, supply information solicited in the appropriate table below and, in the case of A.A./A.S. programs, in Appendix G (see below).

Associate Degrees: Programs leading to the Associate in Arts or the Associate in Science degree must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Letters from the chief academic officers of two baccalaureate institutions attesting to the articulation of the proposed A.A. or A.S. must be included with the program proposal. These letters must assert acceptance of the completed SUNY Transfer Course Equivalency Table, to be found in Appendix G.

Institution	Baccalaureate program title	Degree

Baccalaureate Degrees: Proposals for baccalaureate programs that anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs and completion within two additional years of full-time study.

SEE APPENDIX E

Institution	Associate program title	Degree
SUNY Canton	Business Administration	AS
SUNY Canton	Liberal Arts and Sciences: General Studies	AS
Jefferson Community College	Business Administration	AS
	Liberal Studies	AS
	Individual Studies	AS

6. Curriculum Tables (See Program Proposal Directions for guidance—Handbook Section II. 6)

FALL 1st SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Introduction to Business	BSAD 100	3			X				P. Hamilton
Introduction to Information Technology	CITA 110	3			X				J. Beider
Expository Writing (GEN ED 10)	ENGL 101	3	BC	X					N. Jennings
College Algebra (GEN ED 1)	MATH 121	4	M	X					C. Medve
Intro to Sports Management	SPMT 101	3			X				L.Prior
	Total Credits	16							
SPRING 2nd SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Microeconomics (GEN ED 3)	ECON 103	3	X	X	X				E. Mafoua
General Elective		3					X		Staff
Natural Science (GEN ED 2)		3-4	NS	X					B. Washburn
Accounting Principles I	ACCT 101	4			X				C. Kelson
Humanities (GEN ED 7)		3	H	X					C. Daniels
	Total Credits	16-17							
FALL 3rd SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Accounting Principles II	ACCT 102	3			X				P. Jenkins
Core Elective		3			X				Staff
Western Civilization (GEN ED 5)		3	WC	X					R. Krisciunas
The Arts (GEN ED 8)		3	AR	X					C. Sweeney
Core Elective		3				X			Staff
	Total Credits	15							
SPRING 4th SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Foreign Language I (GEN ED 9)		X	FL	X					Staff
General Elective							X		Staff
Introduction to Finance	FSMA 210	3			X				C. Hu
Leadership for Sport Professionals	SPMT 202	3			X			X	D. Para
American History (GEN ED 4)		3	AH	X					P. LaPierre
	Total Credits	15							

FALL 5 th SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Marketing	BSAD 350	3			X				P. Hamilton
Core Elective		3				X			Staff
Sports Finance	SPMT 303	3			X			X	K. Sullivan
Human Resource Management	BSAD 310	3			X				J. Robinson
Principles of Management	BSAD 301	3			X				J. Robison
	Total Credits	15							

SPRING 6 th SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Management Communications	BSAD 340	3			X				C. Fenner
Sports Marketing	SPMT 304	3			X			X	Thomas-Moody
Sports Public Relations	SPMT 305	3			X			X	M. Metcalf
Other World Civilization (GEN ED 6)		3	OW	X					R. Krisciunas
General Elective		3					X		Staff
	Total Credits	15							

FALL 7 th SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Sport Operations & Facilities Mgt.	SPMT 406	3			X			X	K.Thomas-Moody
Orientation to Culminating Experience	SPMT 408	1			X			X	K. Thomas-Moody
Applied Organizational Management	BSAD 420	3			X				M. Hamilton
Sports Sales and Sponsorships	SPMT407	3				X			L. Prior
Upper Level Core Elective		3				X			Staff
General Elective		3					X		Staff
	Total Credits	16							

SPRING 8 th SEMESTER									
COURSE OFFERING	COURSE NUMBER	CR	GE	LA	M	RE	E	N/R	INSTRUCTOR
Internship –or- Senior Project in combination With core electives	SPMT 409	15			X				
	SPMT 410								
	Total Credits	15							

CREDIT SUMMARY	
General Education	28-29
Major	56
Required Electives	12
Electives	12
Internship/Project	15
Total	123-124

CORE ELECTIVE CHOICES
Sport in Society
Law and Ethics in Sports
Labor Relations in Sports
Issues in Collegiate Sport Management
Business Law I & Business Law II
Education in Society
Legal Aspects for Education
Public Budgeting & Fiscal Management
Corporate Fitness and Wellness
Health and Wellness Promotion

7. Faculty

List the name and qualifications of each faculty member who will teach required and/or elective courses *in the major*. Indicate the academic leadership of the program by placing an asterisk next to the name of the director or chair. For faculty who are not presently in place but who will be hired to teach in the program, indicate TBH (to be hired) in the *Name* column and the qualifications (rank, degree level, discipline, and, if appropriate, professional/occupational experience). Abbreviations: *Rank*: Professor = PROF, Associate Professor = ASSOC, Assistant Professor = ASSIST, Lecturer = LECT, Instructor = INST; In the left column of *Status*: Full-time = FT, Part-time (salaried appointment) = PT, Adjunct = ADJ, Other = OTH. In the right column of status state the percentage (as a fraction) of the faculty member’s workload that will take place as teaching, supervision, or advising in this program: 1.0, 0.5, etc. For any unusual case—or if this format does not shed light on the situation—attach an explanation.

Faculty				Education			Experience	
Name	Rank	Status		Department	Highest Degree	Institution	Discipline	Professional/Occupational
		FT/PT	%					
*Diane Para	Assoc.	FT	.25	Business	MS Antic. PhD 12/09	Capella University	Leadership for Higher Education	Director of Intercollegiate Athletics – SUNY Canton 16 years.
TBA	Asst.	FT	1.0	Business	PhD		Sports Management	Prof. of Sports Management
Edouard Mafoua	Assoc.	FT	.5	Business	PhD	University of Illinois	Economics	Business Depart. Chair, Associate Prof.-SUNY Canton
Marcellina Hamilton	Assoc.	FT	.5	Business	MBA	Delaware State University	Finance	Assoc. Prof.-SUNY Canton
Charles Fenner	Assoc.	FT	.5	Business	PhD	Touro College	Management	Assoc. Prof.-SUNY Canton
Chengru Hu	Asst.	FT	.5	Business	PhD	Rutgers University	Financial Services	Asst. Prof.-SUNY Canton
Daniels, Cindy	Assoc	FT	.10	Humanities	Ph.D.	Union Institute & University	Interdisc Studies-concen. in Am.Literature	Assoc. Prof.-SUNY Canton
Jennings, Nadine	Prof	FT	.10	Humanities	Ph.D.	Indiana University of Penn.	English	Prof.-SUNY Canton
LaPierre, Patrick	Inst.	FT	.10	Social Sciences	Ph.D.	University of Rochester	History	Asst. Prof.-SUNY Canton
Sweeney, Christopher	Assist	FT	.10	Humanities	Ph.D.	University of Rochester	English	Asst. Prof.-SUNY Canton
Zaidi, Ali	Assist	FT	.10	Humanities	Ph.D.	University of Rochester	Comparative Literature	Asst. Prof.-SUNY Canton
Patrick Hamilton	Asst.	FT	.5	Business	MBA	Delaware State University	Business, Marketing	Asst. Prof.-SUNY Canton
Jondavid Delong	Asst.	FT	.5	Business	J.D.	SUNY Buffalo School of Law	Legal Studies	Asst. Prof.-SUNY Canton
Christa Kelson	Ins.	FT	.5	Business	MBA	University of Tennessee	Accounting	Instructor-SUNY Canton
Peggy Jenkins	Asst.	FT	.5	Business	MS	Penn State	Accounting	Asst. Prof.-SUNY Canton
Jan Robinson	Assoc.	FT	.5	Business	MS Antic. PhD	John Hopkins	Business Admin.	Assoc. Prof.-SUNY Canton
Kate Thomas-Moody	Lect.	FT	.5	Business	MS	Springfield College	Sports Management	Sports Management / Collegiate Coach
Matt Metcalf	Lect.	FT	.5	Business	MS	US Sports Academy	Sports Management	Sports Information, PR, & Communications
Lorenda Prior	ADJ.	PT	.25	Business	MBA	Clarkson University	Management	Instructor – Sports Management
Keith Sullivan	Lect.	FT	.5	Business	MS	St. Lawrence University	Economics	Sports Sales and Promotions, Collegiate Coach

8. Resources

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	<i>Reallocation</i>		32,000	
	<i>New funds</i>	16,000	65,000	50,000
Library	<i>Reallocation</i>			
	<i>New funds</i>	1,000		1,000
Equipment	<i>Reallocation</i>			
	<i>New funds</i>		1,600	1,600
Laboratories	<i>Reallocation</i>			
	<i>New funds</i>			
Supplies & Expenses (OTPS)	<i>Reallocation</i>			
	<i>New funds</i>	2,000	3,000	4,000
Capital Expenditures	<i>Reallocation</i>			
	<i>New funds</i>			
Other	<i>Reallocation</i>			
	<i>New funds</i>			
Grand Total		19,000	101,500	54,600

Please provide further information about the library holdings that will serve this new program, including the campus's implementation of SUNYConnect, the SUNY-wide electronic library initiative. What is the extent of the current holdings in the discipline area? What are the plans, including timetable, for the acquisition of additional holdings? Please comment on access to these materials.

The SUNY Canton Library maintains a significant collection of resources that would support a BBA degree, Sports Management. A list of specific titles published within the past 10 years is attached. Additionally, the Library maintains a comprehensive collection of print and electronic resources relating to business and business management. Through the Library's involvement in area and state-wide consortia, students at SUNY Canton also have free access to materials at area college libraries, and database access through projects funded by SUNYConnect, the NYS Library's NOVEL program, and the Northern New York Library Network. SUNYConnect also supports effective interlibrary loan through its LAND courier service.

In addition to on-site library services such as reference, interlibrary loan, and library instruction, the SUNY Canton library offers support to commuter and distance-learning students through a dynamic web page and remote access to databases (EZProxy). The Serials Solutions 360link journal linker software allows for online access to all specific individual journal titles covered by the Library's subscription databases. The Library has recently joined the virtual reference service AskUs 24x7, which provides round-the-clock research assistance to all SUNY Canton students, regardless of their location.

Library collection development funds for new programs have been, in past years, more than adequate. Priority consideration is given to requests by faculty developing these programs, and requested materials are nearly always purchased. The college has recently purchased subscriptions to the following periodicals: The Journal of Sport Management, The Sport Management Education Journal, Athletic Business, and Athletic Management.

APPENDIX A

**SUNY CANTON SPORTS MANAGEMENT FEASIBILITY SURVEY RESULTS
 NY STATE HIGH SCHOOL GUIDANCE COUNSELORS
 OCTOBER 2008**

#RESPONSES RETURNED: 80 PAPER RESPONSES
334 WEB RESPONSES
446 TOTAL RESPONSES

Question 1:	How many students each year inquire about or have an interest in a Sports Management four-year program?					
Response Choices	1-2	3-4	5-6	7-8	9-10	over 10
# Received for each	99	195	106	7	9	14
Question 2:	How many students each year would you estimate might consider the Sports Management program proposed by SUNY Canton?					
Response Choices	1-2	3-4	5-6	7-8	9-10	over 10
# Received for each	63	20	22	8	2	3
Question 3:	How many students each year would you estimate might enroll in SUNY Canton for the Sports Management program?					
Response Choices	1-2	3-4	5-6	7-8	9-10	over 10
# Received for each	92	19	6	2		1

SURVEYS RETURNED BY GEOGRAPHICAL AREA:	NO.
Section 1: Dutchess, Putnam, Rockland, Westchester	85
Section 2: Capital District	155
Section 3: Central NY	105
Section 4: Southern Tier	13
Section 5: Genesee Valley	7
Section 6: Western NY	5
Section 7: Champlain Area	5
Section 8: Nassau	2
Section 9: Orange, Sullivan, Ulster	2
Section 10: St. Lawrence	15
Section 11: Suffolk	3

APPENDIX B**SUNY CANTON****Feasibility study for new baccalaureate programs in sports and health –****CURRENTLY ENROLLED STUDENTS**

- Analyzing 320 responses.
- Presentation generated on November 25, 2008.

Q.1 Question 1: Current Class:

Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Certificate Program	16	5.0%	5.0%	5.0%
First Time Freshmen in Two-Year Program	90	28.2%	28.1%	28.1%
Returning Student in Two-Year Program	67	21.0%	20.9%	20.9%
First Time Freshmen in Four-Year Program	30	9.4%	9.4%	9.4%
Returning Student in Four-Year Program	74	23.2%	23.1%	23.1%
Transfer Student in Two-Year Program	21	6.6%	6.6%	6.6%
Transfer Student in Four-Year Program	21	6.6%	6.6%	6.6%

Q.2 Question 2: Major

Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Graphic and Multimedia Design	12	3.9%	3.8%	3.8%
Alternative and Renewable Energy Applications	6	2.0%	1.9%	1.9%
Criminal Investigation	21	6.8%	6.6%	6.6%
Emergency Management	3	1.0%	0.9%	0.9%
Health Care Management	10	3.3%	3.1%	3.1%
Dental Hygiene	5	1.6%	1.6%	1.6%
Industrial Technology Management	3	1.0%	0.9%	0.9%
Information Technology	12	3.9%	3.8%	3.8%
Law Enforcement Leadership	15	4.9%	4.7%	4.7%
Legal Studies	7	2.3%	2.2%	2.2%
Funeral Services Administration	0	0.0%	0.0%	0.0%
Management of Technology	11	3.6%	3.4%	3.4%
Facilities Operation	1	0.3%	0.3%	0.3%
Financial Services	0	0.0%	0.0%	0.0%
Veterinary Services Management	19	6.2%	5.9%	5.9%
Accounting	8	2.6%	2.5%	2.5%
Air Conditioning Engineering Technology	2	0.7%	0.6%	0.6%
Apprentice Training: Industrial Trades	0	0.0%	0.0%	0.0%
Automotive Technology	3	1.0%	0.9%	0.9%
Business Administration	21	6.8%	6.6%	6.6%
Civil Engineering Technology	7	2.3%	2.2%	2.2%
Computer Information Systems	5	1.6%	1.6%	1.6%
Construction Technology: Management	3	1.0%	0.9%	0.9%
Criminal Justice	21	6.8%	6.6%	6.6%
Dental Hygiene	1	0.3%	0.3%	0.3%
Early Childhood	9	2.9%	2.8%	2.8%
Electrical Engineering Technology	6	2.0%	1.9%	1.9%
Engineering Science	7	2.3%	2.2%	2.2%

Individual Studies	1	0.3%	0.3%	0.3%
Liberal Arts and Sciences: General Studies	34	11.1%	10.6%	10.6%
Mechanical Engineering Technology	4	1.3%	1.3%	1.3%
Mortuary Science, AAS	6	2.0%	1.9%	1.9%
Air Conditioning Maintenance & Repair	2	0.7%	0.6%	0.6%
Building Construction	0	0.0%	0.0%	0.0%
Business Office Technology	3	1.0%	0.9%	0.9%
Computer-Aided Drafting	3	1.0%	0.9%	0.9%
Criminal Justice Security	0	0.0%	0.0%	0.0%
Electrical Construction & Maintenance	1	0.3%	0.3%	0.3%
Health Science Career Studies	26	8.5%	8.1%	8.1%
Heating and Plumbing Service	1	0.3%	0.3%	0.3%
Individual Studies	4	1.3%	1.3%	1.3%
Motorsports	4	1.3%	1.3%	1.3%

Q.3 Would you have applied for the Sports Management Program if it were available when you applied to SUNY Canton?

Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Yes	88	27.6%	27.5%	27.5%
No	138	43.3%	43.1%	43.1%
Not Sure	93	29.2%	29.1%	29.1%

Q.4 If the program became available next fall, would you have interest in transferring into it?

Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Yes	65	20.4%	20.3%	20.3%
No	161	50.5%	50.3%	50.3%
Not Sure	93	29.2%	29.1%	29.1%

APPENDIX C

EXTERNAL INSTRUCTION FORM: LIST OF INTERSHIP SITES

1. A survey was distributed to all major league and minor league sport organizations, other non-team sport organizations as well as colleges and universities located within the northeast region of the country. Organizations were asked to respond if they would be 1) likely; 2) somewhat likely; or 3) not likely to serve as an internship site for students in the program. The following list responded likely or somewhat likely. Building relationships with these organizations and research for additional sites is ongoing. In addition, from the survey sent to college athletic directors the second list are those who indicated they would be willing to serve as an internship site for a SUNY Canton sport management senior.

Site	Placements per year
New Hampshire Fisher Cats Baseball	1
Batavia Muckdogs Baseball	1
Portland Sea Dogs Baseball	1
Harrisburg Senators Baseball	1
Vermont Lake Monsters Baseball	1
Mahoning Valley Scrappers Baseball	1
Tri-City Valleycats Baseball	1
New England Revolution MLS	1
Red Bull New York, Inc. MLS	1
Cincinnati Reds Baseball	1
Philadelphia Flyers NHL	1
Major League Soccer	1
Cavaliers Holdings NBA	1
FC Dallas Soccer MLS	1
SoccerPlus	4-5
Southampton Saints FC	1
Watkins Glen International Speedway	1
ESPN X-Games Marketing	1
College Intern Sites	
Community College of Allegheny Campus	1
Jefferson Community College	1
Oswego State	1
Vermont Technical College	1
Corning Community College	1
Harford Community College	1
Finger Lakes Community College	1
Cazenovia College	1
Northampton College	1
University of Maine at Machias	1
College of St. Joseph	1
New Hampshire Technical College	1
SUNY New Paltz	1
Herkimer Community College	1
Montgomery College-Germantown	1
Montgomery College-Rockville	1
Paul Smiths College	1

2. From Jobs In Sports, the following organizations had listings for sport management internship vacancies. Description of internship is noted for those that listed specifics.

ORGANIZATION	INTERNSHIP
AGV Sport	Graphic Arts
AHL	
Anaheim Mighty Ducks-NHL	
Atlanta Braves	
Atlanta Hawks	
Atlanta Spirit, Atlanta Hawks, Atlanta Thrashers	Retail Intern, Season Ticket and Inside Sales Account Dev. Intern
Atlanta Thrashers NHL	
Boston Bruins NHL	
Buffalo Sabres	
Calgary Flames	
Chicago Bulls	
Chicago Cubs	
Cleveland Cavaliers	Facility Operations Intern, Basketball Communications Internship
Cleveland Cavaliers/Gund Arena Company	
Dallas Cowboys	
Daytona International Speedway	Special Events Internships
Detroit Pistons	Palace Marketing Internship
Disabled Sports USA-Far West	
Duramed FUTURES Tour	Tournament Operations Intern
ESPN	
Event Marketing Internships	
Family Circle Cup	Intern
Fort Wayne Wizards	
Fox Broadcasting Company	
Health Development Corporation	
Homestead-Miami Speedway	PR Intern
Houston Dynamo/AEG	Stadium Operations Intern
Houston Rockets, Houston Comets and Toyota Center	Corp. Dev. Desktop Pub. Intern
IMG, International Management Group	
Korff Enterprises	
Los Angeles Lakers	
Madison Square Garden	
Major League Baseball Players Alumni Association	
Major League Soccer	MLS Social Media Intern
Nashville Predators	Youth Hockey Internships
NBA	
NBC	
NCAA	
New York Dragons	PR Intern
New York Islanders & New York Dragons	Sales Internship, Marketing Internship
NFL	

Nike	
Oklahoma Redhawks	
Reading Phillies Baseball Club	Reading Phillies Junior Associate
Reebok	
Ripken Management & Design	Intern
Roger Dean Stadium	Minor League Intern, Press Box Intern, Corp. Partnership Intern, Inventory Control Intern, Merchandising Intern
San Francisco 49ers	
South Carolina Stingrays	Media Relation Intern, Game Operations Intern, Graphic Artist Intern
Southwest Texas State University	
Special Olympics International	
Sports Illustrated	
Spurs Sports & Entertainment	Marketing Intern, Communications & Corporate Devel. Intern
Tampa Bay Lightning	Infor. System Intern, Premium Services/Sales Intern
Traverse City Beach Bums	Intern
Trenton Devils	Community Relations Intern, Corp. Sponsorship/Marketing Intern
Tulsa 66ers	Community/PR Intern
Univ. of Detroit Mercy	Equipment & Facilities Intern
US Soccer Foundation	Intern
USOC	
Verizon Heritage	Intern
Women's Basketball Coaches Association	Event Op Intern
Women's Sports & Fitness Magazine	
Women's Sports Foundation	

APPENDIX D
External Reviewers

Kevin Michael McAllister, Ed.D.

**EXTERNAL
REVIEWER
#1**

ADDRESS 8 LeBlanc Dr.
South Hadley, MA 01075
413-540-9592 (h)
413-748-3476 (o)
kmcallis@spfldcol.edu

EDUCATION **Boston University; Boston, Massachusetts**
Ed.D., Human Movement/ Sport Pedagogy,
Date of graduation: May 2002
Doctoral Committee Chair: Dr. John Chieffers
Dissertation Title: *Building a Model of Sport Crowd Behavior Adapting Smelser's Theory of Collective Behavior*

Boston University; Boston Massachusetts
Ed.M., Human Movement/ Sport Pedagogy, May 1999

Hobart College; Geneva, New York
BA: Major in Political Science, June 1988

PROFESSIONAL EXPERIENCES

Teaching

Springfield College, Springfield MA 2003-present

Assistant Professor, Sports Management and Recreation

Teaching and developing courses in:

Budgeting in Sport and Recreation
Event management and planning
Introduction to Sport Management
Introduction to Governance
Legal issues in Sport and Recreation
Social Issues and Policy for Sport Organizations(grad)
Research Topics for Sport Management (grad)

Created and implemented a new course for NASSM standards
Food service and Hospitality Management

Eastern Connecticut State University

Assistant Professor, Health and Physical Education Department 2002-03

One year appointment teaching and developing courses in:

Technology and Assessment in Physical Education - basic measures of variability, excel spreadsheets, and assessment administration for physical education majors

Sport in Society - two sections of a writing-intensive course examining various social issues in sport

Foundations of Health and Wellness - one credit required course for non-majors

Directed Honors work - advised and mentored an honors student examining psychological and social issues in the home field advantage in high school sports

Boston University

- Adjunct Faculty*, HM 703 – Management of Athletics and Physical Education Spring 2001, 02
 Developed and taught class examining current trends and practices in the management of athletic and physical education programs.
- Adjunct Faculty*, HM 501 – Methods of Coaching Fall 2001
 Developed and taught class examining topics pertinent to contemporary coaching.
- Assistant Coordinator*, Tuesday/Thursday Program Fall 1999
 Supervised Human Movement graduate students in a physical education program for inner-city elementary school children.
- Teaching Fellow*, ED100 - Introduction to Education Sept 1998 – May 1999
 Led group discussions for introductory education course, and supervised students in their pre-practicum setting.
- Teaching Assistant*, HM 511 – Human Movement for Non-majors Oct. 1997 – May 1999
 Assisted with the teaching, supervision, and training of education majors working with human movement majors in the Tuesday/Thursday physical education program.
- Agassiz Village* April 1997, 98, 99, 00
 Taught various outdoor/adventure skills to grades 5 – 8 children, and assisted with the supervision of Human Movement undergraduate students.

Endicott College - Adjunct Professor

- SM 482 – Senior Internship in Sports Management Fall 2000, 01
 Co-taught sports management senior internship course. Supervised and evaluated course and fieldwork of the students.
- SM 203 – Sports Promotion and Marketing Spring 2000
 Taught class examining the marketing, promotions, and public relations of sports.

Administrative/Management

- Research Assistant*, Springfield College June 2001 – Aug. 2002
 Data entry and collection for study examining the psychological recovery from ACL reconstructive surgery (Brewer, et al.). Familiar with SPSS 10.
- Special Services*, Boston University; Department Physical Education, Recreation, and Dance
 Supervised late-night recreation facility November 1996 – December 1999
 Assisted with golf instruction for beginners
 Table tennis instructor
- Executive Director*, US Rugby Football Foundation May 1997 – July 1998
 Administrated a non-profit charitable organization dedicated to the improvement of rugby in the United States
- Food Service Manager*, Marriott Corporation June 1988 – September 1996
 Managed catering, service, and production for college food service division at three colleges and universities.

Coaching

<i>Head Rugby Coach, Boston University</i>	September 1996 – May 2000
U.S. Level 3 Certification (of possible three)	
Forwards Coach, University of Connecticut Men's Rugby Team	Fall 2002
Backs Coach, Boston Women's Rugby team	2001
Forwards Coach, Wellesley College	September 1995 – May 1996

SCHOLARLY ENDEAVOR

Refereed Presentations

Combining qualitative and quantitative research with high school sport spectators

Presentation examining the interaction of both types of research in the McAllister Protocol for examining spectator behavior. Eastern District Association of AAHPERD, Hartford, CT. March 2006

Examining High School Sport Spectators

Presentation of 'what we know' about high school sport spectators, including information about engagement levels, identification, emotions, and moods. The study yielded preliminary assessments about the normative order of spectators of these respective sports in the high school setting. Oral presentation, NASSS conference, Montreal, October, 2003.

Adapting Smelser's collective behavior theory to high school spectators

Presentation of protocol developed to examine psycho-social issues at high school sporting events. Oral presentation accepted, AIESEP, Endicott College, USA, July, 2003 Conference cancelled.

Management Performance Criteria Questionnaire (McAllister & Cheffers, 2000)

Created third in series of teacher and coach evaluation tools which examine teachers' abilities to perform management duties in the classroom; Group presentation, AIESEP, Rockhampton, Australia, September, 2000

The Merging of Science and Practice in the Scrum (McAllister, Naylor, A., &

McCormick, C., 1999) Evaluated the role of intrinsic motivation in the deliberate practice of a collegiate rugby team; Poster session, AAASP, Banff, Canada, September, 1999

Coaching Performance Criteria Questionnaire Validation

Created a situation reaction test and evaluated the responses of coaches to validate the Coaching Performance Criteria Questionnaire (Wright, 1998); Group presentation, AIESEP, Besançon, France, April 1999

Publications

Edited chapter on rugby in Mood, D. ed. (2006) *Sports and Recreational Activities*. San Francisco, CA; McGraw-Hill.

SERVICE

Invitational presentations

Responding to Spectator Behavior at Community Sport and Recreation Events: An Active Workshop.
 Cape Breton University, Sydney, Nova Scotia
 Recreation Nova Scotia, Halifax Nova Scotia

Spectator behavior reports:

Connecticut Interscholastic Athletic Association	Feb. 2003
Addressed CLAC Board meeting as follow-up	May 2003
Exeter Academy	Feb. 2002
Massachusetts Interscholastic Athletic Association	April 2001
Hockey East	April 2001

Coaching

Baystate Medical Center – CPR for Coaches	Spring 2001
Presented environmental safety concerns for coaches.	

Teaching

Southern Cross University, Lisbon, Australia	August 2000
Discussed issues in physical education in America and ran workshops adapting curriculum to include movement.	

Springfield College

Undeclared advising	Fall 2005 – present
Advise four undeclareds each year	
Sport management club advising	Fall 2004 – present
Faculty Development Meeting	Fall 2006
Co-presenter on assessment for oral communication	

COMMUNITY SERVICE

Golf Commissioner – Town of South Hadley, MA	August 2005 - present
Voting member of golf commission managing The Ledges municipal golf course	
Elected vice-chair – July 07 – June 08	
Ad hoc Committee for Clubhouse Options	December 2005 – present
Chair	July 2006 – present
Conducted meetings and researched clubhouse options and feasibility report.	
- Presented findings.	January 2007
- Assisted writing Urban Self Help Grant for the clubhouse –	August 2007

MEMBERSHIPS

AAASP - Association for the Advancement of Applied Sport Psychology, 1999 - 2003
AAHPERD – American Alliance for Health, Physical Education, Recreation, and Dance, Since 2003
AIESP - International Association for Physical Education in Higher Education, Since 1999
NASSM – North American Society of Sport Management, since 2004
NASSS – North American Society for the Sociology of Sport, Since 2002

EXTERNAL REVIEWER
2

Dr. Todd Roenbeck

8 Cedar Lane
Plattsburgh, NY 12901

Phone 518 561 7266
E-mail: toerow@plattsburgh.edu

Qualifications

- Thirteen years experience in the direct administration of the Athletic, Recreation and Intramural Program.
- Four years experience as program coordinator of Health, Physical Education and Recreation Programs.
- Six years experience as Intercollegiate Baseball and Softball Head Coach.
- Extensive Facility Management at college and community levels.
- Over two years experience as Code of Conduct/Discipline Officer.
- Over two years experience as Advisor to Student Senate.
- Responsible for Student Senate, PSA and Athletic/Intramural budgets.
- Significant recruiting experience.
- Maintain high standard of integrity in regards to student eligibility and physical fitness.

Professional experience

1989-Present Clinton Community College Plattsburgh, New York

Assistant Dean for Student Personnel Services/Athletics and Athletic Facilities Management

- Manage Health, Physical Education and Recreation facilities and fields.
- Enforcement of the Student Code of Conduct.
- Advisement to Student Senate and Student Activities.
- Supervision and Recruitment of athletes.
- Prepare and administer several budgets.
- Certify eligibility of student athletes.

1986-1989 South-Western City Schools Grove City, Ohio

Facility Manager

- Management of three athletic facilities serving 16,000 students.
- Scheduling of community events.
- Program development and implementation.
- Direct supervision of recreation center.

1982-1985 Phoenix Day School for the Deaf Phoenix, Arizona

Teacher/Coach

- Taught secondary Government, History, English, Literature, Reading and Writing.
- Coach of Girl's High School and Junior High Basketball.
- Coach of Boy's High School Football and Basketball.

Education

Ph. D. 1988, The Ohio State University, Columbus, Ohio, Physical Education: Administration (major), Business Administration: Management and Human Resources (minor)

MS, 1983, University of Rochester, Rochester, New York.

BA, 1980, Education, University of Michigan, Dearborn, Michigan.

AA, 1978, Liberal Arts, Morrisville College, Morrisville, New York.

Research and Publications

Ohio State University, 1996 Research Investigator

Marketing and Promotion for Ohio State University Women's Basketball: Study designed to ascertain means to increase attendance.

Ohio State University, 1988, Dissertation Research

Stellarities and Differences Among Principals, Guidance Counselors and Head Athletic Coaches in 47 Columbus, Ohio Area Suburban, Urban and Private High Schools on the Awareness of, Perceived Changes to, the Impact of and Satisfaction with NCAA Bylaw 5-1-3

Journal of Applied Research in Coaching and Athletics, October 1989.

NCAA Bylaw 5-1-3, Awareness, Satisfaction and Implementation Impact Levels upon Secondary School Personnel.

Strictly Business Magazine, February 1992.

Professional activities

- NJCAA Region III Board of Directors.
- NJCAA Region III Men's Basketball Committee.
- NJCAA Region III Women's Softball Committee.
- Clinton County Youth Board.
- Empire State Games Venue Committee.

Professional memberships

National Association of Collegiate Directors of Athletics.

Awards received

Outstanding and Successful Performances, Board of Trustees of Clinton Community College (1993-1994).

Honors Convocation for Professional Staff, Clinton Community College, (1999).

APPENDIX E
Articulation Consultation

Di Para

From: Vicki Quigley [vquigley@sunyjefferson.edu]
Sent: Thursday, March 05, 2009 3:57 PM
To: Di Para
Subject: Re: draft
Attachments: vquigley.vcf

Hi Diane:

Thank you for the opportunity to support this program on the ground floor. JCC's Liberal Arts program and Individual Studies A.S. degree may be other logical feeders for you - do you want me to pursue this with the appropriate folks?
Vicki

Di Para wrote:
Hi Vickie,

It was nice to chat with you yesterday about the possible articulation partnership with our Sports Management program. I have attached the draft of the program proposal as it stands thus far. It is not complete, but the important areas that you will need are included within.

Let me know if you have any questions. If JCC feels this is something worth pursuing, I would be more than happy to travel to Watertown and meet with you to explore further and begin putting the pieces together.

Thank you

Diane J. Para
Assistant Dean of Students / Director of Athletics
State University of New York at Canton

-

Vicki B. Quigley, J.D.
Dean for Business
Jefferson Community College
1220 Coffeen Street
Watertown, NY 13601
315-786-2256 (Fax) 315-786-2512
vquigley@sunyjefferson.edu

Guidelines

General Program Information

A. Name of Institution: State University of New York at C

B. President or Chief Academic Officer: Joseph L. Kennedy

Signature _____

Date:

C. Distance Education Contact, if different: William Trumble, Provost

Telephone: (315) 386-7202 Fax: (315) 386-7945 E-mail: provost@canton.edu

General Program Information (continued)

1.1 **Current Program Title:** Sports Management

1.2 **Current degree or other award:** Bachelor of Business Administration

1.3 **Current HEGIS code number:** 0599.00

1.4 **Current SED program code number:**

1.5 If the current programs are offered jointly with another institution, name the institution:
No

1.6 If the current programs lead to teacher certification, specify certificate area: No

1.7 If the current programs are accredited by a specialized accrediting body, describe preliminary discussions with the group regarding effect, if any, on current program and plans for accrediting distance education program: No specialized accreditation

1.8 If the distance education programs will be offered on a schedule or term length different from the currently registered program, describe the schedule or term length and the effect, if any, on financial aid eligibility: Same schedule and term length

1.9 Does the curriculum for the distance education programs differ in content from the currently registered programs? No If yes, summarize the differences by providing comparative curriculum outlines. List the courses in the curriculum to be offered via distance education. Indicate whether students have the option to take required courses by distance education or by traditional classroom format.

1.10 Do the faculty who will teach in the distance education program differ from the faculty who teach in the traditional classroom program? No If yes, provide in tabular format by course the following: name, rank, status, highest earned degree, institution and field in which degree was earned; relevant professional experience.

:

- 1.11 Does the college make use of the services of the SUNY Center for Excellence in Teaching and Online Learning for course delivery and faculty development? Yes If not, describe the methods used (address both technology and software) and the methods used to support the instructor and the learner and among learners. Please describe how the college supports faculty development and training in distance education.

Faculty development and training: Professional development for faculty and staff is strongly supported and encouraged by SUNY Canton's administration. The administration believes that involvement in professional activities that promote teaching effectiveness is essential to the growth of our online courses and programs. The Center for Excellence in Teaching and Online Learning, staffed by a Director with a PhD in Education and a specialization in Educational Technology, as well as an Instructional Technologist, and two Online Learning Technicians, is devoted to supporting faculty in the development, design, and teaching of their online courses.

Throughout the academic year, the Center offers ongoing professional development workshops. These one-hour workshops offer insight and discussion on issues pertinent to online education and are designed to accommodate the scheduling needs of faculty.

All faculty can access material from these professional development workshops via a course site, *Teaching and Learning Repository*. This site also provides design templates, information on ADA and copyright issues, tutorials on technologies for course enhancement, a Policies and Procedures Manual for Online Learning, as well as archived issues of the Center's monthly newsletter on Online Teaching and Learning.

Additionally, the Center for Excellence in Teaching and Online Learning provides individual training sessions customized to faculty needs. Intensive summer workshops on developing, designing, and teaching online courses are also offered to faculty.

- 1.12 Describe the information and student support systems including admissions, academic and technical advisement (e.g., Help Desk), and other student services available at a distance:

SUNY Canton online students have access to the same advisement, registration, financial aid, library, academic and support services as on-campus students. Students can contact their advisor (listed in UCanWeb) via email, phone, or fax. On a technical level, SUNY Canton Help Desk offers ongoing technical support to faculty and students during normal institutional working hours on hardware, software, and course management issues. Support during evening and weekend hours is provided by the SLN Help Desk. Additional course management support is provided by the Center for Excellence in Teaching and Online Learning.

1.13 Describe access to library and information resources, services, and support at a distance:

To support online learners at SUNY Canton, we provide reasonable and comparable administrative, academic, and support services to distance students. Resources and services are available online through the www.canton.edu web site. The web site allows students to access program information and directly chat or email support departments. The following are specific examples of these reasonable and comparable services:

- Academic and support services offer a substantial number of writing tutorials online as well as provide individual assistance online via the Writing Center.
- Math worksheets, resources, and tutoring are available online via the Math Tutoring Center. Additionally, tutorials, resources, and tutoring are available online via the Science Tutoring Center.
- Accommodative Services has adapted its policies to address the needs of distance students.
- The Library offers a wide range of electronic resources for use by faculty and online students. These include electronic access to the Library catalogues, full-text databases, reference resources and online tutorials related to information and literary skills. Students also have access to librarians via phone, email, and fax.

Contact information for all the areas in academic and support services is clearly and consistently presented to all students via SUNY Canton's web pages.

1.14 Does the curriculum for the distance education programs have the same learning outcomes as the traditional classroom program? Yes Describe the means of assessing student learning outcomes that are appropriate to the content and distance education format. Is the periodic assessment and length of assessment cycle the same for the currently registered program and the distance education program? Yes Please describe.

In terms of student competencies, all of our online courses in our academic programs are designed to produce the same learning outcomes as our on-campus courses. Learning outcomes are articulated in course syllabi. Moreover, the General Review Standard III, *Assessment and Measurement*, in our course review rubric*, assesses the ability of an online course to provide assessment strategies that enhance student learning outcomes. Since student learning outcomes for a course are expected to be the same regardless of delivery mode, different tools or methodology for program evaluation or outcomes assessment are not necessary. Outcomes assessment tools (e.g., written assessments) used for any course are adaptable to all delivery modes. This parallels the policy that all courses are approved through the curriculum committee; the mode of delivery is transparent in the course approval process.

* All of our online courses undergo a rigorous course review process before they are offered online. Courses are reviewed based on the standards of good practice detailed in a course review rubric. Review teams are comprised of faculty volunteers trained in evaluating online courses.