

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY AT CANTON

NEW CURRICULUM PROPOSAL OR CURRICULUM MODIFICATIONS

PART I

1. Identity of the Proposed Program (Attach course of study outline):

Title: Agricultural Business Management _____ Certificate

Associate Degree
X Baccalaureate Degree

2. Effective Date Fall 2016 4. Initiated By William Jones

PART II

Preliminary Approval by KMS 5/6/15
V.P. for Academic Affairs Date
[Signature] 5/6/15
Faculty Representative Date

PART III

Program Announcement (See Policies & Procedures Manual, Section 301.4)

Date

Action by (Signature)

5/6/15 KMS whichdn [Signature]
sorry, Nick
A. Program Announcement received by Curriculum
(Curriculum Committee Chair) Committee.

PART IV

Program Proposal (See Policies & Procedures Manual, Section 301.4-1)

5/6/16

5/5/16

5/5/16

5/12/16

[Signature]
Michael J. New
[Signature]
B. Consultation with all schools
(Dean's Signatures)

whichdn
(Curriculum Committee Chair) C. Curriculum Committee recommendation
transmitted to Faculty Affairs Committee

(Faculty Affairs Chair) D. Transmitted to Faculty Assembly or returned to
Committee

(Presiding Officer) E. Transmitted to V.P. for Academic Affairs or
returned to Committee

(V.P. for Academic Affairs) F. Notification of decision to the College
Community

Final approval by the College Council must be at least six months prior to the date of curriculum implementation.



New Program Proposal: Undergraduate Degree Program

Form 2A

This form should be used to seek SUNY's approval and the State Education Department's (SED) registration of a proposed new academic program leading to an associate's and/or bachelor's degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.

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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

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Section 1. General Information	
Item	Response (type in the requested information)
a) Institutional Information	Date of Proposal: 04/20/2016
	Institution's 6-digit SED Code : 261000
	Institution's Name: SUNY College of Technology at Canton
	Address: 34 Cornell Drive, Canton, NY 13617
	Dept of Labor/ Regent's Region : North Country (6)
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): SUNY Canton 261000
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:
c) Proposed Program Information	Program Title: Agribusiness Management
	Award (s) (e.g., A.A., B.S.): B.B.A.
	Number of Required Credits: Minimum [123] If tracks or options, largest minimum []
	Proposed HEGIS Code : 0112
	Proposed 6-digit CIP 2010 Code : 01.0102
	If the program will be accredited, list the accrediting agency and expected date of accreditation: N/A
	If applicable, list the SED professional licensure title(s) ³ to which the program leads: N/A
d) Contact Person for This Proposal	Name and title: William T. Jones, J.D., Associate Professor, Department Chair, School of Business and Liberal Arts
	Telephone: 315.386.7063 E-mail: joneswt@canton.edu
e) Chief Executive or Chief Academic Officer Approval	<p>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i></p> <p>Name and title: Douglas Scheidt, Provost/Vice President of Academic Affairs</p> <p>Signature and date:</p>

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code : N/A
	Name and title of partner institution's CEO: N/A
	Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Version 2013-10-15

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

2.1. Program Format

Check all SED-defined [format, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** ☒ Day ☐ Evening ☐ Weekend ☐ Evening/Weekend ☐ Not Full-Time
- b) **Modes:** ☒ Standard ☐ Independent Study ☐ External ☐ Accelerated ☒ Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
- c) **Other:** ☐ Bilingual ☐ Language Other Than English ☐ Upper Division ☐ Cooperative ☐ 4.5 year ☐ 5 year

2.2. Diploma Program

NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree.

2.3 Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

Program Description

The Bachelor of Business Administration in Agribusiness Management is designed for entering students that desire an academically rigorous curriculum that offers students an opportunity to intensely focus on agribusiness management and broaden their education through a significant component of liberal arts and sciences and other business courses. Students are introduced to the principles of accounting, finance, marketing, strategy, operations, human resources, economics, ethics, and communications. The program will provide students with the management skills needed to make effective decisions and develop markets for their products. Agricultural businesses in the U.S. range from very small operations (those who are looking to add value to their product) to large enterprises with annual sales in the millions of dollars. Despite the size, all of these businesses compete in both local and international markets. These dynamic agriculture markets are both constant and evolutionary: constant because of the ongoing challenges of supplying adequate food and related products to the ever-growing diverse world population; evolutionary because of the new research and production techniques that test the abilities of the best managers. To be successful in today's marketplace, this generation of farm managers and owners need to spend more time making management decisions and developing both management skills and new markets than did the generations before them. (Kays, Edwards-Farm Management) Graduates may pursue graduate study or management positions with corporate agribusinesses that seek to employ Farm Appraisers, Agricultural Policy Analyst, Quality Controller to mention only a few growing areas of Agriculture employment.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are*

defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) as “clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program.”

Student Learning Outcomes

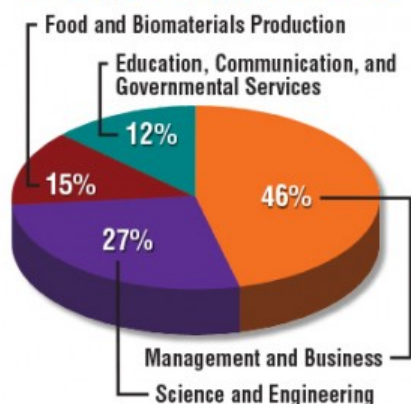
Course Objective	Institutional SLO
1. Interdisciplinary approach to problem solving and situational analysis in the agribusiness arena.	2 – Critical Thinking
2. Develop and utilize skills and techniques to allow for successful communication of ideas and concepts to a variety of audiences.	1- Communication 2- Critical Thinking
3. Develop and apply skills in entrepreneurial and managerial thought processes and decision making.	2 – Critical Thinking 3 – Professional Competence
4. Acquire a working knowledge of business management principles as they apply in the agricultural arena that will translate directly into vital competencies for careers in agribusiness.	3 – Professional Competence
5. Understand the theoretical economic framework and real-world markets in which all agribusinesses operate.	3 – Professional Competence
6. Achieve a level of academic ability and intellectual curiosity to facilitate successful transition to managerial positions or graduate school.	2 – Critical Thinking 3 – Professional Competence

Employment/Internship Opportunities:

Baccalaureate students use culminating internships in the last semester as opportunities to apply their academic knowledge in a hands-on, real world setting to gain the critical skills employers require. This degree responds to the growing interest in ownership and operation of agricultural enterprises in rural communities as well as the agriculture industry and any communities which have historically been dependent upon commodity farming. Graduates will be prepared to bring together and apply their knowledge from previous agribusiness and production agriculture courses, as well as from their internship experience. Expected strong employment opportunities exist for: 1) technical sales representatives, 2) food brokers, 3) accountants, 4) financial managers, 5) market analysts, 6) fruit and vegetable marketing representatives, 7) sales managers, 8) small animal health care distribution and international business specialists. (Employment Opportunities for College Graduates in the U.S. Food, Agricultural and Natural Resources System 2005-2010.). During the next five

years, U.S. college graduates will find good employment opportunities if they have expertise in food, agriculture, renewable natural resources, or the environment. Between 2015 and 2020, we expect to see 57,900 average annual openings for graduates with bachelor's or higher degrees in those areas.

Employment Opportunities



According to our projections, almost half of the opportunities will be in management and business. Another 27% will be in science, technology, engineering, and mathematics (STEM). Jobs in sustainable food and biomaterials production will make up 15%, while 12% of the openings will be in education, communication, and governmental services.

c) How does the program relate to the institutions and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally. Our vision is to educate the leaders of tomorrow for careers in a global technological economy.

Agribusiness Management will support SUNY Canton's institutional goal of optimizing enrollments by attracting students who would otherwise seek education in private institutions. Moreover, it will contribute to our strategic goal of promoting academic excellence by immersing students in the academic rigor of a multidisciplinary program that focuses on managing agricultural concerns.

Because of its multidisciplinary nature, the program will build upon and bring together the principles from SUNY Canton's existing business administration, finance, and management programs. This will allow the institution to leverage existing resources and expertise. Existing programs will be impacted in a positive way by building greater awareness of SUNY Canton and increasing enrollments in existing courses.

The program supports the institution's Strategic Plan for 2020 by:

- Expanding academic offerings by creating more 4-year programs that build upon the associate-level offerings to meet the community's need for career-driven

- educational options;
- Establishing more distance learning opportunities to reach more students worldwide.

The program will build upon the College's existing 2-year Business Administration degree to provide students the opportunity for a career driven degree to assist with the shortage of employees in the Agribusiness Management field.

- d) How were faculty involved in the program's design, and describe input by external partners, if any (e.g., employers and institutions offering further education?)

Faculty from multiple disciplines were involved in the design of the program through departmental and committee meetings to discuss program content and best practices in the field. A vote was taken of the full-time faculty at the college to pass the resolution to create the degree.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the profession](#), append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

Seven different Agribusiness Management programs from both private and SUNY schools were reviewed for content and program viability. An outside consultant from a locally owned large farm operation was brought in to advise the faculty on the needs of the industry from an employer standpoint as to what knowledge graduates need to enter the working world of agriculture.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

-Assuming a 73% retention rate from Fall to Fall for new freshmen (institutional rate for bachelor's degree programs retained in program)
 -Assuming that this is a transfer in program and about 50% of new students will be transfer students from the 2 year Business program, and using the retention rate of 65% (the in-program retention rate for transfer students enrolled in bachelor's degree programs last year.)
 -Assuming 10 new students year 1, 20 year 2, 25 year 3, 30 year 4, 30 year 5
 -Using the definition for FTE calculation of 1 PT = .3333 FTE
 - Additionally, current enrollment in the 2-year agricultural business programs at Jefferson Community College is approximately at 30 students. Some of those students will enroll by transfer.
 -No new faculty will be hired for the program until enrollments warrant additional resources. Therefore, if enrollment targets are not achieved, existing faculty will simply be reassigned to courses currently taught by adjunct faculty.

Anticipated Headcount: Enrollment						
		Enrolled Year 1	Enrolled Year 2	Enrolled Year 3	Enrolled Year 4	Enrolled Year 5
Year 1 new students	Fresh	5	3.65	3.65	3.65	0
	Trans	5	3.25	0	0	0
Year 2 new students	Fresh		10	7.3	5.6	5.6
	Trans		10	6.5	0	0
Year 3 new students	Fresh			13	9.49	7.28
	Trans			12	7.8	0
Year 4 new students	Fresh				15	10.95
	Trans				15	9.75
Year 5 new students	Fresh					15
	Trans					15
TOTAL ENROLLED YEAR		10	27	42	57	64

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

SEE ATTACHED

- h) Program Impact on SUNY and New York State

- h)(1) Need:** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

SEE ATTACHED

- h)(2) Employment:** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

Employer	<i>Need: Projected positions</i>	
	In initial year	In fifth year
Not Applicable		
Not Applicable		

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- h)(3) Similar Programs:** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).

Institution	Program Title	Degree	Enrollment
SUNY Cobleskill	Agricultural Business Management	BS	174
SUNY Morrisville	Agricultural Business Development	BBA	91
SUNY Alfred	Agricultural Business	AAS	59

- h)(4) Collaboration:** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

N/A

- h)(5) Concerns or Objections:** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

N/A

- h)(6) Undergraduate Transfer:** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under [SUNY's student mobility policy](#), **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

2.4. Admissions

- a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

No admission requirements that differ from institution's admission requirements.

- b) What is the process for evaluating exceptions to those requirements? N/A

- c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Extensive recruiting and information sharing as part of regular admissions trips to areas with large numbers of underrepresented students. Furthermore, our context-based curriculum defines diversity as a key asset enabling effective communication through technology.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Academic Advising and Academic Support Programs

- Academic development programs exist for specific populations. The Educational Opportunity Program (EOP) assists academically and economically disadvantaged students in reaching their goal of becoming successful college students. EOP students attend an extended orientation session prior to entering college. The EOP program provides students with financial assistance, tutoring, academic advisement, career and financial counseling and limited personal counseling. The Student Support Services TRiO Program (SSS) offers an elevated level of assistance to selected disadvantaged students. C-Step provides mentoring through academic advising, career counseling, financial counseling and professional school preparation to underrepresented minorities and economically disadvantaged students in fields such as nursing & other allied health fields, engineering and math/science. These programs provide college survival skills classes, dedicated computer labs, individual counselors and tutoring.
- Academic advising is predominantly handled by faculty advisors within the student's discipline. Students are required to meet with their advisor at least once per semester to discuss course placement and degree progress for the following semester. Faculty review student files at the end of each semester to verify that they are making Satisfactory Academic Progress. The Advising and First Year Programs office offers a supplement to the faculty advising model by providing students with information on general education and major requirements, campus processes (i.e. how to withdraw from a class), and assistance for students in transition (changing major or school). This office also provides resources and training opportunities for faculty advisors.
- SUNY Canton is committed to serving individuals with disabilities as defined by the Rehabilitation Act of 1973, Section 504, the Americans with Disabilities Act of 1990, and the ADAAA of 2008. The Accommodative (Disability) Services program is equipped to help students with mobility impairments, hearing impairments, visual impairments, learning disabilities, medical or mental health diagnoses have equal access to participate fully in college life. Students with documented disabilities may receive accommodations pursuant to their diagnosis. These may include: modified schedules, extended test times, minimal distraction area for tests, note taking services, test books in alternate format, academic counseling and advocacy. Most campus buildings are accessible; appropriate housing accommodations and accessible parking locations are available.

Academic & Support Services:

- Learning Labs for math, science and writing are available to all students free of charge on a walk-in basis. Curriculum specific labs also exist for various programs including accounting/business, computer science, and engineering. In addition, there is a general lab which offers tutoring assistance for many courses not covered by any of the specific labs. All of the labs offer face-to-face professional and peer tutor assistance. Repeatedly, students have rated SUNY Canton tutoring services with the highest satisfaction ranking among all SUNY Technology Sector campuses. Students taking classes online have access to tutoring help via email and phone. Tutoring services are designed to encourage students to become confident and independent learners by teaching skills including: note-taking, studying and test preparation skills
- Southworth Library Learning Commons supports a student population that is ever-increasing and diverse. The facility provides space for collaborative group work, quiet study and intensive tutoring – including Math & Science, Business & Accounting, Writing, and, Computer learning labs as well as a General Tutoring Lab. The Computer Lab provides space for one-on-one tutoring as well as Information Literacy instruction for classes, and is equipped with a new, state-of-the-art SMART Board. The library's collection includes approximately 50,000 print books, over 100,000 electronic books, extensive electronic

databases, and a variety of digital media. The 24/7 availability of electronic books and various databases is particularly supportive of non-resident students and online courses. For resident students, the building is equipped with Wi-Fi in support of mobile computing, hundreds of desktop computer stations; and dozens of laptops are available for loan as well. Ongoing innovative technology initiatives support both the learning styles and the needs of the 21st-century learner.

The Library Learning Commons also offers a highly successful, in-demand reserve collection, including a large collection of current textbooks, many circulating iPads, headphones, calculators, microscopes, DVDs, projection and wireless keyboards and more; in addition to significant collection of anatomical models that support hands-on learning for health sciences students.

The learning commons building is now open extended hours during the academic term, Monday through Thursday from 7:30 a.m. until 2:00 a.m.; Fridays from 7:30 a.m. to 8:00 p.m.; Saturdays from 8:00 a.m. to midnight; and Sundays from 8:00 a.m. to 2:00 a.m. Professional librarians are available during most library hours to assist students with a full range of library services, and web-based synchronous and asynchronous chat reference services provide access to professional research assistance at any time, 24 hours a day, 7 days a week.

- Information Technology Services are available to every student attending the College. Several modern PC facilities, located around campus, provide all students with the opportunity for virtually unlimited use of computers seven days a week, including evenings and weekends in the library. The Help Desk is available 8:00 to 6:00 p.m., Monday-Thursday; 8:00 to 4:30 p.m. Friday. Each student receives an email account and has full access to the internet. The residence halls have high-speed internet access provided by a local cable company. UCanWeb accounts are established for each student allowing access to grades, academic status, financial aid, pre-scheduling and other individual data.
- The Davis Health Center is an acute care center that is nationally accredited through the Accreditation Association for Ambulatory Health Care. It is staffed by a physician, nurse practitioners, and support staff and provides medical care. The Center also seeks to promote overall wellness and healthy lifestyle choices. A health educator/wellness is available to promote campus wellness initiatives on the campus working primarily with the Health and Counseling Centers. The Health Center has implemented electronic medical records and adopts HIPAA guidelines for record keeping and patient confidentiality, as well as following NYS Public Health Guidelines.
- The Personal Counseling Service provides professional counseling services for students with personal, social, and emotional concerns. Academics and Student Life both may refer students for assessments and further referrals. The fully licensed staff provides workshops, educational programs and activities contributing to overall student development. Themes include decision making, communication skills, conflict resolution, grief counseling, developing leadership skills, life-style differences, maintaining relationships, sexuality, alcohol and substance abuse, and stress management.
- The Career Services Office assists students in exploring various career opportunities, preparing high quality resumes and planning individualized job searches. The Career Services Office is instrumental in helping students find internship opportunities to meet program requirements. The Career Services web site includes the online program, Jobs4Roos, listing jobs and career opportunities for all students.

This very active office coordinates job fairs bringing on campus many employers who are interested in graduates from SUNY Canton programs.

Specialized services and dedicated areas of the Career Services website are available for LGBTQ, Handicapped, and Veteran students.

Special Student Services

- International students are welcomed at SUNY Canton and are growing in numbers. SUNY Canton's International Office serves incoming international students and outgoing study abroad participants. The Coordinator of International Student Initiatives helps students acclimate to campus life, processes documents, conducts new student and visiting scholar orientation, as well as plans and hosts educational, cultural, and recreational events that bring international and other SUNY Canton students together. Residence Life has a wing designed primarily for international students who are unable to travel home on the college sanctioned breaks. Students are also invited into faculty and staffs homes to share in various holidays. The Writing Center offers ESL resources as well as professional staff who can assist students in accessing these resources. Also, the dining services promote international theme nights and encourage students to come in and cook their favorite meal with them.
- Military personnel are attracted to the College's career-driven bachelors or associate degrees. The Military and Veteran's Coordinator helps veterans with benefits and the Veterans Association connects students and alumni who serve or have served in the U.S. Armed Forces.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or** check here [] if not applicable.

Prior Learning Assessment: In keeping with SUNY guidelines, students may apply for up to 30 credit hours of Credit for Life Experiences.

- 1. The student must apply for Life Experience Credit during the first semester of matriculation in the program. Applicants must complete the Application Form for Credit for Life Experiences and submit the form to the Dean of the School in which the program is located.**
- 2. The Dean, in consultation with other Deans as appropriate, will arrange for an advisor selected from the School's faculty to assist the students in preparing the necessary documentation in support of the number of credits requested. The portfolio must clearly evidence mastery of a preponderance of the learning outcomes as listed in the course outline(s) in order for a request to be viable.**
- 3. The student will submit a formal letter of request and a portfolio containing all documentation and pertinent adjunct supportive material to the advisor within the first ten weeks of the student's first matriculated semester. The student will be noticed of the decision within five weeks after submitting the portfolio. Only enrollment during the College academic year will count as the first semester of matriculation (Summer school IS NOT part of the College academic year).**
- 4. The portfolio will be evaluated by the re- view committee, which will be comprised of the advisor, a second faculty member of the School in which the program is housed, appointed by the advisor, and an Academic Standards Committee (ASC) faculty member, appointed by the Academic Standards Committee, who is not a member of the School in which the program is housed. The ASC member of the review committee may request review of the portfolio by the entire Academic Standards Committee.**
- 5. The advisor will provide the review committee with a copy of the most recent appropriate course outline(s), including detailed learning objectives.**
- 6. The review committee will submit its recommendation and the recommendation of the Academic Standards Committee, if appropriate, to the Dean of the School and forward a copy of the recommendation to the Provost.**

- a. Credit for Life Experiences cannot be granted for courses in which the applicant has been, or is, enrolled at SUNY Canton.
- b. Credit determinations in discipline- related fields (e.g., electrical, humanities, social work, etc.) will be made by faculty members in the respective or related department.

- 7. Following the decision of the Dean, a notice will be forwarded to the student, the advisor, the Provost, and the Registrar regarding the amount of credit granted and the courses for which the credit will be counted in the student's program.
- 8. Forty dollars (\$40) per credit hour will be charged for the review of the materials. This fee must be paid and registration procedures completed prior to the beginning of the review.
- 9. Forty dollars (\$40) per credit hour will be charged for prior learning credit granted. This fee must be paid prior to the granting of credit.
- 10. Credit will be recorded as "CR" on the student's official transcript under the appropriate course number, but only following the satisfactory (2.0) completion of one full-time semester or its equivalent in the student's program.

CREDIT BY EXAMINATION

MILITARY TRAINING AND EXPERIENCE

The College may grant advanced standing for military training and experience as recommended by the American Council on Education. Where courses, service school experience, or subject matter exams are applicable to a curriculum in which a student is enrolled at this college, credit will be determined using the publication "Guide to the Evaluation of Educational Experiences in the Armed Services." In order to have your military transcripts evaluated, please utilize the Joint Service Transcript website and have your military transcript digitally sent to the SUNY Canton Admissions office.

MANNER OF RECORDING ADVANCED STANDING

Official transcripts of this college will include the appropriate number of credits granted for (1) courses transferred in from other higher education institutions, (2) proficiency examinations completed satisfactorily, (3) validated life experiences, and/or (4) military training and experience as "CR" credit only and be excluded in the calculation of a student's cumulative honor point index.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. Append at the end of this form, a plan or curriculum map showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. *NOTE: The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

The Program's course level student learning outcomes will be assessed in the first year of the program and the program assessment in the major conducted in the fifth year of the program as follows:

Course Level Assessment

The program Course Level Student Learning Outcomes (CSLOs) will be assessed on a cycle and are coordinated with ISLO and General Education assessment. Institutional Student Learning Outcomes (ISLOs) and General Education Outcomes (GEROs) are assessed on a 3-year cycle with a combination of five ISLOs and/or GEROs each year with only those CSLOs linked to the ISLOs assessed in particular year also assessed in that year. This will result in every CSLO in the program being assessed at least once every three years (in many cases more often). All CSLOs mapped to any of the ISLOs or GEROs, and only those CSLOs will be assessed in a particular semester. Standard rubrics based on the VALUE rubrics of the American Association of Colleges and Universities (AAC&U) will be provided to program faculty for use in conducting the assessment at the course level within the program.

General Education Assessment

SUNY Canton's General Education Assessment process will provide cyclical assessment of student learning outcomes in each General Education category for the General Education courses in the program. These assessments are conducted pursuant to the General Education Assessment schedule and use a random representative sample of 30% of the courses in the particular General Education category as selected by the Office of Institutional Effectiveness. The sample is pulled from all sections of courses, including those taught by both full-time and adjunct faculty, as well as a mix of face to face and online courses, to ensure that a true representation of student learning is assessed. Faculty whose courses are selected for these assessments may not opt out of the process.

Assessment in the Major

The College will review the program on a rotating five-year cycle and all matters regarding these assessments are addressed in the Guidebook for Conducting Assessment in the Major. According to the Guidebook, for all program assessments in the major, the self-study, strengths and weaknesses form, reviewer reports, and the state summary report are filed with the College and used as an overall measure to assess and improve student learning across campus. As part of the Assessment in the Major process, there will be an annual program review each year between the 5-year full program self-study. Each year the program will be required to submit goals and objectives, which track whether or not the previous year's goals and objectives were met, and establish new goals and objectives for the coming year, as well as the needed resources to accomplish these goals. If the program also completed an Assessment in the Major for that specific year, the results and deficiencies noted by the outside reviewers must be addressed in the goals and objectives of the program for the following year. The resulting goals and objectives for the program and an annual report of the results of the Assessments in the Major (if conducted that year) will be made available campus-wide.

Finally, the academic program will have an Advisory Board that is appointed by the College Council upon recommendation of the faculty in each program. The Advisory Board will be comprised of employers, graduates and employees in the field. They are charged with providing feedback to the program on the efficacy of its curriculum in meeting the demands of the workforce. The program will also take part in the annual graduate survey to inform student learning and other program changes.

Semester		Assessment Tool		Individual Responsible	Measurement Tool	Target / Desired Outcome	Result	Performance Satisfied (Yes / No)	Comments
		Course	Descriptor		(What specific lab, quiz, test, homework, or problem?)				
SO #	Performance Indicator								

Figure 2.7A: Assessment action document for assessing student outcomes.

Program Student Learning Outcomes

Course Objective	Institutional SLO
1. Interdisciplinary approach to problem solving and situational analysis in the agribusiness arena.	2 – Critical Thinking
2. Develop and utilize skills and techniques to allow for successful communication of ideas and concepts to a variety of audiences.	1 – Communication Skills 2 – Critical Thinking
3. Develop and apply skills in entrepreneurial and managerial thought processes and decision making.	2 – Critical Thinking 3 – Professional Competence
4. Acquire a working knowledge of business management principles as they apply in the agricultural arena that will translate directly into vital competencies for careers in agribusiness.	3 – Professional Competence
5. Understand the theoretical economic framework and real-world markets in which all agribusinesses operate.	3 – Professional Competence
6. Achieve a level of academic ability and intellectual curiosity to facilitate successful transition to managerial positions or graduate school.	2 – Critical Thinking 3 – Professional Competence

Curriculum Mapping

<u>COURSES</u>	<u>SLO #1</u>	<u>SLO #2</u>	<u>SLO #3</u>	<u>SLO #4</u>	<u>SLO #5</u>	<u>SLO #6</u>
ACCT 101	X		X	X	X	
ACCT 102	X		X	X	X	
AGMT 305	X		X	X	X	
AGMT 310	X	X	X	X	X	X
AGMT 320			X	X	X	

AGMT 330	X	X	X	X	X	X
AGMT 385	X	X		X		X
AGMT 410	X	X	X	X	X	X
AGMT 450	X	X	X	X	X	X
AREA 110	X			X		
BSAD 100	X	X				
BSAD 201	X	X	X	X		X
BSAD 203	X	X	X	X	X	X
BSAD 215	X	X	X	X		X
BSAD 301	X	X	X	X		X
BSAD 310	X	X	X	X		X
BSAD 322		X			X	
BSAD 340	X	X		X		X
BSAD 345	X	X	X	X	X	X
BSAD 425		X			X	
CITA 110		X	X			
ECON 101				X	X	
ECON 103				X	X	
ECON 105				X	X	
ECON 314		X		X	X	
ENGL 101	X	X				
FSMA 210				X	X	
LEST 388	X					X
MATH 141	X			X	X	

Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Undergraduate Sample Program Schedule** to show how a typical student may progress through the program. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found at http://www.suny.edu/provost/academic_affairs/app/forms.cfm. Terms 5-8 may be deleted for programs leading to associate's degrees.

NOTES: The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.

- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#), with at least 3 credits each in Basic Communication and Mathematics, plus no fewer than three credits each in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages.
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path (TPath) courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) – a different form – with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Sample Program Schedule

Term 2: Fall 2016	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
BSAD 100 Intro to Business	3			3	3		
MATH 111 College Mathematics	3-4	M	3-4				MATH 106
CITA 110 Introduction to Information Tech	3						
ENGL 101 Expository Writing	3	BC	3				
AREA 110 Intro to Alternative Energy	3			3			
FYEP 101 First Year Experience	1						
Term credit total:	16-17	6	6-7	6	3		

Special Cases for the Sample Program Schedules:

- For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.
- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** A [different form](#) (for program revisions) should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.
- [SUNY policy](#) governs the awarding of two degrees at the same level.
- Minors require neither SUNY approval nor SED registration.

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

b) For each existing course that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), append a catalog description at the end of this document,.

SEE ATTACHED

c) For each new course in the undergraduate program, append a syllabus at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.

SEE ATTACHED

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, append a completed [External Instruction](#) form at the end of this document.

SUNY Undergraduate Sample Program Schedule (OPTION: You can paste an [Excel version](#) of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: Agribusiness Management, BBA

- a) Indicate **academic calendar type**: ☒ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) **Name of SUNY [Transfer Path](#), if one exists:** Business Administration
- d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BSAD 100 Introduction to Business	3			3			
CITA 110 Introduction to Information Technology	3						
ENGL 101 Expository Writing [GER 10]	3	BC	3				
AREA 110	3						
FYEP First Year Experience	1						
Math [GER 1]	3-4	M	3-4				
Term credit totals:	16-17	6-7	6-7	3			
Term 3:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ECON 103 Principles of Microeconomics	3	SS	3				
ACCT 102 Foundations of Managerial Accounting	3						
BSAD 203 Marketing	3			3			
BSAD 215 Small Business Management	3			3			
Other World Civilizations [GER 6]	3	OW	3				
Term credit totals:	15	6	6	6			
Term 5:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AGMT 305 Agricultural Policy	3			3			
AGMT 320 Agricultural Markets and Price Analysis	3			3		3	
BSAD 301 Principles of Management	3			3			
BSAD 310 Human Resource Management	3			3			
ECON 314 Managerial Economics	3	SS					
Term credit totals:	15			12			
Term 7:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BSAD 340 Management Communications	3			3			
BSAD 345 Technological Innovations & Entrepreneurship	3			3			
BSAD 425 New Product Marketing	3			3			
UL Program Elective	3			3			
Term 2:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ECON 101 Principles of Macroeconomics [GER 3]	3	SS	3				
Natural Science [GER2]	3-4	NS	3-4				
ACCT 101 Foundation of Financial Accounting	4						
ECON 105 Survey of American Economic History [GER 4]	3	SS	3				
MATH 141 Statistics	3	M					
Term credit totals:	15-17	12-13	9-10				
Term 4:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
General Elective	3						
FSMA 210 Introduction to Finance	3			3			
BSAD 201 Business Law I	3			3			
Humanities [GER 7]	3	H	3				
Foreign Language [GER 9] Spanish recommended	4	FL	4				
Term credit totals:	16	7	7	6			
Term 6:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BSAD 322 Advertising and Promotion	3			3			
LEST 388 Environmental Law	3			3			
AGMT 310 Agribusiness Management	3			3		3	
AGMT 385 Agriculture Law	3			3		3	
AGMT 330 Farm Business Management	3			3		3	
Term credit totals:	15			15			
Term 8:	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
AGMT 410 Internship OR	12			12		12	
UL Program Elective	3			3		3	
UL Program Elective	3			3		3	
UL Program Elective	3			3		3	

UL Program Elective	3			3				UL Program Elective	3			3		3	
								AGMT 450 Capstone in Agribusiness Management	3			3		3	
Term credit totals:	15			15				Term credit totals:	15			15			
Program Totals (in credits):		Total Credits:		SUNY GER: 24-26		LAS: 22-23		Major: 87		Elective & Other: 21		Upper Division: 18		Upper Division Major: 51	
		123-125												Number of SUNY GER Categories:	
														7	

KEY Cr: credits **GER:** [SUNY General Education Requirement](#) ([Enter Category Abbreviation](#)) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses):** Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL).

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 55.2\(b\) of the Regulations of the Commissioner of Education](#).*

- c) What is the institution's definition of "full-time" faculty?

Full-time faculty teach a 4/4 load of classes

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
William T. Jones Associate Professor	50%	BSAD 201 – Business Law I; AGMT 385 – Agricultural Law; LEST 388 – Environmental Law; AGMT 200- Agricultural Policy	Juris Doctor – Syracuse University	Law	
Edouard Mafoua * Associate Professor	50%	ECON 101 – Microeconomic s; ECON 103 – Microeconomic s; ECON 314 – Managerial Economics AGMT 310 – Agribusiness Management; AGMT 320 – Agriculture Marketing & Price Analysis; AGMT 330 – Farm & Rural Management	Ph.D. – Applied Economics; Engineer in Agri-Management, University of Godollo, Hungary	Engineering; Economics	
Karen Spellacy	20%	ECON 105 –	M.A. – Economics,	Economics	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
Professor		Survey of American Economics	University of Connecticut		
Anthony Signorelli Associate Professor		BSAD 100 – Introduction to Business	M.D. – Vrij Universiteit Belgium	M. D.	
Nicholas Kocher Assistant Professor	10%	BSAD 203 – Marketing; BSAD 322 – Advertising & Marketing; BSAD 425 – New Product Marketing;	M.B.A. – Clarkson University	Business Administration	
Janice Robinson Associate Professor	25%	BSAD 301 – Principles of Management; BSAD 310 – Human Resource Management; BSAD 340 – Management Communications;	M.S. – Business Administration, John Hopkins University A.B.D. – Northcentral University	Business Administration	
Christa Kelson Associate Professor	10%	ACCT 101 – Foundations of Financial Accounting; ACCT 102 – Foundations of Managerial Accounting	M.B.A. – Accounting, University of Tennessee at Chattanooga	Accounting	
Umesh Kumar Assistant Professor	10%	FSMA 210 – Introduction to Finance	Ph.D. – Finance, University of Texas at San Antonio	Finance	
Patrick Casselman	10%	MATH 141 – Statistics			

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
Part 2. Part-Time Faculty					
John Sheltra	10%	BSAD 215 – Small Business Management; BSAD 345 – Technological Innovations & Entrepreneurship	Masters in Operation Management and Marketing from Frostburg State University		
Stacia Dutton	10%	CITA 110 – Introduction to Information Tech	B. T. Computer Science, SUNY Canton		
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

Using existing faculty and adding new faculty as the program grows.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

No additional resources are needed for the first 5 years.

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

No additional resources are needed.

- b) Describe the institution's response to identified collection needs and its plan for library development.

SUNY Canton has a full functioning library that serves both faculty and the students in their respective needs. Beside hardcopy books periodicals and magazines the library also provides the electronics version of the library materials, which can be accessed from out of campus. The library also provides materials through interlibrary loan. Beside SUNY Canton library the students have the access to the other libraries around the area. The department also makes some reference books and relevant magazines available to the students through open access bookshelves in the lab area.

Located in the geographic center of the campus, Southworth Library, with the recent addition of the Cyber Café and other targeted renovations designed to reinvigorate the space as a gathering place, has become a central hub of activity for students on campus. Services and resources are available on three floors of the library. The reference collection, reserve materials, a computer lab, offices, tutoring support services and the Information Services Help Desk are located on the main floor. The upper level houses book stacks, individual study carrels, group study and media-viewing rooms, current and back-issue journals and periodicals, and the Writing Center. The recently renovated lower level houses the Information Technology department and campus server room.

The library is a resource-rich, Wi-Fi enabled space, with laptops, desktops, iPads, Kindle readers, and Google television units that students can borrow for periods of time. For resident students, the library also provides student scanning, printing and photocopying services, and is equipped with a large number of anatomical models that support hands-on learning for students in the sciences and health programs.

Student learning and tutoring labs, including Math, Science, Business and Accounting, Writing, and Technology Skills are also centrally located in Southworth. There are also student-learning spaces, a 'Connections' meeting space and conference rooms. Nine small-group study rooms in the building, along with two additional rooms that are not dedicated for that purpose but often get used as such, help serve the 80 to 120 people in the building during peak hours.

The library's information collection has grown and/or changed in response to the changing needs of the 21st century learner. It includes approximately 50,000 print and 80,000 electronic books

Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor's degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? ☐ No ☒ Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **submit a separate electronic document to accompany this form** that contains each original, signed *External Evaluation Report* as well as the single *Institutional Response* to all reports, as described in Section 8. **NOTE:** To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.

<u>Evaluator #1</u> Name: Dr. Douglas E. Morris Title: Associate Professor, Emeritus, Department of Natural Resources and The Environment Institution: University of New Hampshire	<u>Evaluator #2</u> Name: GERARD E. D'SOUZA Title: Director, Division of Resource Management, Professor and Chair of Agricultural and Resource Economics Institution: West Virginia University
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Section 8. Institutional Response to External Evaluator Reports

As applicable, send a single *Institutional Response* to all *External Evaluation Reports* in the same file that contains the verbatim, signed *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

- a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
- two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
 - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

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- b) For a **proposed baccalaureate program**, document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as [SUNY Transfer Course Equivalency Tables](#) and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Jefferson Community College	2484 Agri-Business	A.S.
Adirondack Community College	5004 Business Administration	A.S.

NOTE: Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs at <http://www.nysed.gov/heds/IRPSL1.html>.

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? ☐ No ☒ Yes. If yes, **append** a completed [SUNY Distance Education Format Proposal](#) at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? ☐ No ☒ Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on [Guidance on Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.
☒ No ☐ Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.
☒ No ☐ Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization

Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

List of Appended and/or Accompanying Items

- a) **Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
N/A	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item (e)
N/A	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the profession , or other applicable external standards	Section 2.3, Item (e)
N/A	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item (e)
N/A	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Section 2, Item 7	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
A-2	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)	Section 3, Item (b)
A-2	<i>For all programs with new courses in the major</i> , syllabi for all new courses in a proposed undergraduate major	Section 3, Item (c)
A-3	<i>For programs requiring external instruction</i> , a completed External Instruction Form and documentation required on that form	Section 3, Item (d)
N/A	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
N/A	<i>For all A.A. and A.S. programs</i> , Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; <i>for baccalaureate programs that anticipate transfer student enrollment</i> , documentation of seamless transfer with at least two SUNY two-year programs	Section 9
A-4	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a Distance Education Format Proposal	Section 10
N/As	<i>For programs requiring an MPA</i> , a Master Plan Amendment Form	Section MPA-1

- b) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to program.review@suny.edu that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

Appendix 1

Agribusiness Management – BBA Degree

1st Semester		<u>16-17</u> crs	
Course Number	Course Name	Credits	Term
BSAD 100	Introduction to Business	3	
CITA 110	Introduction to Information Technology	3	
	Math [GER 1] Recommended MATH 111	3-4	
ENGL 101	Composition/Spoken Word [GER 10]	3	
AREA 110	Introduction to Alternative Energy	3	
FYEP 101	First Year Experience	1	
2nd Semester		<u>16-17</u> crs	
ECON 101	Principles of Macroeconomics [GER 3]	3	
	Natural Science [GER 2]	3-4	
ACCT 101	Foundations of Financial Accounting	4	
ECON 105	Survey of American Economic History [GER 4]	3	
MATH 141	Statistics	3	
3rd Semester		<u>15 crs</u>	
ECON 103	Principles of Microeconomics	3	
ACCT 102	Foundations of Managerial Accounting	3	
BSAD 203	Marketing	3	
BSAD 215	Small Business Management	3	
	Other World Civilizations [GER 6]	3	
4th Semester		<u>16 crs</u>	
	General Elective	3	
FSMA 210	Introduction to Finance	3	
BSAD 201	Business Law I	3	
	Humanities [GER 7]	3	
	Foreign Language[GER 9] Spanish Recommended	4	

5th Semester		<u>15 crs</u>	
AGMT 305	Agricultural Policy [NEW COURSE]	3	
AGMT 320	Agricultural Markets & Price Analysis [NEW COURSE]	3	
BSAD 301	Principles of Management	3	
BSAD 310	Human Resource Management	3	
ECON 314	Managerial Economics	3	
6th Semester		<u>15 crs</u>	
BSAD 322	Advertising and Promotion	3	
LEST 388	Environmental Law	3	
AGMT 310	Agribusiness Management [NEW COURSE]	3	
AGMT 385	Agricultural Law [NY State & USDA] [NEW COURSE]	3	

AGMT 330	Farm Business Management [NEW COURSE]	3	
7th Semester		15 crs	
BSAD 340	Management Communication*	3	
BSAD 345	Technological Innovations & Entrepreneurship	3	
	UL Program Elective	3	
	UL Program Elective	3	
BSAD 425	New Product Marketing	3	
8th Semester		15 crs	
AGMT 410	Internship [NEW COURSE] OR	12	
	UL Program Elective	3	
	UL Program Elective	3	
	UL Program Elective	3	
	UL Program Elective	3	
AGMT 450	Capstone in Agribusiness Management [NEW COURSE]	3	
		123-125	

Upper Level Program Electives: ACCT; BSAD: ECON; FSMA; LEST-Writing Intensive – BSAD 340

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

ACCT 101 – FOUNDATIONS OF FINANCIAL ACCOUNTING

Prepared By: Christa K. Kelson

**SCHOOL OF BUSINESS & LIBERAL ARTS
BUSINESS DEPARTMENT
MAY 2015**

- A. **TITLE:** Foundations of Financial Accounting
- B. **COURSE NUMBER:** ACCT 101
- C. **CREDIT HOURS:** (4)
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
4 lecture hours per week
- H. **CATALOG DESCRIPTION** This course builds the underlying framework of financial accounting and serves as an introduction to accounting concepts and financial reporting. Students will learn how to record business transactions in an accounting system, interpret financial statements, and communicate information for economic decision-making. Topics include accounting for sole proprietorships, partnerships, and corporations. A concentrated emphasis is placed on the accounting cycle, accruals and deferrals, notes and interest, and internal controls.
- I. **PRE-REQUISITES/CO-REQUISITES:** None
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Describe the accounting cycle	2. Crit. Thinking 3. Prof. Competence
b. Identify and journalize business transactions using debits and credits	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence
c. Compute net income, total assets, and equity in the preparation of an Income Statement, Balance Sheet, and Statement of Owners' Equity	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence
d. Identify the characteristics and presentation of plant assets in conjunction with accounting for depreciation and book	2. Crit. Thinking 3. Prof. Competence

value	
e. Identify and record accounts by classification	2. Crit. Thinking 3. Prof. Competence
f. Distinguish the difference between debt and equity instruments	2. Crit. Thinking 3. Prof. Competence
g. Interpret a Statement of Cash Flows	2. Crit. Thinking 3. Prof. Competence
h. Use financial statement data to assess an organization's solvency and profitability	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence
i. Explain the fundamentals of internal control.	2. Crit. Thinking 3. Prof. Competence 4. Inter-Intra Skills

K. TEXTS:

Warren, C., Reeve, J., Duchac, J. (2015). *Financial and managerial accounting*. Mason, OH. South-Western Cengage. Hardbound and E-textbook.

Or, as determined by Instructor.

L. REFERENCES: N/A

M. EQUIPMENT: Technology enhanced classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation
- And as determined by Instructor

P. DETAILED COURSE OUTLINE:

- I. Introduction to Accounting and Business
 - a. The Role of accounting in business
 - b. Profession of accounting
 - c. Financial statements
- II. Analyzing Transactions

- a. Rules of debit and credit
 - b. Characteristics of an account
 - c. Analyzing and summarizing transactions in accounts
 - d. Trial balance preparation
 - e. Discovery and correction of trial balance errors
- III. The Matching Concept and the Adjusting Process
 - a. The matching concept
 - b. Accrual vs. cash basis accounting
 - c. Recording adjusting entries
- IV. Completing the Accounting Cycle
 - a. Closing entries
 - b. Financial statement preparation
- V. Accounting for Merchandising
 - a. Nature of merchandising businesses
 - b. Chart of accounts for a merchandising business
 - c. Income statement for a merchandising business
- VI. Cash
 - a. Definition and presentation of cash
 - b. Internal controls
- VII. Receivables
 - a. Classifications of receivables
 - b. Uncollectible receivables
- VIII. Fixed and Intangible Assets
 - a. Capital and revenue expenditures
 - b. Depreciation
 - c. Intangible assets and amortization
- IX. Current Liabilities
- X. Corporations: Organization, Capital Stock Transactions, and Dividends
 - a. Nature of a corporation
 - b. Stockholders' Equity
 - c. Sources of paid-in capital
 - d. Issuing stock
 - e. Treasury stock
 - f. Stock splits
 - g. Dividends
- XI. Bonds
- XII. Notes Payable
- XIII. Statement of Cash Flows
- XIV. Financial Statement Analysis
 - a. Basic analytical procedures
 - b. Earnings Per Share
 - c. Corporate annual reports

Q. LABORATORY OUTLINE: N/A

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

ACCT 102 – FOUNDATIONS OF MANAGERIAL ACCOUNTING

Prepared By: Christa K. Kelson

**SCHOOL OF BUSINESS & LIBERAL ARTS
BUSINESS DEPARTMENT
MAY 2015**

- A. **TITLE:** Foundations of Managerial Accounting
- B. **COURSE NUMBER:** ACCT 102
- C. **CREDIT HOURS:** (3)
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION** The basic principles of financial accounting are continued with their application to management and internal users to assess company performance. Managerial accounting focuses on providing accounting related data for decision-making, production management, and product/service pricing. Further, students will examine: cost behavior and classification, job-order costing, process costing, activity-based costing, just-in-time, budgeting, and variance analysis.
- I. **PRE-REQUISITES/CO-REQUISITES:**
a. ACCT 101, or permission of the Instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Describe the role of managerial accounting in a business	2. Crit. Thinking 3. Prof. Competence
b. Differentiate direct and indirect costs	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence
c. Define and calculate various cost allocation systems; record journal entries for cost allocation systems.	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence
d. Identify cost behavior and classification	2. Crit. Thinking 3. Prof. Competence
e. Discuss and apply cost-volume-profit analysis	2. Crit. Thinking 3. Prof. Competence

f. Employ budgeting techniques to develop a Master Budget	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intra Skills
g. Use Excel to complete managerial spreadsheets	2. Crit. Thinking 3. Prof. Competence
h. Compute and analyze variances	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence
i. Compute the selling price of a product using cost concepts	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence
j. Recognize the ethical/behavioral implications associated in cost information provided to decision-makers	1. Comm. Skills 2. Crit. Thinking 3. Prof. Competence

K. TEXTS:

Warren, C., Reeve, J., Duchac, J. (2015). *Financial and managerial accounting*. Mason, OH. South-Western Cengage. Hardbound and E-textbook

N. REFERENCES: N/A

O. EQUIPMENT: Technology enhanced classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation
- And as determined by Instructor

P. DETAILED COURSE OUTLINE:

- I. Managerial Principles
 - a. Difference between managerial and financial accounting
 - b. Direct and indirect costs
 - c. Financial statements of a manufacturing firm
- II. Manufacturing Costs
 - a. Direct materials
 - b. Direct labor

- i. Definition
 - ii. Payroll calculations
 - c. Factory overhead
- III. Job Order Costing
 - a. Materials
 - b. Work in process
 - c. Finished goods
- IV. Excel Spreadsheets
- V. Process Costing
 - a. Equivalent units
 - b. Cost per equivalent unit
- VI. Cost-Volume-Profit Analysis
 - a. Cost behavior
 - i. Variable
 - ii. Fixed
 - iii. Mixed
 - b. Contribution margin
 - c. Breakeven point
- VII. Variable versus Absorption costing
- VIII. Budgeting
 - a. Flexible budget
 - b. Static budget
- IX. Performance Evaluations
 - a. Direct materials variance
 - b. Direct labor variance
 - c. Factory overhead variance
- X. Product pricing
 - a. Make or buy
 - b. Discontinue a segment or product
 - c. Determine product price
 - i. Cost concept
 - ii. Activity-Based Costing (ABC)
- XI. Just-in-Time Environment

Q. LABORATORY OUTLINE: N/A

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



**COURSE OUTLINE
AGMT 305 – AGRICULTURAL POLICY**

Prepared By: Dr. Edouard Mafoua

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
May 2016**

- A. **TITLE:** Agricultural Policy
- B. **COURSE NUMBER:** AGMT 305
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:**
This course introduces students to the role of government and other institutions in setting agricultural and food policy. It develops an understanding of the application of economic theory to agricultural problems and the policy decision process. Topics such as macroeconomic policies, farm policies, rural development policies, agricultural trade policy, environmental policy, food safety and security policy, and food assistance and nutrition policy are discussed.
- I. **PRE-REQUISITES:**
Principles of Macroeconomics (ECON 101) and Principles of Microeconomics (ECON 103) and a minimum 45 credit hours, or permission of instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Explain the U.S. policy process and the role of economists in the policy-making process	3. Prof. Competence
b. Identify the geopolitical centers of influence and the WTO that have significant effects on agricultural and trade policies	3. Prof. Competence
c. Discuss farm policies and their impacts on the agricultural sector	3. Prof. Competence
d. Analyze policies related to limited resources (water, farmland, and endangered species) and environmental degradation	2. Crit. Thinking
e. Examine food safety issues, hunger problem and food assistance programs	2. Crit. Thinking

- K. **TEXT:**
Knutson, R.D., Penn, J.B., Flinchbaugh, B.L. and J.L. Outlaw (2007). *Agricultural and Food Policy*. Sixth edition, Pearson Prentice Hall.

P. REFERENCES:

Novak, J.L., J.W. Pease, and L.D. Sanders.(2015). *Agricultural Policy in the United States: Evolution and Economics*. Routledge.

Halcrow, Harold G., Spitze, Robert G.F., and Joyce Allen-Smith (1994). *Food and Agricultural Policy: Economics and Politics*. Second edition, McGraw-Hill.

Q. EQUIPMENT: Technology enhanced classroom.

R. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: Case studies analysis, class participation and presentation, research paper, quizzes, tests, essays, and/or exams

P. DETAILED COURSE OUTLINE:

- I. Economic and Political Forces of Agricultural Policies Change
 - A. Globalization
 - B. Technology and Food Safety
 - C. Agricultural Industrialization
 - D. Politics
- II. Rationale for Government Involvement in Agriculture and Food System
 - A. Conditions Leading to Government Involvement
 - B. Constraints on Government Involvement
 - C. U.S. Policy Decision Process
 - D. Role of Economists in the Policy-Making Process
- III. Geopolitical Centers of Influence and International Trade
 - A. Agriculture, Trade, Policies and Issues
 - 1. NAFTA
 - 2. MERCOSUR
 - 3. European Union
 - 4. CAIRNS Groups
 - 5. Asian Pacific Economic Cooperation Forum (APEC)
 - 6. Japan
 - 7. China
 - 8. Russia
 - 9. Developing Countries
 - B. World Trade Organization
 - C. U.S. Trade and Development Policy
- IV. U.S. Farm Policies
 - A. Historical Perspective
 - B. Farm Problems and Policy Goals
 - C. Theory of Farm Policy

- D. Farm Policy Options and Consequences
 - 1. Free Market
 - 2. Price Supports
 - 3. Supply Controls
 - 4. Direct Payments
 - 5. Crop Insurance
 - 6. Program Buyouts

- V. Limited Resources Issues and Policies
 - A. Farmland Use, Policy Options and Consequences
 - B. Water Use, Policy Options and Consequences
 - C. Endangered Species and Biodiversity

- VI. Environmental Policy
 - A. Development and Implementation of Environmental Policy
 - B. Evolution of Agricultural Environmental Policy
 - C. Environmental Policy Options and Consequences

- VII. Food Safety and Security Policy
 - A. Dimensions of Food Safety and Biosecurity
 - B. Development and Implementation of Food Safety and Biosecurity Policy
 - D. Evolution of Food Safety and Biosecurity Policy
 - E. Food Safety and Biosecurity Policy Options and Consequences

- VIII. Food Assistance and Nutrition Policy
 - A. Problems of Global and U.S. Hunger
 - B. International Hunger Policy
 - C. U.S. Hunger and Nutrition Policy
 - D. U.S. Hunger and Nutrition Policy Options and Consequences

Q. LABORATORY OUTLINE: None

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

AGMT 310 – AGRIBUSINESS MANAGEMENT

Prepared By: Dr. Edouard Mafoua

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
May 2016**

- A. **TITLE:** Agribusiness Management
- B. **COURSE NUMBER:** AGMT 310
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:**
This course provides students with understanding of the size, scope and importance of the agribusiness food chain including agricultural producers, processors, distributors, farmers and ranchers. It examines marketing, financial, operations and human resource management principles applied to agribusiness firm. Topics such as organization of an agribusiness, economics for agribusiness managers, international agribusiness, financing agribusiness, evaluation of operating and investment decisions, production planning and management, and supply chain management for agribusiness are discussed.
- II. **PRE-COREQUISITES:**
- Pre-requisites: Principles of Microeconomics (ECON 103) and Introduction to Finance (FSMA 210) or permission of instructor.
 - Co-requisites: None
 - Pre- or Co-requisite: Principles of Management (BSAD 301)
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
f. Describe the unique characteristics of the food and agribusiness industries	3. Prof. Competence
g. Identify important factors involved in selecting the best form for an agribusiness	2. Crit. Thinking
h. Explain the fundamental concepts and tools an agribusiness manager uses in identifying the target market	3. Prof. Competence
i. Analyze the financial statements and discuss the tools for making financing, operating and capital investment decisions in an agribusiness	3. Prof. Competence 2. Crit. Thinking
j. Develop an understanding of production planning and supply chain management in food and agribusiness	2. Crit. Thinking

industries	
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- K. **TEXT:**
Barnard F.L., J.T. Akridge, F.J. Dooley, J.C. Foltz, and E.A. Yeager (2016). ***Agribusiness Management***. Fifty Edition, Routledge.
- S. **REFERENCES:**
Beierlein J. G., K.C. Schneeberger, and D.D. Osburn (2014). ***Principles of Agribusiness Management***. Fifty Edition, Waveland Press Inc.

Van Fleet D.D., E.W. Van Fleet, and G.J. Seperich (2014). ***Agribusiness: Principles of Management***. DELMAR CENGAGE Learning.

Ricketts C. and K. Ricketts (2009). ***Agribusiness: Fundamentals and Applications***. DELMAR CENGAGE Learning.
- T. **EQUIPMENT:** Technology enhanced classroom.
- U. **GRADING METHOD:** A-F
- O. **MEASUREMENT CRITERIA/METHODS:** Case studies analysis, class participation and presentation, research paper, quizzes, tests, essays, and/or exams
- P. **DETAILED COURSE OUTLINE:**
- IX. Agribusiness Management Scope, Functions, and Tasks
 - E. Food Production and Marketing System
 - F. Key Functions of Management in Agribusiness
 - G. Economics for Agribusiness Managers
 - X. Agribusiness Management Organization
 - E. Organization of an Agribusiness
 - F. International Agribusiness
 - XI. Marketing Management for Agribusiness
 - A. Strategic Market Planning
 - B. Marketing Mix
 - C. Marketing Decision Tools for Agribusiness
 - XII. Financial Management for Agribusiness
 - D. Understanding and Analyzing Financial Statements
 - E. Financing the Agribusiness
 - F. Evaluating Agribusiness Operating Decisions
 - G. Evaluating Agribusiness Capital Investment Decisions
 - XIII. Operations Management for Agribusiness
 - E. Production Planning and Management
 - F. Supply Chain Management for Agribusiness

- XIV. Human Resource Management for Agribusiness
 - D. Agribusiness Organizational Structures
 - E. Agribusiness Managers Leadership Styles
 - F. Human Resource Management
- Q. **LABORATORY OUTLINE:** None

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

AGMT 320 – AGRICULTURAL MARKETS AND PRICE ANALYSIS

Prepared By: Dr. Edouard Mafoua

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
May 2016**

- A. **TITLE:** Agricultural Markets and Price Analysis
- B. **COURSE NUMBER:** AGMT 320
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week

H. **CATALOG DESCRIPTION:**

This course introduces students to the agricultural price analysis, agricultural market structures and agricultural marketing strategies. It utilizes the economic concepts to help students understand and develop practical agribusiness marketing strategies. Topics such as agricultural price seasonality, market adjustments, price analysis using supply and demand, equilibrium displacement models, food marketing channel, international agricultural trade, and agricultural futures and options markets are discussed.

III. **PRE-REQUISITES:**

Principles of Microeconomics (ECON 103), Marketing (BSAD 203) and MATH 141 Statistics, or permission of instructor.

J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
k. Discuss price formation and price changes in perfectly competitive agricultural market	3. Prof. Competence
l. Forecast price and quantity changes in an equilibrium displacement model using elasticities	2. Crit. Thinking
m. Discuss the food marketing channel and the role of each sector of the food marketing channel	3. Prof. Competence
n. Analyze the estimated supply and demand curves for agricultural commodities using regression analysis	2. Crit. Thinking
o. Describe how to use futures markets to hedge commodities and predict future prices	3. Prof. Competence

K. **TEXT:**

Norwood, F.B. and J.L. Lusk (2008). *Agricultural Marketing and Price Analysis*. Pearson Prentice Hall.

V. **REFERENCES:**

Rhodes, V., J. Dauve, and J Parcell. (2007). *The Agricultural Marketing System*. Sixth Edition. Scottsdale: Holcomb Hathaway Publishers.

Tomek, W.G. and K.L. Robinson. (2003). *Agricultural Product Prices*. Fourth Edition. Ithaca: Cornell University Press.

Goodwin, J.W. (1994). *Agricultural Price Analysis and Forecasting*. New York: John Wiley & Sons, Inc.

W. **EQUIPMENT:** Technology enhanced classroom.

X. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:** Case studies analysis, class participation and presentation, research paper, quizzes, tests, essays, and/or exams.

P. **DETAILED COURSE OUTLINE:**

XV. Introduction to Economics and Price Analysis

H. Review of Economic Principles

I. Mathematics of Supply and Demand

J. Perfectly Competitive Agricultural Markets

K. General Theory of Prices

XVI. Advanced Price Analysis

H. Elasticities and Flexibilities

I. Supply and Demand for Agricultural Products

J. Equilibrium Displacement Models

K. General Equilibrium Models

XVII. Imperfect Competition in Agriculture

G. Monopoly Model

1. Producer and Consumer Behavior in Monopoly

2. Mathematics of Monopoly

H. Monopsony Model

1. Producer and Consumer Behavior in Monopoly

2. Mathematics of Monopsony

I. Oligopoly and Oligopsony

J. Monopolistic Competition

XVIII. Understanding Agricultural Prices

G. Agricultural Price Seasonality

H. Market Supply and Demand Shocks

I. Market Adjustments

J. Agricultural Price Cycles

XIX. Food Marketing Channel

F. Understanding the Food Marketing Channel

1. Farm Inputs and Farm Production

2. Food Processing and Manufacturing

3. Food Wholesalers

- 4. Food Retailers
 - G. Vertical Coordination in Agriculture
 - H. Cooperatives
 - I. Multi-Sector Models
- XX. Empirical Agricultural Price Analysis
 - C. Introduction to Regression Analysis
 - D. Estimating Supply and Demand for Agricultural Products
 - E. Log-Log Regression Model
 - F. Seasonal and Time Trend Models
 - G. Hedonic Price Analysis
- XXI. International Agricultural Trade
 - E. Trade between Countries
 - F. Exchanges Rates in Trade
 - G. Barriers to Trade
 - H. Mathematics of International Market Equilibrium
- XXII. Agricultural Futures Markets
 - A. History of Agricultural Futures Markets
 - B. Introduction to Futures Contracts
 - C. Hedging in Futures Markets
 - D. Options in Futures Markets
- Q. **LABORATORY OUTLINE:** None

**STATE UNIVERSITY OF NEW YORK
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CANTON, NEW YORK**



COURSE OUTLINE

AGMT 330 – FARM BUSINESS MANAGEMENT

Prepared By: Dr. Edouard Mafoua

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
May 2016**

- A. **TITLE:** Farm Business Management
- B. **COURSE NUMBER:** AGMT 330
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week

H. **CATALOG DESCRIPTION:**

This course provides students with tools needed to measure management performance and financial condition of the farm business. It develops decision-making skills in planning, organizing, directing and controlling farm business. Topics such as farm recordkeeping and accounting system, financial statement analysis, investment analysis, crop and livestock enterprise budgeting and analysis, risk management, income tax management, and machinery management are discussed.

IV. **PRE-REQUISITES:**

Introduction to Business (BSAD 100), Principles of Microeconomics (ECON 103) and Introduction to Finance (FSMA 210) or permission of instructor.

J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
p. Identify the management skills that farmers need to respond to changes in the structure and technology of agriculture	2. Crit. Thinking
q. Measure and analyze profit and other financial characteristics of a farm business	2. Crit. Thinking
r. Apply budgeting to a single input, an entire enterprise, or the whole-farm business	2. Crit. Thinking
s. Discuss techniques for reducing risk in agricultural production, marketing and finance	3. Prof. Competence
t. Discuss strategies for acquiring farm resources including capital, credit, land, human resources and machinery	3. Prof. Competence

K. **TEXT:**

Kay, R.D., W. M. Edwards and P. Duffy. (2016). *Farm Management*. Eight Edition. McGraw-Hill Book Company.

- Y. **REFERENCES:**
Olson, K.D. (2011). *Economics of Farm Management in a Global Setting*. John Wiley. Hoboken, NJ.
Boehlje, M. And V. Eidman (1984). *Farm Management*. John Wiley.
- Z. **EQUIPMENT:** Technology enhanced classroom.
- AA. **GRADING METHOD:** A-F
- O. **MEASUREMENT CRITERIA/METHODS:** Case studies analysis, class participation and presentation, research paper, quizzes, tests, essays, and/or exams
- P. **DETAILED COURSE OUTLINE:**
- XXIII. Introduction to Farm Management
L. Structure of Farm and Ranches
M. New Technologies and Information Age
N. Agricultural Products and Consumer Demands
O. Environmental and Health Concerns
- XXIV. Management and Decision Making
G. Functions of Management
H. Strategic Farm Management
I. Characteristics of Decisions
J. Decision-Making Environment in Agriculture
- XXV. Measuring Farm Management Performance
D. Farm Accounting System
E. Farm Financial Statements Analysis
F. Farm Business Analysis
G. Individual Enterprises Analysis
- XXVI. Farm Planning and Budgeting
L. Crop and Livestock Enterprise Budgeting
M. Whole-Farm Planning
N. Partial Budgeting
O. Cash Flow Budgeting
- XXVII. Farm Business Organization and Transfer
K. Forms of farm Business Organization
L. Agricultural Cooperatives
M. Income Tax Management
N. Transferring the Farm Business
- XXVIII. Farm Resources Acquisition and Management
K. Capital and Credit
L. Land Control and Use
M. Human Resource Management
N. Machinery Management

- XXIX. Risk Management in Agriculture
 - A. Sources of Risk and Uncertainty
 - B. Risk-Bearing Ability and Attitudes
 - C. Decision Making under Risk
 - D. Tools for Managing Risk

Q. **LABORATORY OUTLINE:** None

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

AGMT 385 – Agricultural Law

Prepared By: William T. Jones

**SCHOOL OF
BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
April 2016**

- A. **TITLE:** Agricultural Law
- B. **COURSE NUMBER:** AGMT 385
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:**

This course examines areas of law applicable to agriculture, including agricultural law; acquisition and disposal of farmland; farm tenancies; rights and limitations in the use and ownership of farmland; water law; environmental protection; protection of the productivity of agricultural land; and the law of sales and secured transactions in an agricultural context. Critical legal issues facing the industry and consumers will be discussed, including federal farm programs, the structure of farms and industrialized agriculture, migrant labor issues, farm animal welfare, as well as agriculture commercial law.

- I. **PRE-REQUISITES/CO-REQUISITES:** BSAD 201 or permission of instructor.

- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
1. Recognize relevant knowledge of the structure and function of land ownership, occupation, and use.	2. Critical Thinking 3. Professional Competence
2. Apply agricultural law as it pertains to land ownership.	2. Critical Thinking
3. Differentiate between important agencies affecting agricultural law.	2. Critical Thinking 3. Professional Competence
4. Interpret common agricultural regulations and standards.	2. Critical Thinking 3. Professional Competence
5. Recognize environmental issues facing land owners and farm business tenancy.	1. Communication Skills 2. Critical Thinking 3. Professional Competence

- K. **TEXTS:**

Schneider, Susan A. (2010). Food, Farming, and Sustainability: Readings in Agricultural Law. Durham, NC.: Carolina Academic Press

REFERENCES:

Hill, Berkeley and Davidova, Sophia (2012). Understanding the Common Agricultural Policy. London, England: Taylor and Francis Ltd.

Harl, Neil E. (2012). The Agricultural Law Manual. Kelso, WA: Agricultural Law Press.

Pedersen, Donald B. & Meyer, Keith G. (2008). Environmental Law, 1st edition. Clifton Park, New York: West Legal Studies – Thompson Delmar Learning.

Simonsen, Craig B. (1995). Agricultural Law in a Nutshell, St. Paul, MN: West Publishing Co.

Sydenham, A. (2002). Essential Law for Landowners & Farmers, 4th ed. Hoboken, New Jersey: Wiley

BB. EQUIPMENT: None

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

- I. Agriculture and Agricultural Law
 - a. The Agrarian Ideal or the Agrarian Myth
 - b. Agrarianism and the Development of U.S. Agriculture Law
 - c. Industrialization of Agricultural Production
 - d. Sustainability
 - e. What is a Family Farm
 - f. A Survey of Current U.S. Agricultural Production
 - g. Consumer Awareness and Impact
- II. Economic Support for Agriculture: The Federal Farm Programs, Federal Crop Insurance, and Disaster Assistance
 - a. Federal Farm Programs
 - b. Federal Crop Insurance
 - c. Disaster Assistance
 - d. Farm Programs and the Food System

- III. Agriculture and Environmental Law
 - a. Agriculture's Environmental Effects
 - b. Exceptions for Agriculture Operations Under Environmental Laws
 - c. Unique Aspects of Environmental Law As Applied to Agriculture
- IV. Financing the Farming Operation
 - a. Distinct Attributes of Farm Finance
 - b. Overview of Current Farm Finances
 - c. Federal Credit Assistance Provided to the Agricultural Sector
 - d. Agricultural Commercial Law: Secured Transactions Involving Farm Assets
- V. "Forty Acres and a Mule" – Discrimination in Agriculture
 - a. History of African American Farmers in the United States
 - b. USDA Discrimination Against African American Farmers
 - c. USDA Discrimination: Native American, Hispanic, and Women Farmers
 - d. Current USDA Policy and Issues
 - e. The Face of Agriculture Today
- VI. Agriculture Labor Law
 - a. Who Are America's Farm Workers
 - b. An Overview of Federal Labor and Employment Law
 - c. Current Issues
- VII. The Regulation of Livestock Sales
 - a. Introduction to the Packers and Stockyards Act
 - b. Structural Trends in the Livestock Industry
 - c. Unfair, Unjustly Discriminatory, or Deceptive Practices Under the Packers and Stockyards Act
- VIII. Animal Welfare and Farm Animals Raised for Food
 - a. Efforts to Impose Welfare Standards on Livestock Production
 - b. Humane Slaughter Standards
- IX. Biotechnology and Agricultural Law
 - a. An Introduction to Agricultural Biotechnology and its Regulation
 - b. The Patenting of Genetically-Engineered Seeds
 - c. Challenge to the Approved Process for New Genetically Engineered Seeds
 - d. The Labeling of Genetically Engineered Food Products
 - e. International Trade and Genetically Engineered Products
- X. Food and Agriculture
 - a. The Structure of Government Regulation
 - b. The Regulation of Organic Food
 - c. The Local Food Movement
 - d. Food for the Future

Q. LABORATORY OUTLINE: NONE



**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**

COURSE OUTLINE

AGMT 410 AGRIBUSINESS MANAGEMENT INTERNSHIP

PREPARED BY: William T. Jones

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
MAY 2016**

AGMT 410 AGRIBUSINESS MANAGEMENT INTERNSHIP

- A. TITLE: Agribusiness Management Internship
- B. COURSE NUMBER/SHORT TITLE: AGMT 410/Internship
- C. CREDIT HOURS: 6-12
- D. WRITING INTENSIVE COURSE: NO
- E. COURSE LENGTH: 15 WEEKS
- F. SEMESTER(S) OFFERED: Spring
- G. HOURS OF INTERNSHIP; LECTURE; SEMINAR ACIVITY: 40 hours per credit
- H. CATALOG DESCRIPTION: The Agribusiness Management Internship integrates classroom work and practical experience with cooperating businesses or agencies. The Internship allows seniors the opportunity to apply classroom learning in an agricultural management setting. It is a structured field experience in which an Intern, under the guidance of a supervisor, acquires and applies knowledge and skills while working in a responsible role. The internship site and completed documentation must be completed by the student and turned into the supervising faculty by the end of the semester prior to the start of the internship. Internship assignments and activities may include, but not be limited to, information gathering, research, drafting of documents, office management, and other tasks and responsibilities deemed necessary.
- I. PREREQUISITES: Senior status in the Agribusiness Management program. Student must have a GPA of 3.0 or higher before the internship begins, or permission of the instructor in consultation with the student's academic advisor.
- J. STUDENT LEARNING OUTCOMES:
Upon successful completion of the Internship, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Identify and explain discipline specific knowledge and skills required for success in an agricultural management setting.	2. Crit. Thinking 3. Prof. Competence
b. Operate and/or use specialized equipment, software and tools required within the environment.	2. Crit. Thinking 3. Prof. Competence
c. Draft and revise documents used in various applications in the Agribusiness Management settings.	2. Crit. Thinking 3. Prof. Competence
d. Perform office management tasks as needed within the environment.	2. Crit. Thinking 3. Prof. Competence

e. Identify how the organization uses technology to create a positive work environment and to handle conflicts.	2. Crit. Thinking 3. Prof. Competence
f. Develop a plan to accomplish performance needs, supervision plan, and rewards.	2. Crit. Thinking 3. Prof. Competence
g. Collaborate with others to accomplish specific goals in the agribusiness management environment.	2. Crit. Thinking 3. Prof. Competence

K. TEXTBOOK: Optional; some texts may be specific to and be required for the internship by the sponsoring organization.

L. REFERENCES: None

M. EQUIPMENT: Any that may be specifically required by the internship sponsor in addition to SUNY Canton's e-mail address and access to internet service that are appropriate for communication and progress reporting on internship experience; word processing for journal and portfolio of internship experience.

N. GRADING METHOD: (A-F)

O. MEASUREMENT CRITERIA: Journal, Field Assessment, Final Report, and Portfolio.

P. DETAILED TOPICAL OUTLINE:

- I. Journal (Progress Report)
 - A. Daily hours worked
 - B. Weekly activities
 - C. Responsibilities and assignments experienced
- II. Portfolio and Report
 - D. Internship assignments
 - E. Relevant exhibits and illustrations
 - F. Observations and report summarizing internship experience
- III. Internship Evaluation
 - G. Progress updates
 - H. Field Assessment:
 1. Professional skills
 2. Field skills
- IV. Seminar
 - I. Oral presentation
 - J. Audience, program director, and participant questions and answers.

AGMT 410 AGRIBUSINESS MANAGEMENT INTERNSHIP
SUPERVISOR'S EVALUATION OF INTERN'S PERFORMANCE

Intern Supervisor: Please complete and return this form to the Program Director, Agribusiness Management Internship by mail or fax—this form must not be hand carried by the student.

Student Name:

Supervisor's Name:

Supervisor's Title:

Phone:

Fax:

Name of Company:

Address of Company:

1. How prepared was the student for your internship needs (knowledge in specific areas)? Please suggest additional knowledge or abilities that you would have liked the intern to have.
2. Please evaluate the student's written and oral communications used in this internship.
3. How did the student fit into or adapt to your working environment? (For example, consider such matters as attitude, dress, punctuality, reliability, knowledge of culture, and courtesy).
4. What benefits did you and your company receive by providing an internship experience for this student?
5. How well did the student accomplish the learning objectives from this experience?
6. Please give a brief evaluation of the student's overall performance. To what degree was the student effective and efficient in the performance of his or her duties (for instance, did the intern make good use of his/her time with you)?
7. If you have any suggestions for changes in the curriculum or the internship process, please note them below and feel free to telephone to discuss your ideas.
8. Would you want to have another intern work with your organization?
 ___ yes ___ no
 ___maybe, depending on (please explain if not obvious from your responses to the previous questions):

Supervisor's Signature / Date

Return this form (mail or fax) to: Program Director, Agribusiness Management Internship, School of Business and Liberal Arts, SUNY Canton, College of Technology, 34 Cornell Drive, Canton, NY 13617 Fax: (315) 386 - 7933

AGMT 410 AGRIBUSINESS MANAGEMENT INTERNSHIP
STUDENT FINAL REPORT

Student Intern: Please complete and return this form to the Program Director by mail or fax. See the back of this form for mailing address.

Student's Name: _____

Supervisor's Name Phone: _____

Supervisor's Title: _____

Name of Company: _____

Address of Company: _____

City _____ State _____ Zip Code _____

WRITE A SHORT PARAGRAPH ON THE FOLLOWING:

1. Overview:

Describe the internship in general terms. State the mission of the business or agency where you worked. Describe how the department or function you worked in fits into the business or agency as a whole. State the average number of hours worked each week and the overall duration of the internship.

2. Tasks Worked On:

Describe the work activities, the final product, and responsibilities assumed by you. Tasks should be described in terms that will permit the internship director to understand how the work relates to professional practices.

3. Relation to Theory:

Relate how work tasks fit in with theory as presented in classes, in textbooks, and by professors. In most companies, actual practices depart somewhat from methods taught in school. Describe how the company's methods agree or disagree with what you learned in class.

4. Evaluation:

Provide your own evaluation of the internship. Was it intellectually challenging? Were you allowed to use your own initiative? Would you recommend a similar internship for another student? How did it affect your career goals?

Return this form (mail or fax) to: Program Director, Agribusiness Management, School of Business and Liberal Arts, SUNY Canton, College of Technology, 34 Cornell Drive, Canton, NY 13617 Fax: (315) 386-7933

AGMT 410 AGRIBUSINESS MANAGEMENT INTERNSHIP

STATEMENT OF OBJECTIVES

This statement of objectives is to be completed by the student intern and the student's Program Director for the planned internship. Each party is to sign this form and the student is to return it to the Program Director.

Student Intern's

Name: _____

Semester: _____

Agribusiness Management Courses Completed to Date: _____

Agribusiness Management Courses Currently Taking: _____

Emphasis or Career

Objective: _____

Supervisor's name:

Organization's

Name: _____

LEARNING OBJECTIVE

is: _____

The specific activities that the intern will undertake to accomplish this objective are:

LEARNING OBJECTIVE

is: _____

The specific activities that the intern will undertake to accomplish this objective are:

LEARNING OBJECTIVE

is: _____

The specific activities that the intern will undertake to accomplish this objective are:

If additional objectives are used, please outline them below or attach an additional page.

I agree that the objectives stated herein are reasonable, and I will attempt to accomplish them to the best of my ability through the activities suggested above.

STUDENT SIGNATURE

DATE

()

PHONE NUMBER

I agree that the learning objectives and activities stated above are realistic and I will provide training and assistance to the intern as needed to aid the student's accomplishment.

SUPERVISOR'S SIGNATURE

DATE



**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**

COURSE OUTLINE

AGMT 450 – AGRIBUSINESS MANAGEMENT CAPSTONE

PREPARED BY: William T. Jones

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
May 2016**

A. COURSE TITLE: Agribusiness Management Capstone

B. COURSE NUMBER: AGMT 450

C. CREDIT HOURS: 3

D. WRITING INTENSIVE COURSE: Yes

E. COURSE LENGTH: 15 weeks

F. SEMESTER (S) OFFERED: Spring

G. HOURS OF LECTURE: 3 lecture hours a week

H. CATALOG DESCRIPTION:

This multidisciplinary capstone course integrates materials from Agribusiness Management courses to allow students to gain practical skills and knowledge of the varied fields of Agribusiness and the role agribusiness managers have within the multiple systems. Students analyze and evaluate advanced Agribusiness issues, i.e. impact from evolving Federal and State laws relating to Agribusiness facilities, providers, and consumers. Students also study contemporary challenges by incorporating knowledge gained through Agribusiness courses and required readings.

I. PRE-REQUISITES/CO-COURSES:

Pre-requisite(s): 90 credits earned, in Agribusiness Management; or permission of instructor.

J. GOALS (STUDENT LEARNING OUTCOMES): By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Examine advanced issues in Agribusiness management	1. Crit. Thinking 2. Prof. Competence
b. Examine contemporary developments in Agribusiness Management	1. Crit. Thinking 2. Prof. Competence
c. Assess current trends across multiple fields of Agribusiness	1. Crit. Thinking 2. Prof. Competence
d. Identify the strategic, financial and market position of an existing agribusiness firm, from an internal perspective as well as in the context of	1. Crit. Thinking 2. Prof. Competence

the market chain where it operates;	
e. Synthesize and evaluate scholarly articles related to the advanced topics in Agribusiness and write a research paper related to issues and challenges in Agribusiness.	1. Crit. Thinking 2. Prof. Competence

K. TEXTS: None

L. REFERENCES: The following references are required:

Barnard F.L., J.T. Akridge, F.J. Dooley, J.C. Foltz, and E.A. Yeager (2016). ***Agribusiness Management***. Fifty Edition, Routledge.

Kay, R.D., W. M. Edwards and P. Duffy. (2016). *Farm Management*. Eight Edition. McGraw-Hill Book Company.

Knutson, R.D., Penn, J.B., Flinchbaugh, B.L. and J.L. Outlaw (2007). *Agricultural and Food Policy*. Sixth edition, Pearson Prentice Hall.

Norwood, F.B. and J.L. Lusk (2008). *Agricultural Marketing and Price Analysis*. Pearson Prentice Hall.

Schneider, Susan A. (2010). *Food, Farming, and Sustainability: Readings in Agricultural Law*. Durham, NC.: Carolina Academic Press

M. EQUIPMENT: None

N. GRADING METHOD: A - F

O. MEASUREMENT CRITERIA/METHODS: Assignments, discussions, final culminating project, and simulation will be used to measure attainment of objectives.

P. DETAILED COURSE OUTLINE:

- I. Leadership and Management:
 - a. Contemporary models of leadership and leadership style;
 - b. Why do Agribusiness Managers have a greater need for ethical behavior?
 - c. Employment issues surrounding culture diverse employees
- II. Strategic Planning issues in Agribusiness
 - a. Importance of strategic planning process
 - b. Internal and external environment in providing strategic direction
 - c. Strategic plan outline
- III. Agribusiness Marketing
 - a. Access, delivery, and quality as related to the marketing function
 - b. Role of Agribusiness marketing in the strategic planning process

- IV. Agribusiness Finance
 - a. Managing cost and revenues
 - b. Capital management cycles
 - c. Capital allocation process and key ratios
- V. Strategic Management of Human Resource
 - a. Factors affecting communication
 - b. Motivation, training, and development
- VI. Current issues in Agribusiness
 - a. Land management
 - b. Animal management
 - c. Environmental Issues
- VII. Agribusiness Ethics and Law
 - a. Federal Law
 - b. State Law
 - c. County and Local Laws
- VIII. Food Safety and Security Policy
 - a. Federal and State regulations
- IX. Understanding Agricultural Prices
 - a. Agricultural Price Seasonality
 - b. Market Supply and Demand Shocks
 - c. Agricultural Price Cycles
- X. International Agricultural Trade
 - a. Trade between Countries
 - b. Exchanges Rates in Trade
 - c. Barriers to Trade

Q. LABORATORY OUTLINE: None

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE
AREA 110 – INTRODUCTION TO ALTERNATIVE ENERGY

Prepared By: Michael J. Newtown, P.E.
Updated By: Michael J. Newtown, P.E.

Canino School of Engineering Technology
Mechanical & Energy Systems
May 2015

- A. TITLE: Introduction to Alternative Energy
- B. COURSE NUMBER: AREA 110
- C. CREDIT HOURS: 3
- D. WRITING INTENSIVE COURSE : No
- E. COURSE LENGTH: 15 weeks
- F. SEMESTER(S) OFFERED: Fall
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY: 3 one-hour lectures
- H. CATALOGUE DESCRIPTION:
- Students will discuss the usefulness of various types of energies as they relate to the future of this planet. Topics will include passive and active solar systems, fuel cells, hydroelectric power, geothermal heat transfer, and wind energy.
- I. PRE-REQUISITES/CO-COURSES: None
- J. STUDENT LEARNING OUTCOMES: By the end of this course students will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Identify the basic attributes of each form of energy	2. Crit. Thinking 3. Prof. Competence
b. Identify the basic equipment necessary to produce energy from each alternative energy source.	2. Crit. Thinking 3. Prof. Competence
c. Make simple cost comparisons between fossil based and alternative based energies.	1. Communication 3. Prof. Competence
d. Describe the benefits for each type of alternative energy for a local and global economy.	1. Communication 3. Prof. Competence

- K. TEXTS:
- Aubrecht, Gordon, Energy Physical, environmental, and Social Impact, 3rd edition, Prentice Hall 2006
- L. REFERENCES:

Deffeyes, Kenneth S., Hubbert's Peak: The Impending World Oil Shortage, 2003.

Goodstein, David, Out of Gas: The End of the Age of Oil, 2005

- M. EQUIPMENT: Technology enhanced classroom
- N. GRADING METHOD (P/F, A-F, etc.): A-F
- O. MEASUREMENT CRITERIA: Tests, quizzes, homework, written essays in and outside of class.
- P. DETAILED TOPICAL OUTLINE:
 - I. Defining alternative and renewable energy
 - a. What is energy and why is it necessary
 - b. Identify alternative and renewable energies.
 - c. Overview of the global energy demands.
 - II. A look at fossil fuels
 - a. How fossil based fuels are formed
 - b. Global reserves of oil, natural gas, and coal
 - c. Discover the limits of a finite resource
 - III. Solar energy
 - a. Passive
 - b. Photovoltaic
 - c. Equipment that makes it possible to gather
 - IV. Fuel cells
 - a. History of fuel cells
 - b. What are fuel cells?
 - c. Different types currently used and being developed
 - d. Fuel storage
 - V. Wind energy
 - a. How wind is formed
 - b. How to predict wind based on different factors
 - c. Looking at different locations and identifying an optimal site
 - d. Wind farms
 - e. Equipment necessary for energy conversion
 - VI. Hydroelectric
 - a. What is hydroelectric energy?
 - b. Environmental impacts
 - c. Amount of energy production vs. demand
 - d. How a hydroelectric dam functions
 - VII. Geothermal
 - a. What is geothermal energy?

- b. Ideal locations on planet Earth for large scale production
- c. Small scale residential use of geothermal energy
- d. Heat transfer to produce useable energy
- e. Cost comparison to fossil fuels
- f. Is this the only energy needed to heat and cool a home?

VIII. Bio-fuels

- a. Define bio-fuels
- b. What works best?
- c. Cost
- d. Advantages vs. disadvantages

IX. Cost comparisons

- a. Simple cost comparisons of fossil based and alternative energies.
- b. Government support for both types
- c. Cost to consumers
- d. Hidden cost of each fuel (environment, military defense, taxes, etc.)

X. Current topics in alternative energy

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE

BSAD 100 – INTRODUCTION TO BUSINESS

Prepared By: Patrick Hamilton

Updated By: Timothy Perry

SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
SPRING 2015

BSAD 100 – INTRODUCTION TO BUSINESS

- A. TITLE: Introduction to Business
- B. COURSE NUMBER: BSAD 100
- C. CREDIT HOURS: 3
- D. WRITING INTENSIVE COURSE (OPTIONAL): N/A
- E. WEEKS PER SEMESTER: 15
- F. SEMESTER(S) OFFERED: Fall and Spring
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:
3 hours lecture per week
- H. CATALOGUE DESCRIPTION: This course is a survey of business, introducing the major operations of a business, including **management**, production, marketing, finance, and human resources management. The course also examines the economic, social, political **and global** environment of business. This course will expose students to speakers from varying business disciplines throughout the semester.
- I. PRE-REQUISITES/CO-COURSES: None

J. Goals (STUDENT LEARNING OUTCOMES):
By the end of this course, the student will:

<u>Course Objective</u>	<u>Institutional SLO</u>
1. Discuss the nature of business and the importance of the profit motive.	1. Communication 2. Crit. Thinking 4. Inter/Intrapersonal Skills
2. Compare and contrast the prevalent economic systems and explain how to measure the health of an economy	1. Communication 2. Crit. Thinking 4. Inter/Intrapersonal Skills
3. Describe the government-business relationship as it exists today in the United States.	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter/Intrapersonal Skills
4. Identify and discuss the basic forms of business ownership.	1. Communication 2. Crit. Competence 3. Prof. Competence 4. Inter/Intrapersonal Skills
5. Identify and describe the four primary management functions, and the core functions involved in human resource management.	1.Communication 2.Crit. Thinking 3.Prof. Competence

1. Discuss the nature of business and the importance of the profit motive.
2. Compare and contrast the prevalent economic systems and explain how to measure the health of an economy.
3. Describe the government-business relationship as it exists today in the United States.
4. Identify and discuss the basic forms of business ownership.
5. Identify and describe the four primary management functions, and core functions involved in human resource management.

K. TEXTS: Contemporary Business, 15e, Boone, L.E., & Kurtz, D.L., John Wiley & sons, 2012

L. REFERENCES:

Daily Newspaper (The Wall Street Journal and The New York Times), Weekly Business Magazines (Business Week, Fortune, Forbes, Industry Week, etc.)

M. EQUIPMENT: Technological enhanced classroom.

N. GRADING METHOD: Standard A-F system

O. MEASUREMENT CRITERIA/METHODS: Exams, assignments, and research paper.

P. DETAILED TOPICAL OUTLINE: See next page

Q. LABORATORY OUTLINE: N/A

DETAILED OUTLINE

TOPICS

I. Introducing Business Today in a Global Environment

- A. Foundations and Challenges of Business
- B. Global Business
- C. Ethical and Social Responsibilities of Business

II. Starting A Business

- A. Forms of Business Ownership
- B. Small Business, New Ventures, and Franchises

III. Managing A Business

- A. Management Fundamentals
- B. Organization, Teamwork, and Communication
- C. Production of Quality Goods and Services

IV. Managing Human Resources

- A. Human Relations, Motivation, and Performance
- B. Human Resource Management
- C. Employee-Management Relations

V. Managing Marketing

- A. Marketing and Customer Satisfaction
- B. Product and Pricing Decisions
- C. Distribution
- D. Promotion

VI. Managing Information Systems and Accounting

- A. Computers and Information Technology
- B. Accounting

VII. Managing Financial Resources

- A. Banking and Financial Management
- B. Securities Markets

VIII. Special Topics in Business

- A. Government Regulations, Taxation, and Business Law
- B. Risk Management and Insurance
- C. The Internet and Business Success

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE

BSAD 201 - BUSINESS LAW I

Prepared By: William Jones

SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
MARCH 2015

BSAD 201 - BUSINESS LAW I

- A. TITLE: Business Law I
- B. COURSE NUMBER: BSAD 201
- C. CREDIT HOURS: 3
- D. WRITING INTENSIVE COURSE: N/A
- E. COURSE LENGTH: 15
- F. SEMESTER(S) OFFERED: Fall and Spring
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY: 3 hours per week
- H. CATALOG DESCRIPTION: Text and case study of the American court system as well as the origin, nature, and classification of law with emphasis on general contract law and the impact of negligence, torts and criminal law on business.
- I. PRE-REQUISITES/CO-COURSES: None
- J. STUDENT LEARNING OUTCOMES: Upon completion of this course, the student will be able to do the following:

<u>Course Objective</u>	<u>Institutional SLO</u>
1. Write and understand the process of writing case briefs.	1-Communication Skills 2-Critical Thinking 3-Professional Competence
2. Recognize and describe the sources of law in the United States.	2-Critical Thinking 3-Professional Competence
3. Describe the business-related torts.	2-Critical Thinking
4. Demonstrate an understanding of how substantive law, case law, and precedent interact in business law.	2-Critical Thinking 3-Professional Competence
5. Describe the principles of law pertaining to contracts which are covered by the Uniform Commercial Code (UCC) and those which are not covered by the UCC.	2-Critical Thinking 3-Professional Competence

- K. TEXTS: Cheeseman, Henry, Business Law, 8th Edition, USA, Pearson Publishing Co., 2013.

L. REFERENCES:

- (1) Fundamentals of Business Law: Excerpted Cases, Cengage Publishing Co., 2013.
- (1) New York Law Reports Official Advance Sheets, WestLaw Publishing, 2011.
- (2) Gould's Consolidated Laws of New York, LexisNexis Publications 2008.

M. EQUIPMENT: Access to a working computer with Internet. Most recent version of Firefox or Chrome preferred

N. GRADING METHOD(P/F,A-F, etc.): Standard A-F Scale

O. MEASUREMENT CRITERIA:

- Case Briefs
- Problem Solutions
- Quizzes
- Final Exam

P. DETAILED TOPIC OUTLINE: see attached sheet

DETAILED OUTLINE

BSAD 201 - BUSINESS LAW I

TOPICS

I. Legal Heritage and the Digital Age

- A. Introduction to Legal Heritage and the Digital Age
- B. What is Law
- C. Schools of Jurisprudential Thought
- D. History of American Law
- E. Sources of Law in the United States
- F. Digital Law

II. Courts and Jurisdiction

- A. Introduction to Courts Jurisdiction
- B. State Court Systems
- C. Federal Court System
- D. Supreme Court of the United States
- E. Jurisdictions of Federal Courts
- F. Standing to Sue, Jurisdiction and Venue
- G. Jurisdiction in Cyberspace

III. Judicial, Alternative, and E-Dispute Resolution

- A. Introduction of Judicial, Alternative, and E-Dispute Resolution

- B. Pretrial Litigation Process
- C. Pleadings
- D. Discovery
- E. Pretrial Motion
- F. Settlement Conference
- G. Trial
- H. Appeal
- I. Alternative Dispute Resolution
- J. E-Courts and E-Dispute Resolution

IV. Constitutional Law for Business and E-Commerce

- A. Introduction to Constitutional Law Business and E-Commerce
- B. Constitution of the United States
- C. Supremacy Clause
- D. Commerce Clause
- E. Commerce and the Constitution
- F. Bill of Rights and Other Amendment
- G. Freedom of Speech
- H. Freedom of Religion
- I. Equal Protection
- J. Due Process
- K. Privileges and Immunities

V. Nature of Traditional and E-Contracts

- A. Introduction to Nature of Traditional and E-Contracts
- B. Definition of a Contract
- C. Sources of Contract Law
- D. Objective Theory of Contracts
- E. E-Commerce
- F. Classifications of Contracts
- G. Express and Implied Contracts
- H. Equity

VI. Agreement

- A. Introduction to Agreement
- B. Agreement
- C. Offer
- D. Special Offers
- E. Termination of an Offer by Act of the Parties
- F. Termination of an Offer by Operation of Law
- G. Acceptance

VII. Consideration and Promissory Estoppel

- A. Introduction to Consideration and Promissory Estoppel
- B. Consideration
- C. Gift Promise
- D. Promises That Lack Consideration
- E. Special Business Contracts
- F. Settlement of Claims
- G. Equity: Promissory Estoppel

VIII. Capacity and Legality

- A. Introduction to Capacity and Legality
- B. Minors
- C. Mentally Incompetent Persons
- D. Intoxicated Persons
- E. Legality
- F. Special Business Contracts and Licensing Statutes
- G. Unconscionable Contracts

IX. Genuineness of Assent and Undue Influence

- A. Introduction to Genuineness of Assent and Undue Influence
- B. Mistake
- C. Fraud
- D. Types of Fraud
- E. Duress
- F. Equitable Doctrine: Undue Influence

X. Statute of Frauds and Equitable Exceptions

- A. Introduction to Statute of Frauds and Equitable Exceptions
- B. Statute of Frauds for Common Contracts
- C. UCC Statutes of Fraud
- D. Equitable Exception: Part Performance
- E. Formality of the Writing
- F. Parol Evidence Rule
- G. Equitable Exception: Promissory Estoppel

XI. Third-Party Rights and Discharge

- A. Introduction to Third-Party Rights and Discharge
- B. Assignment of a Right
- C. Delegation of a Duty
- D. Third-Party Beneficiary
- E. Covenants
- F. Conditions
- G. Discharge of Performance
- H. Statute of Limitations

XII. Remedies for Breach of Traditional and E-Contracts

- A. Introduction to Remedies for Breach of Traditional and E-Contracts
- B. Performance and Breach
- C. Monetary Damages
- D. Compensatory Damages
- E. Consequential Damages
- F. Nominal Damages
- G. Mitigation of Damages
- H. Liquidated Damages
- I. Rescission and Restitution
- J. Enforcement of Remedies
- K. Equitable Remedies
- L. Torts Associated with Contracts

XIII. E-Commerce and Digital Law

- A. Introduction to E-Commerce and Digital Law
- B. Internet
- C. E-Mail Contracts
- D. E-Commerce and Web Contracts
- E. E-Licensing
- F. Privacy in Cyberspace
- G. Domain Names

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

BSAD 203 – MARKETING

**Prepared by: Patrick Hamilton
Revised by: Nicholas Kocher**

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
SPRING 2015**

- A. **TITLE:** Marketing
- B. **COURSE NUMBER:** BSAD 203
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 hours of lecture per week
- H. **CATALOG DESCRIPTION:** This course provides students with an introduction to marketing as a functional area of business. Students build an understanding of the marketing mix (price, product, promotion, and placement) and its role in contributing to successful business operations. Students explore the impact of legal, political, social, ethical, technological, economic, and competitive factors on marketing activities.
- I. **PRE-REQUISITES:** ACCT 101 Foundations of Financial Accounting, or BSAD 100 Introduction to Business, or HSMB 101 Introduction to Health Services Management, or permission of instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
1. Identify and define the role of marketing as a functional area of business.	2. Crit. Thinking
2. Explore and define the marketing mix.	2. Crit. Thinking
3. Explain the importance of a customer orientation on the part of employees throughout the firm.	2. Crit. Thinking 3. Prof. Competence
4. Identify the consumer decision making process and apply it to making intelligent purchase decisions as a consumer.	2. Crit. Thinking 3. Prof. Competence

- K. **TEXTS:** Armstrong, G. & Kotler, P. (2015). *Marketing: An Introduction* (11 ed.). Upper Saddle River, NJ: Pearson Education.
- L. **REFERENCES:** none
- M. **EQUIPMENT:** Technology Enhanced Classroom
- N. **GRADING METHOD:** A - F

- O. MEASUREMENT CRITERIA/METHODS:** Assignments, Reports, Quizzes, Exams, and Participation
- P. DETAILED TOPICAL OUTLINE:**
- I. Modern Marketing
 - 1. The Field of Marketing
 - 2. The Marketing Environment
 - 3. Marketing Information System and Marketing Research
 - II. Target Markets
 - 1. Selecting Target Markets
 - 2. Cultural and Social-Group Influences on Consumer Behavior
 - 3. Psychological Influences on Buyer Behavior
 - III. The Product
 - 1. Product Planning and Development
 - 2. Product-Mix Strategies
 - 3. Product Planning and Branding
 - IV. Price
 - 1. Pricing Objectives and price Determination
 - 2. Basic Methods of Setting Price
 - 3. Pricing Strategies and Policies
 - V. Distribution
 - 1. The Wholesale Market
 - 2. Channels of Distribution
 - 3. Management of Physical Distribution
 - VI. Promotion
 - 1. The Promotional Program
 - 2. Management of Advertising and Sales Promotion
 - VII. Planning and Evaluating the Marketing Effort
 - 1. Marketing Strategy Development
 - 2. Marketing: Societal Appraisal and Prospect
- Q. LABORATORY OUTLINE:** N/A

STATE UNIVERSITY OF NEW YORK
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COURSE OUTLINE
SMALL BUSINESS MANAGEMENT
BSAD 215

Prepared By: **Michelle Collins**

Updated By: John Sheltra

SCHOOL OF BUSINESS AND LIBERAL ARTS
MAY 2015

- A. TITLE: Small Business Management
- B. COURSE NUMBER: BSAD 215
- C. CREDIT HOURS: 3 credit hours
- D. WRITING INTENSIVE COURSE (OPTIONAL): Yes
- E. WEEKS PER SEMESTER: 15
- F. SEMESTER(S) OFFERED: Spring, Fall
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY: 3 hours per week
- H. CATALOGUE DESCRIPTION: This course will examine the nature of small business and the people who are successful in starting them. Topics will include the requirements and steps of conducting a comprehensive pre-business feasibility study, the type of decisions faced by managers of small firms, and the application of business disciplines to these situations. The student will be required to formulate their own business plan.
- I. PRE-REQUISITES/CO-COURSES: ENGL 101 Expository Writing, or ENGL 102 Oral & Written Expression, or permission of the instructor
- J. OBJECTIVES: Upon the completion of this course, students will be able to:

Course Objective	Institutional SLO
a. Define the general area of small business in our society	2. Crit. Thinking
b. Describe the role of small business in the present and future economic climate	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intra Pers. Skills
c. Learn the advantages and disadvantages of entering this field	2. Crit. Thinking 3. Prof. Competence
d. Review the types of small business they can enter	2. Crit. Thinking
e. Consider and evaluate the differences between sole proprietorship, partnership and corporate form of organization when establishing a firm	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intra Pers. Skills
f. Evaluate themselves and their potential for this type of future	2. Crit. Thinking 3. Prof. Competence
e. Identify the pre-operation decisions that must be made and assess their merits:	2. Crit. Thinking 3. Prof. Competence

market; location; financing; insurance; staffing; record keeping	
g. Plan and develop conclusions regarding daily operations: Advertising, Personal Selling, and Sales Promotions; Purchase and Credit Policies; Inventory Control Systems	2. Crit. Thinking 3. Prof. Competence

K. TEXTS:

Scarborough, Norman, Essentials of Entrepreneurship and Small Business Management, Eight Edition, Upper Saddle River NJ, Prentice-Hall, 2008.

L. REFERENCES:

Corman, Joel, Lussier, Robert, and Pennel, Lori, Small Business Management: A Planning Approach, Cincinnati, Atomic Dog Publ, 2008.

Edwards, Paul, Edwards, Sarah, and Zooi, Walter, Home Businesses You Can Buy, New York, Tarcher/Putnam, 1997.

Hatten, Timothy, Small Business Management, Fifth Edition, Boston, Houghton Mifflin, 2011.

Kamoroff, Bernard B., Online Operator, Willits, CA, Bell Springs Publishing, 2001.

Kamoroff, Bernard B., Small Time Operator, Thirteenth Edition, Willits, CA, Bell Springs Publishing, 2002.

Mariotti, Steve, Entrepreneurship: Starting and Operating A Small Business, Upper Saddle River NJ, Pearson/Prentice-Hall, 2012.

Megginson, Leon, Byrd, Mary Jane, and Megginson, William, Small Business Management: An Entrepreneur's Guidebook, Seventh Edition, Boston, McGraw-Hill, 2012.

Ryan, J.D, and Hiduke, Gail P., Small Business: An Entrepreneur's Business Plan, Ninth Edition, Boston, South-Western, 2003.

M. EQUIPMENT: Video, Overhead Projector, Computer

N. GRADING METHOD(P/F,A-F, etc.): A-F

- O. EVALUATION CRITERIA/METHODS: Written examinations, Papers,
Class Participation

DETAILED TOPICAL OUTLINE
SMALL BUSINESS MANAGEMENT

TOPICS

I. The Challenge of Small Business

- a. Definition
- b. Role
- c. Future
- d. Advantages
- e. Disadvantages
- f. Performance

II. Types of Small Business

- a. Retail
- b. Wholesale
- c. Service
- d. Manufacturing

III. Launching a Small Business, You're Decision

- a. Personal Appraisal
- b. What it takes for success
- c. Why go into business
- d. Why you should not
- e. Buy an established business
- f. Start a new venture

IV. Putting the Business Plan to Work

- a. Market Research
- b. Assessing the Market
- c. Site location
- d. Financing Possibilities
- e. Insurance Necessary
- f. Staffing and Training Requirements
- g. Personnel Relations
- h. Financial Record Keeping

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COURSE OUTLINE

BSAD 301 - PRINCIPLES OF MANAGEMENT

PREPARED BY: Dr. Charles R. Fenner

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
Spring 2015**

BSAD 301 - PRINCIPLES OF MANAGEMENT

- A. TITLE: Principles of Management
- B. COURSE NUMBER: BSAD 301
- C. SHORT TITLE: Management
- D. CREDIT HOURS: 3
- E. WRITING INTENSIVE COURSE: N/A
- F. COURSE LENGTH: 15 weeks
- G. SEMESTER(S) OFFERED: Fall and Spring
- H. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL ACTIVITY: 3 hours of lecture per week
- I. CATALOG DESCRIPTION:
This course applies key management concepts to all organizations; domestic and international, profit and non-profit, manufacturing and service, brick and mortar and virtual. It provides direction to the management philosophy, realities and imperatives for efficient and effective decision making, planning, organizing, leading, and controlling used for superior organizational performance. It equips students with skills and tools needed to contend the challenges encountered in domestic and/or global environment of the 21st century and the implication for IT. It allows students to transfer this knowledge to practice.
- J. PRE-REQUISITES/CO-COURSES: Introduction to Business (BSAD 100) or Introduction to Health Services Management HSMB 101) or Introduction to EADM (EADM 201) or Business Law I (BSAD 201) or Business Communication (BSAD 200) and minimum 30 credit hours with 2.0 GPA or permission of instructor.
- K. STUDENT LEARNING OUTCOMES: Upon completion of this course, students will be able to:

Learning Outcomes	Institutional SLO
1. Explain the importance of organizational vision, mission and goal setting	1. Communication 2. Critical Thinking 3. Professional Competence
2. Use historical groundwork to defend the success of today's organizations.	2. Critical Thinking 3. Professional Competence
3. Interpret management obligations, ethics, and social responsiveness.	2. Critical Thinking 3. Professional Competence

4. Explain the procedures of planning with critical operational implication.	1. Communication 2. Critical Thinking 3. Professional Competence
5. Identify traditional organizational structure then import adaptive structural approach.	2. Critical Thinking 3. Professional Competence
6. Employ managerial tools for sound decisions making and enterprise strategy.	2. Critical Thinking 3. Professional Competence 4. Inter/Intrapersonal Skills
7. Explain motivational theories and the link to performance.	1. Communication 2. Critical Thinking 3. Professional Competence
8. Differentiate and achieve diversity in preference to affirmative action.	2. Critical Thinking 3. Professional Competence 4. Inter/Intrapersonal Skills
9. Negotiate, manage conflicts and politics.	2. Critical Thinking 3. Professional Competence 4. Inter/Intrapersonal Skills
10. Identify key leadership theories appropriate to various situations and effective work force.	2. Critical Thinking 3. Professional Competence 4. Inter/Intrapersonal Skills
11. Develop effective communication skills.	1. Communication 2. Critical Thinking 3. Professional Competence 4. Inter/Intrapersonal Skills
12. Evaluate organizational performance and use the steps in control to drive organizational activity.	2. Critical Thinking 3. Professional Competence
13. Analyze the implication of IT in managing critical organizational practice	2. Critical Thinking 3. Professional Competence 4. Inter/Intrapersonal Skills

L. TEXTS:

Williams, Chuck, MGMT 7, Mason, OH: Cengage Learning 2014

Lussier, Robert, Management Fundamentals, Mason, OH: South-Western, 2014

REFERENCES:

Kreitner, Robert, Management, Ninth Edition, Boston, Houghton-Mifflin, 2006

Daft, Richard, and Marcic, Dorothy, Understanding Management, Seventh Edition, Harcourt, 2010

M. EQUIPMENT: Standard

N. GRADING: Standard A-F Scale

O. MEASUREMENT CRITERIA: Assignments, In-class Group Lead Forums, Quizzes, Exams, and Special Project and/or Research Paper

P. DETAILED TOPICAL OUTLINE

I. Introduction

- A. Identify Organizations
- B. Management Process
- C. Efficiency and Effectiveness

II. Historical Development

- A. Scientific Management
- B. Administrative Management
- C. Behavioral Management
- D. Modern Approaches

III. Environment of Management

- A. Personality Types and Behavior
- B. Social/Ethical Responsibility
- C. Diversity
- D. Global Environment

IV. Organizational Culture

- A. Soft Side of Management
- B. Managing Organizational Culture
- C. Importance of Symbols, Norms, and Ceremonies
- D. Adaptive and Inert Cultures

V. Planning

- A. Vision, Mission and Goal Setting
- B. Planning Process: Corporate, Business and Structural Level Strategies
- C. Decision Making and Problem Solving
- D. Implementation

VI. Decision Making

- A. The Decision Making Process
- B. Bias and Group Decision Making
- C. Organizational Learning

- D. Creativity
- VII. Organizing
 - A. Task and Functional Departmentalization
 - B. Managing Organizational Structure and Culture
 - C. Emerging Concepts
- VIII. Diverse Work Force
 - A. Surface Level Diversity
 - B. Deep Level Diversity that Matters
 - C. Managing Diversity as Good Business Habit
- XI. Leadership
 - A. Motivation and Performance
 - B. Theories of Leadership
 - C. Leading Effective Work Force
- X. Communication
 - A. Information Richness
 - B. Communication Media and Networks
 - C. Information Technology and Communication
- XI. Control
 - A. Organizational Controls
 - B. Performance Appraisal and Behavioral Control
 - C. Input and Output Controls
 - D. Evolutionary and Revolutionary Change
- XII. Information Technology
 - A. IT Revolution
 - B. Types of Management Information Systems
 - C. Impact and Limitations of IT

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COURSE OUTLINE

BSAD 310 - HUMAN RESOURCE MANAGEMENT

Prepared By: Janice Robinson

SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
Spring 2015

BSAD 310 - HUMAN RESOURCE
MANAGEMENT

A. TITLE: Human Resource Management

B. COURSE NUMBER: BSAD 310

C. CREDIT HOURS: 3

D. COURSE LENGTH: 15

E. SEMESTER(S) OFFERED: Spring and
Fall

F. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:
Three lecture hours per week

G. CATALOGUE DESCRIPTION: This course provides a foundation for the study of human capital management. Topics include job analysis and design, recruiting, training, motivating employees, performance appraisals, current doctrine on employee's rights, responsibilities, and compensation issues.

H. PRE-REQUISITES/CO-COURSES: Introduction to Business (BSAD 100) or Business Law I (BSAD 201) or Fundamentals of Emergency and Disaster Management (EADM 201) or permission or instructor.

I. STUDENT LEARNING OUTCOMES:

Upon completion of this course and related requirements, each student will be able to:

<i>Course Objectives</i>	<i>Institutional SLO</i>
Describe trends in the labor force composition and how they impact human resource management practice.	1. Communication Skills 2. Critical Thinking 3. Professional Competence
Discuss how to strategically plan for the human resources needed to meet organizational goals and objectives.	1. Communication Skills 2. Critical Thinking 3. Professional Competence
Define the process of job analysis and discuss its importance as a foundation for human resource management practice.	2. Critical Thinking 3. Professional Competence

Course Objectives		Institutional SLO	
Describe trends in the labor force composition and how they impact human resource management practice.		1. Communication Skills 2. Critical Thinking 3. Professional Competence	
Explain how legislation impacts human resource management practice.	Discuss how to strategically plan for the human resources needed to meet organizational goals and objectives.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence
	Compare and contrast methods used for selection and placement of human resources.	2. Critical Thinking 3. Professional Competence	2. Critical Thinking 3. Professional Competence
Compare and contrast methods used for selection and placement of human resources.	Discuss how to strategically plan for the human resources needed to meet organizational goals and objectives.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence
	Describe the steps required to develop and evaluate an employee training program.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence
Summarize the activities involved in evaluating and managing employee performance.	Compare and contrast methods used for selection and placement of human resources.	2. Critical Thinking 3. Professional Competence	2. Critical Thinking 3. Professional Competence
	Describe the steps required to develop and evaluate an employee training program.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence
Identify and explain the issues involved in establishing compensation systems.	Summarize the activities involved in evaluating and managing employee performance.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence
	Identify and explain the issues involved in establishing compensation systems.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence
Evaluate the effectiveness of HR metrics to monitor and/or improve organizational performance.	Summarize the activities involved in evaluating and managing employee performance.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence
	Identify and explain the issues involved in establishing compensation systems.	1. Communication Skills 2. Critical Thinking 3. Professional Competence	1. Communication Skills 2. Critical Thinking 3. Professional Competence

J. TEXTS: DeNisi, A., & Griffin, R. (2016). HR 3 (3rd ed.). Cengage.

SIMULATION – HRSim by Knowledge Companion

K. REFERENCES:

M. EQUIPMENT: N/A

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA: simulation, quizzes, research reports, presentations

DETAILED COURSE OUTLINE

Part I. Human Resource Management Overview

A. Human Resource Management Functions

1. Staffing
2. Human Resource Development
3. Safety and Health
4. Employee and Labor Relations

B. Human Resource Management's Role in the Organization

1. Human Resource Management in the Small Organization
2. Human Resource Management in the Medium Organization
3. Human Resource Management in the Large Organization

Part II. Human Resources: Rights and Responsibilities

A. Ethics and Social Responsibilities

1. Corporate Social Responsibility
2. Corporate Stakeholders
3. Ethical Behavior and Decision Making

B. Diversity in the Workplace

1. Workforce Diversity
2. Equal Employment Opportunity
3. Affirmative Action
4. Age in the Workplace
5. Pregnancy in the Workplace
6. Immigration and the Workplace

Part III. Human Resources: Staffing the Workplace

A. Job Analysis and Design

1. Reasons for Conducting a Job Analysis
2. Conducting the Job Analysis
3. Forecasting Human Resource Needs
4. Job Design Concepts

B. Recruitment

1. External Recruitment
2. Internal Recruitment
3. The Recruitment Process

C. Selection

1. Interviews
2. Evaluate Alternative Testing Applications
3. Background Investigations and Polygraphs

Part IV. Human Resources: Employee Development

A. Training and Development

1. Influences
2. Determining Needs
3. Methods
4. Types of Training
5. Innovative Training
6. Specialty Training
7. Training Evaluation
8. Career and Organizational Development

B. Performance Appraisal

1. Performance Appraisal Overview
2. Uses of Performance Appraisals
3. Performance Criteria
4. Appraisal Responsibility
5. Types of Appraisals
6. Problems in Performance Appraisals
7. Effective Employee Appraisals

Part V. Compensation and Benefits

A. Compensation

1. Compensation Policies
2. The Market and Compensation
3. The Job and Compensation
4. The Employee and Compensation
5. Special Compensation Packages
6. Executive Compensation

B. Benefits

1. Mandatory Benefits
2. Voluntary Benefits
3. Health Benefits
4. The Benefit Package
5. The Work Environment and Benefits

Part VI. Safety and Benefits

A. Safety in the Workplace

1. OSHA
2. Physical Safety
3. Violence in the Workplace
4. Stress in the Workplace

B. Safety Benefits in the Workplace

1. Stress Management
2. Physical Fitness
3. Substance Abuse Programs
4. Smoking in the Workplace

Part VII. Employee and Labor Relations

A. Labor Unions

1. The History of Labor Unions
2. Employees and Unions
3. Union/Management Relationship

B. Collective Bargaining

1. The Importance of Collective Bargaining
2. Negotiations
3. Bargaining Issues
4. Mediation
5. Arbitration
6. Strikes and Boycotts

C. Internal Employee Relations

1. Layoffs and Downsizing
2. Disciplinary Actions
3. Grievances
4. Termination
5. Transfers, Promotions, Resignations, Retirements

**STATE UNIVERSITY OF NEW YORK
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COURSE OUTLINE

BSAD 322 - ADVERTISING AND PROMOTION

Developed By: Nicholas Kocher

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
APRIL 2015**

- A. **TITLE:** Advertising and Promotion
- B. **COURSE NUMBER:** BSAD 322
- C. **CREDIT HOURS:** 3 Credit Hours
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 Weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
2 lecture hours and 2 hours recitation per week
- H. **CATALOG DESCRIPTION:** Students explore the fundamentals of advertising and promotion and apply this knowledge in creating an advertising plan and integrated brand promotion (IBP) strategy for a real world product. In addition to traditional advertising media, special attention is given to progressive advertising media, such as: the Internet, social media, mobile marketing, and other forms of digital marketing. The social and economic role of advertising and promotion is explored in relationship to such established disciplines as psychology and sociology.
- I. **PRE-REQUISITES/CO-COURSES:**
a. Pre-requisite(s): BSAD 203, or GMMD 101 and GMMD 102; and 45 credits earned; or permission of instructor
b. Co-requisite(s): none
- J. **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, the students will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Describe the historical development of advertising and promotion.	2. Crit. Thinking
b. Assess the social and economic implications of advertising and promotion.	2. Crit. Thinking
c. Examine the role of advertising and IBP in marketing.	2. Crit. Thinking
d. Distinguish the objectives of advertising messages and differentiate characteristics of various advertising media.	2. Crit. Thinking
e. Examine advertising and promotion theory using examples of advertising from current practice.	2. Crit. Thinking

f. Create an advertising plan for a real world product.	1. Communication 2. Crit. Thinking 3. Prof. Competence
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K. TEXTS:

O'Guinn, T.C., Allen, C.T., Semenik, R.J., & Close-Scheinbaum, A. (2014). Advertising and Integrated Brand Promotion (7ed.). Mason, Ohio, South-Western Cengage Learning.

L. REFERENCES: *Advertsing Age*: <http://www.adage.com>

M. EQUIPMENT: Technology Enhanced Classroom with Laptop Cart or Computer Lab

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS: Assignments, Exams, Projects and Quizzes.

P. DETAILED TOPICAL OUTLINE:

- I. Advertising and Promotion: An Introduction
- A. Advertising and Promotion using Integrated Brand Promotion (IBP)
 - 1. Nature of Advertising and Promotion
 - 2. Mass-Media Communication
 - 3. Audiences
 - 4. Integrating IBP into Business Processes
- B. Advertising Industry
 - 1. Structure
 - 2. Trends
 - 3. Agencies
 - 4. Media Organizations
 - 5. Clients
- C. History of Advertising
 - 1. Birth of Advertising
 - 2. Distribution Channels
 - 3. Key Periods in Advertising
 - 1. Pre-Industrialization (Pre 1800)
 - 2. Industrialization (1800-1875)
 - 3. "P.T. Barnum Era" (1875-1918)
 - 4. 1920s (1918-1929)
 - 5. Great Depression (1929-1941)
 - 6. WWII and Post War Era (1941-1960)
 - 7. Marketing Revolution (1960-1972)
 - 8. 1970s (1973-1980)
 - 9. "Designer Era" (1980-1992)
 - 10. E-Marketing Era (1993-2000)
 - 11. Relationship and Digital Marketing (2000-present)

- II. Understanding the Market and Regulatory Environment
 - A. Market Segmentation
 - 1. Identifying Target Markets
 - 2. Advertising Strategy Formulation
 - 3. Value Proposition
 - B. Consumer Behavior and the Communication Process
 - 1. Basic Consumer Decision Making Process
 - 2. Consumer Problem Solving and Information Search
 - 3. Psychology of Consumer Behavior
 - 4. External Influences on Consumer Decision Making
 - 5. Advertising and Social Change
 - 6. Communicating Meaning through Advertising
 - C. Ethical and Regulatory Environment
 - 1. Social Impact of Advertising and Promotion
 - 2. Ethical Issues
 - 3. Advertising and Promotion Regulation
 - 4. Government Regulation
 - 5. Industry Regulation
 - 6. Direct Marketing and E-Commerce Regulation
 - D. Advertising and Promotion in Global Markets
 - 1. Cultural Considerations in Marketing Communication
 - 2. Challenges and Opportunities of International Brands
 - 3. Global vs. Local Ad Campaigns
- III. Tools, Evaluation, and Measurement of Advertising and Promotion Activities
 - A. Media Strategy
 - 1. Importance of Creativity
 - 2. Creative Process
 - 3. Campaign Coordination and Collaboration
 - B. Traditional Advertising Media
 - 1. Broadcast Media
 - 2. Print Media
 - 3. Traffic Media
 - C. The Internet
 - 1. Internet's Role in Advertising and Promotion
 - 2. Internet Media
 - 3. Websites as Advertising and Promotional Tools
 - 4. Measuring Effectiveness of Online Advertising and Promotion
 - 5. Managing an E-Community
 - 6. Future of Online Advertising and Promotion
 - D. Digital Marketing
 - 1. Social Media
 - 2. Mobile Marketing
 - 3. Digital Point-Of-Purchase (POP) Media
 - 4. User Generated Content (UGC)
 - E. Direct Marketing
 - 1. Direct Marketing Practices Today

2. Database Marketing
3. Media in Direct Marketing

F. Sales Promotion and Point-of-Purchase Advertising

1. Significance of Sales Promotion
2. Retail Sales Promotion
3. Trade Sales Promotion
4. Point-of-Purchase Advertising Strategy
5. Media in Point-of-Purchase Advertising

G. Product Placement and Sponsorship

1. Product Placements
2. Branded Entertainment
3. Event Sponsorship
4. Challenges of Product Placement and Event Sponsorship
5. Coordinating and Measuring Product Placement and Event Sponsorship Success

H. Public Relations, Influencer Marketing, Social Media, and Corporate Advertising

1. Public Relations Objectives and Strategies
2. Word-of-Mouth Marketing
3. Types of Corporate Advertising

I. Introduction to Personal Selling and Sales Force Management

1. Personal Selling Activities
2. Characteristics of Sales People
3. Personal Selling Process
4. Sales Force Management

J. Measuring Success of Advertising and Promotional Activities

1. Challenges to Measuring Success of Advertising and Promotion
2. Effectiveness of Advertisements
3. Measures of Effectiveness
4. Measuring Personal Selling Success
5. Measuring IBP Program Success

IV. Career Opportunities in Advertising and Promotion

A. Careers in Advertising and Promotion

1. Sales
2. Copywriting
3. Production
4. Production
5. Research
6. Management
7. Public Relations

Q. **LABORATORY OUTLINE:** None

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



COURSE OUTLINE

BSAD 340 - MANAGEMENT COMMUNICATIONS

Prepared By: Patrick Hamilton **Updated** By: Janice Robinson

SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
SPRING 2015

- A. TITLE: Management Communications
- B. COURSE NUMBER: BSAD 340
- C. CREDIT HOURS: 3
- D. WRITING INTENSIVE COURSE: Yes
- E. COURSE LENGTH: 15 weeks
- F. SEMESTER(S) OFFERED: Spring and Fall
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:
3 lecture hours per week
- H. CATALOG DESCRIPTION: This course introduces students to the foundations of effective management communication. It focuses on communicating strategically and persuasively in a professional environment. Skills such as advocacy, framing issues clearly and strategically, preparing a team for communicating in a competitive environment, facilitating meetings, and adapting arguments to audiences' needs are developed.
- I. PREREQUISITES/CO-COURSES:
a. Pre-requisite: ENGL 101 or ENGL 102, and Junior Status
b. Co-requisite: None
- J. GOALS (STUDENT LEARNING OUTCOMES):

By the end of this course, the student will be able to:

Course Objectives	Institutional SLO
a. Explain the communication process	2. Crit. Thinking
b. Identify the elements of a strategic communication campaign.	2. Crit. Thinking
c. Employ strategic decision making in developing communications for diverse	1. Communication 2. Crit. Thinking
d. Produce documents/presentations that are purposeful, clear, concise, and suited to business audiences.	1. Communication 2. Crit. Thinking
e. Construct sound arguments based on reliable evidence and on audience analysis	1. Communication 2. Crit. Thinking

g. Respond appropriately to questions and opposing views	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal
h. Demonstrate effective team/group management and participation skills	3. Prof. Competence 4. Inter-Intrapersonal
f. Analyze business situations in order to promote focused and productive presentations and meetings about problems, issues, and	2. Crit. Thinking

- K. **TEXT:**
Walker, R. (2014). Strategic management communication: For leaders (3e [edition]. ed.). Cengage.
- L. **REFERENCES:** None
- M. **EQUIPMENT:** Computer lab/technology enhanced classroom,
- N. **GRADING METHOD:** A-F
- O. **MEASUREMENT CRITERIA:** Exams, Writing Assignments/Reports, Team Projects/Presentation, Individual Oral Presentations and Participation
- P. **DETAILED TOPICAL OUTLINE:**
- I Communication Process
 - A. Transmission View of Communication
 - B. Relational View of Communication
 - C. Channels of Communication
 - D. Non-Verbal Communication
 - E. Listening as Essential in the Communication Process
 - F. Feedback
 - II Audience Analysis
 - A. Identifying Primary Audience
 - 1. Other Potential Audiences
 - 2. Demographics of Audience
 - B. Audience Expectations Concerning Speaker's or Writer's Knowledge
 - C Purpose for Communicating to Audience
 - D. Audience's Knowledge and Beliefs
 - 1. Audience's Expectation Concerning Supporting Information
 - a. Personal Experiences
 - b. Observation
 - c. Statistics
 - d. Tests
 - e. Reference to Others
 - E. Audience's Expectation Concerning Acceptable Communication
 - 1. Length
 - 2. Formality
 - 3. Organization
 - 4. Formatting
 - 5. Use of Jargon
 - 6. Syntax
 - 7. Mechanics
 - a. Formal
 - b. Informal
 - F. Tone
 - G. Cultural Awareness

III Strategic External Communication Plan

- A. Determine Goal
- B. Identify and Profile Audience
- C. Develop Messages
- D. Select Communication Channels
- E. Choose Activities and Materials
- F. Establish Partnerships
- G. Implement the Plan
- H. Evaluate and Make Mid-Course Corrections
- I. Advocacy

IV Internal Communication

- A. Common Culture
- B. Communication Tools
 - 1. Paper-based
 - 2. Electronic
 - 3. Oral
 - 4. Management Behavior
 - 5. Staff to Management Forums
 - 6. Policies and Procedures
 - 7. Training
- C. Determining Appropriate Tools for Goal
 - 1. Repeated Consistent Messages
- D. Consistent Usage of Tools
- E. Planning for Remediation
- F. Planning for Implementation
- G. Implementation
- H. Continuous Monitoring and Revision
- I. Advocacy

V Interpersonal Communication within Teams

- A. Team Development
 - 1. Forming
 - 2. Storming
 - 3. Norming
 - 4. Performing
- B. Team Roles
 - 1. Task Roles
 - 2. Relationship Roles
 - 3. Dysfunctional Roles
- C. Common Conflict Response Patterns
 - 1. Avoidance
 - 2. Accommodation
 - 3. Compromise
 - 4. Competition
 - 5. Collaboration
- D. Dealing With Conflict
- E. Group think
- F. Group Decision Making
- G. Planning Productive Meetings
 - 1. Is a Meeting Needed?
 - 2. Selection of Participants
 - 3. Information in Advance
 - 4. Running the Meeting
 - a. Progress of Meeting
 - b. Handling Conflict
 - c. Managing the Dysfunctional Group Members
 - d. Closure with a Plan
 - e. Follow Up
- H. Participation in a Meeting

- VI Research
 - A. Primary Sources
 - 1. Surveys
 - 2. Interviews
 - 3. Observations
 - B. Secondary Sources
 - 1. Books
 - 2. Periodicals
 - 3. Electronic Database
 - 4. Web
 - C. Evaluating Sources
 - D. Documenting Sources
- VII Written Reports
 - A. Informational
 - B. Analytical
 - C. Illustrating Data
- VIII Oral Presentations
 - A. Formal
 - B. Informal
 - C. Visual Aids

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

BSAD 345 - Technological Innovations and Entrepreneurship

Prepared By: Dr. Charles R. Fenner

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
Spring 2015**

- A. **TITLE:** Technological Innovations and Entrepreneurship
- B. **COURSE NUMBER:** BSAD 345
- C. **CREDIT HOURS:** (3)
- D. **WRITING INTENSIVE COURSE:** (No)
- E. **COURSE LENGTH:** (15 weeks)
- F. **SEMESTER(S) OFFERED:** (Fall or Spring)
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:** Technology entrepreneurship is a spirited approach to business leadership that involves identifying high-potential, technology-intensive commercial opportunities, gathering and analyzing resources such as talent and capital, and managing rapid growth and significant risks using principled decision-making skills. It is a recent global phenomenon that has driven vital changes in society by empowering individuals to seek opportunity in technological and business solutions when presented with what others see as insurmountable problems. This course will introduce the fundamentals of technology entrepreneurship. It is aimed at guiding students who may be starting their own businesses in the future or working for a high-growth company.
- I. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): Principles of Macroeconomics (ECON 101), Introduction to Finance (FSMA210) and Introduction to Information Technology (CITA 110)
 b. Co-requisite(s): none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Form an entrepreneurial perspective	2. Crit. Thinking 3. Prof. Competence
b. Identify potential market opportunities	2. Crit. Thinking 3. Prof. Competence
c. Analyze the technological innovation from the perspective of an investor, a family-business successor, or an owner-manager	2. Crit Thinking 3. Prof. Competence
d. Evaluate the viability of a high-potential technological innovation	2. Crit. Thinking 3. Prof.

	Competence
e. Determine internal and external resources to finance the innovation	2. Crit. Thinking 3. Prof. Competence
f. Comprehend different strategies used to commercialize a technological innovation	2. Crit. Thinking 3. Prof. Competence

K. TEXTS: Byers, T. H., Dorf, R. C., & Nelson, A. J. (2014). *Technology ventures, from idea to enterprise*. (4th. ed.). McGraw-Hill Science/Engineering/Math.

CC. REFERENCES: None

DD. EQUIPMENT: (university supplied equipment, i.e., technology enhanced classroom)

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

- I. The Entrepreneurship Perspective
 - A). Overview
 - a. e-Business
 - b. Entrepreneurship,
 - c. High technological innovation
 - B). Entrepreneurial traits, characteristics and behavior
 - C). Introduction to models of innovation creation
 - D). Technology forces that create opportunities in the past decades and the current trends
- II. Opportunity Recognition and Evaluation
 - A). Source of opportunities: creativity and improvisation
 - B). From idea to opportunity
 - C). Business analysis
 - a. Analyzing the market and market penetration analysis
 - b. Financial statement analysis
 - c. Pricing the innovation
 - i. Traditional DCF technique
 - ii. Dynamic DCF technique
 - iii. Real option technique
 - D). Forming a business plan
 - a. The content of a business plan
 - b. How to prepare a business plan
 - c. Communicate a business plan to the financial community
 - E). Intellectual property
 - F). Negotiating start-up challenges

- III. Gathering Resources
 - A). The determinants of technological innovation in financing
 - B). Fundamentals of finance
 - a. Cash flows
 - b. Risk and return
 - c. Measures of profitability
 - C). Venture capital and financing sources
 - a. Traditional money sources
 - b. Alternative money sources
 - D). Recruiting and rewards
- IV. Technology Commercialization
 - A). Market analysis
 - a. Primary vs. second market
 - b. Industry analysis
 - c. Competitor analysis
 - B). Forming and assessing commercialization strategies
 - C). Legal and ethical issues
 - a. IP Protection
 - b. Patent
 - D). Forming an exit strategy
- V. Managing Ventures
 - A). Real time decision making
 - a. Time of entry
 - b. Mode of entry
 - c. How to compete
 - B). Initial Public Offering (IPO)
 - a. Introduction to IPO process
 - b. IPO pricing and underwriting
 - c. The underpricing of IPO
 - C). Managing venture growth
 - D). Merger and acquisition
 - E). Social entrepreneurship
- VI. Recent and Future Trends in Technology Entrepreneurship
 - A). Business lifecycle and leadership
 - B). Traditional corporate vs. entrepreneurship career path

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

BSAD 425 – NEW PRODUCT MARKETING

Prepared by: Nicholas Kocher

**SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
APRIL 2015**

- A. **TITLE:** New Product Marketing
- B. **COURSE NUMBER:** BSAD 425
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 2 hours lecture and 2 hours recitation per week
- H. **CATALOGUE DESCRIPTION:** This course requires students to integrate concepts from previous marketing courses and develop a comprehensive marketing strategy. Through market analysis students identify market opportunities for new product development and formulate an effective marketing strategy to move their product from concept to launch. The course culminates with a marketing strategy competition where each group is evaluated based on the content of their final report, project presentation, and feasibility of their marketing strategy. Students work on their project in groups modeled after a consulting group.
- I. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisites: BSAD 322 Advertising and Promotion or BSAD 325 Consumer Behavior, and 60 credits earned; or permission of instructor.
 b. Co-requisites: none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Examine the processes involved in launching a product.	2. Crit. Thinking
b. Formulate a marketing strategy for the launch of a product.	1. Communication 2. Crit. Thinking 3. Prof. Competence
c. Support and defend marketing strategy selection using primary research and contemporary marketing literature.	1. Communication 2. Crit. Thinking
d. Present and justify strategy decisions and research findings in a cohesive group presentation.	1. Communication 2. Crit. Thinking 3. Prof. Competence

- K. **TEXTS:** Crawford, C. Merle, & Di Benedetto, C. Anthony. (2014). *New Products Management* (11th ed.). New York: McGraw-Hill Irwin.
- L. **REFERENCES:** none
- M. **EQUIPMENT:** Technology Enhanced Classroom and Laptop Cart
- N. **GRADING METHOD:** A-F
- O. **MEASUREMENT CRITERIA/METHODS:** Assignments, Quizzes, Exams, Project Reports/Presentations, and Participation.
- P. **DETAILED TOPICAL OUTLINE:**

LECTURE OUTLINE

PART I. Course Introduction and Review of the Marketing Plan

- A. Course Introduction
 - 1. Course Road Map
 - 2. Expectations
 - 3. Resources
 - 4. Group Formation
 - 5. Final Report and Project Presentation Overview
- B. New Product Development Case Studies from Contemporary Marketing Literature
- C. The Marketing Plan
 - 1. Introduction
 - 2. Market Analysis
 - 3. Target Market
 - 4. Marketing Strategy
 - 5. Strategy Implementation
 - 6. Budget and Forecasting
 - 7. Evaluation of Results

PART II. Market Analysis and Opportunity Selection

- A. Market Analysis
 - 1. Available Products
 - 2. Gap Analysis
 - 3. Target Market
 - 4. Competition
 - 5. Surveys and Interviews
- B. New Product Process
- C. Opportunity Selection
 - 1. Elements of Product Development Strategy
 - 2. New Product Development Process

3. Product Innovation
4. Strategic Fit

PART III. Product Concept Development

- A. Creativity Management
 1. Talent Selection
 2. Managing and Encouraging Creativity
- B. Identifying Market Needs
 1. Identifying Customer Problems
 2. Incorporating Solutions to Customer Problems
 3. Concept Generation Techniques
- C. Market Analytics
 1. Consumer Decision Making Process
 2. Quantitative Analysis
 3. Qualitative Analysis

PART IV. Evaluating and Forecasting of the Product Concept

- A. Concept Evaluation and Testing
 1. Planning and Evaluation Systems
 2. Concept Testing
 3. Using Market Research to Support Concept Testing
- B. Financial Analysis and Sales Forecasting
 1. Sales Forecasting for New Products
 2. Forecasting Models
 3. Advantages and Disadvantages of Sales Forecasting

PART V. Product Development

- A. Design as a Component of New Product Development
 1. Prototyping
 2. Design Technology
 3. Involving the Consumer in the Design Process
- B. Product Testing
 1. Benefits
 2. Challenges
 3. Implementation

PART VI. Product Launch

- A. Product Launch Strategy
 1. Positioning
 2. Target Market
 3. Brand Management
 4. Creating and Conveying Value
- B. Launch Execution and Management

1. Marketing Communications
2. Sales and Distribution
3. Test Marketing
4. Measuring Launch Success
5. Dealing with Product Failures

PROJECT OUTLINE

- | | |
|-----------|---|
| PART I. | Establish Project Groups |
| PART II. | Project Proposal with Timeline |
| PART III. | Weekly Progress Reports |
| PART IV. | Draft Project Report |
| PART V. | Final Project Report |
| PART VI. | Draft Presentation Materials |
| PART VII. | Final Presentation and Strategy Competition |

**STATE UNIVERSITY OF NEW YORK COLLEGE OF
TECHNOLOGY CANTON, NEW YORK**



**COURSE OUTLINE
CITA110 Introduction to Information Technology**

Prepared By: Tim Davey

**CANINO SCHOOL OF ENGINEERING TECHNOLOGY
DECISION SYSTEMS
March 2015**

CITA 110 - INTRODUCTION TO INFORMATION TECHNOLOGY

- A. **TITLE:** Introduction to Information Technology
- B. **COURSE NUMBER:** CITA 110
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall/Spring/Summer
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
2 lecture hours and 2 lab hours per week
- H. **CATALOG DESCRIPTION:** This course is an introduction to information technology focusing on microcomputer applications and application software. It includes word processing, spreadsheet, database, electronic presentation and an introduction to HTML. Personal computer terminology, hardware system components, operating systems, and current web applications are covered. Hands-on experience is utilized throughout. A student who completes CITA 110 may not receive credit for any of the following one-credit courses in a degree program: CITA 106 Introduction to Word Processing, CITA 108 Introduction to Spreadsheets, nor CITA 112 Introduction to Electronic Presentations.

Successful completion of this course will fulfill the SUNY Canton Computer Competency Graduation Requirement.

- I. **PRE-REQUISITES/CO-COURSES:**
a. Pre-requisite(s): None b.
Co-requisite(s): None
- J. **GOALS (STUDENT LEARNING OUTCOMES):** After completion of this course, the student should be able to:

<i>Course Objectives</i>	<i>Institutional SLO</i>
Describe how data is represented and stored internally	SLO-1: Communication SLO-2: Critical Thinking
Describe the types of input, output, and storage devices	SLO-1: Communication SLO-2: Critical Thinking
Describe the basic functions of data communication	SLO-1: Communication SLO-2: Critical Thinking
Utilize basic networking concepts	SLO-2: Critical Thinking

Create, edit, format, save, and print word processing documents	SLO-2: Critical Thinking
Create, edit, format, graph, save, and print spreadsheets	SLO-2: Critical Thinking
Create, edit, save, and print database tools, such as tables, queries and reports	SLO-2: Critical Thinking
Create, edit, format, save, and print presentations	SLO-2: Critical Thinking

K. **TEXTS:**

CMPT 2 -- 2nd Edition

Katherine T. Pinard; Robin M. Romer

ISBN-10: 1-285-09619-3

ISBN-13: 978-1-285-09619-3

L. **REFERENCES:**

As determined by the instructor

M. **EQUIPMENT:**

Computer classroom for lecture and lab, LCD projector, SmartBoard, dry erase board.

N. **GRADING METHOD:** A – F

N. **MEASUREMENT CRITERIA/METHODS:**

- Assignments
- Exams
- Projects
- Comprehensive Final Exam

P. **DETAILED COURSE OUTLINE:**

I. Introduction to Information Technology

- A. The information age
- B. The impact of Information Technology on Society
- C. The role of Information Technology in Business

II. Computer Hardware/Software

- A. Data representation
- B. Input devices
- C. Output device
- D. Storage devices
- E. Communications devices
- F. System software: Windows
- G. Application software: custom designed, packages, and suites

III. Networks and the Internet

- A. Network
- B. Internet security and privacy

IV. Word Processing

- A. Entering, inserting, and deleting text. Opening, saving and printing documents. B. Editing: cut, copy and paste. Search and replace. Grammar and spell check.

- C. Formatting: alignment, fonts, text size, line spacing, margins, and indenting.
- D. Headers and footers. V.

Spreadsheet and Charting

- A. Creating and saving spreadsheets.
- B. Values, labels, formulas, functions, and ranges. C.
- Editing, copying and print options.

VI. Database tools

- A. Database design: fields, records, and files. B.
- Adding, editing, and deleting records.
- C. Sorting, querying, and reporting. VII.

Electronic Presentations

- A. Creating and saving presentations
- B. Creating a Slide Show
- C. Enhancing a presentation
- D. Slide Show Tools

VIII. Integration

- A. Creating, editing integrated projects among software applications' files
- B. Navigating between the integrated software applications' files

IX. Introduction to Web Apps tools

X HTML

- A. Designing web pages
- B. HTML concepts
- C. HTML scripts

Q. LABORATORY OUTLINE:

I. Word Processing

- A. Entering, inserting, and deleting text. Opening, saving and printing documents. B.
- Editing: cut, copy and paste. Search and replace. Grammar and spell check.
- C. Formatting: alignment, fonts, text size, line spacing, margins, and indenting.
- D. Headers and footers. II.

Spreadsheet and Charting

- A. Creating and saving spreadsheets.
- B. Values, labels, formulas, functions, and ranges. C.
- Editing, copying and print options.

III. Data Management

- A. Database design: fields, records, and files. B.
- Adding, editing, and deleting records.
- C. Sorting, querying, and reporting. IV.

Electronic Presentations

- A. Creating and saving presentations
- B. Creating a Slide Show
- C. Enhancing a presentation
- D. Slide Show Tools

V. Integration

- A. Create integrated files between computer applications
- B. Edit, Format, and Print integrated files

VI. Web Apps

VII. HTML

- A. Designing web pages
- B. HTML concepts
- C. HTML scripts

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE
ECON 101
PRINCIPLES OF MACROECONOMICS

Prepared by: Karen Spellacy

Updated by Edouard Mafoua and Umesh Kumar

SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
May 2015

ECON 101 - PRINCIPLES OF MACROECONOMICS

I. Nature of the Course:

A. TITLE: Principles of Macroeconomics

B. COURSE NUMBER: ECON 101

C. CREDIT HOURS: 3

D. WRITING INTENSIVE COURSE: No

E. COURSE LENGTH: 15 weeks

F. SEMESTER(S) OFFERED: Fall and Spring

G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:
3 hours of lecture weekly

H. CATALOGUE DESCRIPTION: This course is the study of the market economy, role of government, income determination, business cycle, inflation, unemployment, banking system, monetary and fiscal policy, population, economic growth, and international trade within a market economy.

I. PRE-REQUISITES/CO-COURSES: None

J. GOALS (STUDENT LEARNING OUTCOMES):

By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Define basic economic terms	1. Communication
b. Identify the components of the scientific process	1. Communication
c. Explain and illustrate the use of supply and demand curves	2. Crit. Thinking
d. Explain the relevance of a production-possibilities frontier	2. Crit. Thinking
e. Explain various economic tools used for measuring the state of the economy	2. Crit. Thinking 3. Prof. Competence
f. Evaluate the appropriateness of various types of fiscal and monetary policy	2. Crit. Thinking

K. TEXTS: as determined by instructor

L. REFERENCES: Publications, Periodicals, etc.: As determined by the instructor.

M. EQUIPMENT: Technology enhanced classroom.

N. GRADING METHOD: A - F

O. MEASUREMENT CRITERIA: As determined by the instructor

R. DETAILED TOPICAL OUTLINE: See attached

DETAILED TOPICAL OUTLINE

ECON 101 - PRINCIPLES OF MACROECONOMICS

- I. Introduction to Economics
 - A. Definition of Economics
 - B. Definition of Macroeconomics
 - C. Definition of Microeconomics
- II. The Methodology of Economists (Macroeconomic Applications)
 - A. Scientific Process
 - 1. Observation
 - 2. Hypothesis
 - 3. Test
 - 4. Conclusions
- III. Supply and Demand
 - A. Definition of Supply
 - 1. Changes in Supply
 - B. Definition of Demand
 - 1. Changes in Demand
 - C. Equilibrium
 - 1. Changes in equilibrium
 - 2. Price ceiling
 - 3. Price floor
- IV. Product-Possibilities
 - A. Factors of Production (Terminology)
 - B. Increasing Opportunity Cost
 - C. Production - Possibilities Frontier
 - D. Underemployment of Resources
 - E. Economic Growth
- V. Measuring Economic Activity
 - A. GDP/Real GDP
 - B. Business Cycles/Economic Indicators
 - C. Types of Unemployment
- VI. National Income Determination and Fiscal Policy
 - A. Aggregate Demand
 - B. Government Budget Positions

- C. Fiscal Policy
- D. Aggregate Supply
- E. Macroeconomics Policy Analysis
- F. The Multiplier

VII. Money and Inflation

- A. Calculating a Price Index
- B. Functions, Properties and Importance of Money
- C. Liquidity/Near Monies
- D. M1, M2, and M3
- E. Creation of Money
- F. Types of Inflation
- G. Types of Bank Reserves
- H. Multiple Expansion of Bank Deposits

VIII. Federal Reserve System

- A. History of Central Banking
- B. Federal Reserve Structure
- C. Federal Reserve Functions
- D. Control of the Money Supply
- E. Monetary Policy

IX. Population, Economic Growth and Development

- A. World Demographics
- B. Comparative and Absolute Advantage
- C. Terms of Trade
- D. Barriers to Trade
- E. Appreciation and Depreciation of Currencies

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE
ECON 103 - PRINCIPLES OF MICROECONOMICS

Prepared By: Karen Spellacy

Updated by Edouard Mafoua

SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
May 2015

ECON 103 - PRINCIPLES OF MICROECONOMICS

A. TITLE: Principles of Microeconomics

B. COURSE NUMBER: ECON 103

C. CREDIT HOURS: 3

D. WRITING INTENSIVE COURSE: No

E. COURSE LENGTH: 15 weeks

F. SEMESTER(S) OFFERED: Fall and Spring

G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:
3 lecture hours per week

H. CATALOGUE DESCRIPTION: This course provides a study of supply, demand, elasticity, theory of the firm, market structures, government regulation, marginal productivity theory, and selected contemporary economic issues.

I. PRE-REQUISITES/CO-COURSES: ECON 101 or GER MATH or permission of instructor

J. GOALS (STUDENT LEARNING OUTCOMES):

By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. define basic economic terms	1. Communication
b. identify the components of the scientific process	1. Communication
c. explain and illustrate the use of supply and demand curves	2. Crit. Thinking
d. calculate and interpret the elasticity of a product	2. Crit. Thinking
e. explain various costs and examine the relationship between them	2. Crit. Thinking
f. identify various market structures and their characteristics	1. Communication

K. TEXTS: As determined by instructor.

- L. REFERENCES: As determined by instructor.
- M. EQUIPMENT: Technology enhanced classroom.
- N. GRADING METHOD: A-F
- O. MEASUREMENT CRITERIA: Tests and other methods as determined by the instructor.

DETAILED OUTLINE

ECON 103 - PRINCIPLES OF MICROECONOMICS

TOPICS

- I. Introduction to Economics
 - A. Definition of Economics
 - B. Definition of Macroeconomics
 - C. Definition of Microeconomics
- II. The Methodology of Economists
 - A. Scientific Process
 - 1. Observation
 - 2. Hypothesis
 - 3. Test
 - 4. Conclusions
- III. Supply and Demand
 - A. Definition of Supply
 - 1. Changes in Supply
 - B. Definition of Demand
 - 1. Changes in Demand
 - C. Equilibrium
 - 1. Changes in equilibrium
 - 2. Price ceiling
 - 3. Price floor
- IV. Elasticity
 - A. Price elasticity of supply
 - B. Price elasticity of demand
 - 1. Relationship between price elasticity of demand and total revenue
 - C. Income elasticity
 - D. Cross Price elasticity
- V. Theory of Cost and Production
 - A. Production function
 - 1. Fixed Inputs
 - 2. Variable Inputs

- 3. Short Run Diminishing Returns
- 4. Long Run

B. Short Run Costs

- 1. Fixed Costs
- 2. Variable Costs
- 3. Total Costs
- 4. Average Fixed Costs
- 5. Average Variable Costs
- 6. Average Total Cost
- 7. Marginal Cost

C. Long Run Costs

- 1. Average Cost
- 2. Marginal Cost
- 3. Total Cost

D. Profit Maximizing

- Breakeven point
- Shutdown point

VI. Market Structures

- A. Perfect Competition
- B. Monopoly
- C. Monopolistic Competitor
- D. Oligopoly

VII. Government Regulation

- A. Antitrust regulation

VIII. Marginal Productivity Theory

- A. Firms Hiring Decision

IX. Selected Microeconomic Issues

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE
Survey of American Economic History
ECON 105

Prepared By: Karen Spellacy

Updated by Edouard Mafoua

School of Business and Liberal Arts
Business Department
April 2015

Survey of American Economic History

- Q. TITLE: Survey of American Economic History
- R. COURSE NUMBER: ECON 105
- S. CREDIT HOURS: 3
- T. WRITING INTENSIVE COURSE: (OPTIONAL): No
- U. COURSE LENGTH: 15 weeks
- V. SEMESTER(S) OFFERED: Fall or Spring
- W. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY: 3 lecture hours per week
- X. CATALOGUE DESCRIPTION: Fundamental tools of economics will be used to explain important events and issues in the history of the United States. Topics to be surveyed include the United States' growth and transformation into an industrialized nation, development and transitions in American labor, consumers and culture, the rise of corporate America, changes in the role of government, economic regulations, monetary and fiscal policy, the origins of major institutions and their economic impact, and increased global awareness.
- Y. PRE-REQUISITES/CO-COURSES: None

- J. STUDENT LEARNING OUTCOMES: Students will be able to:
-

▪ Course Objective	▪ Institutional SLO
1. Meet the following SUNY General Education American History learning outcomes <ul style="list-style-type: none"> a. demonstrate knowledge of a basic narrative of American history, political, economic, social and cultural, including knowledge of unity and diversity in American society b. demonstrate knowledge of common institutions in American society and how they have affected different groups 	4. Inter-Intra Pers. Skills

c. demonstrate understanding of America's evolving relationship with the rest of the world	
2. Explain market outcome utilizing supply and demand	2. Crit. Thinking
3. Articulate economic factors contributing to major events in American History	▪ 1. Communication
4. Describe the economic impact major events have had on the American economy	1. Communication ▪
5. Explain the basic principles of Classical and Keynesian economic paradigms and provide examples from US history that illustrate the application of each paradigm in government policy	2. Crit. Thinking

K. TEXTS: as determined by the instructor

L. REFERENCES:

The American Economic Review
 Business and Economic History
 Journal of Economic History
 Journal of Economic Literature
 Journal of Economic Perspectives
 Journal of Labor Economics

M. EQUIPMENT: Students will be required to use sources on the internet. Some faculty teaching the course may prefer a smart classroom.

N. GRADING METHOD (P/F, A-F, etc.): A - F

O. MEASUREMENT CRITERIA: as determined by the instructor

P. DETAILED TOPICAL OUTLINE: see attached

Q. LABORATORY OUTLINE: not applicable

Detailed Outline
Survey of American Economic History
ECON 105

- I. Colonial Era
 - A. European Expansion
 - B. Colonial Development
 - 1. Jamestown
 - 2. Private Ownership Dominates by 1650
 - 3. Indentured Servants
 - 4. Slavery
 - C. Economic Activities
 - 1. Resource Markets
 - 2. Dominance of Agriculture
 - 3. Extraction Industries
 - 4. Manufacturing Industries
 - D. Economic Relations
 - 1. Mercantilism
 - 2. Exports and Imports
 - 3. Intercolonial Commerce
 - 4. Money
 - E. Economic Progress
 - 1. Technological Changes
 - 2. Productivity Changes
 - 3. Production Possibilities
 - 4. GDP
 - 5. Wealth and Income Distribution
 - F. Revolutionary War
 - 1. Seven Years War
 - 2. Sugar Act
 - 3. Stamp Act
 - 4. Colonial Boycott
 - 5. Townshend Acts
 - 6. Tea Act
 - 7. Intolerable Acts

II. New Nation

- A. Economic Impact of Revolutionary War
 - 1. Decline in Trade
 - 2. Money Supply
 - 3. Hyperinflation
- B. Constitution and Federal Powers
 - 1. Tax
 - 2. Debts
 - 3. Mint Coins
 - 4. Money Supply
 - 5. Trade
 - 6. Foreign Affairs
 - 7. Private Property Rights
- C. Napoleonic Wars and Increase in Economic Activity
- D. Land Policy
 - 1. Public Domain
 - 2. Northwest Land Ordinance of 1785
 - 3. Northwest Ordinance of 1787
 - 4. Later Land Acts
 - 5. Louisiana Land Purchase
 - 6. Migration
- E. Transportation and Market Growth
 - 1. War of 1812
 - 2. Waterways
 - 3. Canals
 - 4. Railroads
 - 5. Roads
 - 6. Antebellum Interregional Growth Hypothesis
- F. Industry and Market Expansion
 - 1. Changes in Manufacturing
 - 2. Prerequisites for Factory Production
 - 3. Protectionism
- G. Labor
 - 1. Population Growth
 - 2. Changes in the Labor Force
 - 3. Working Conditions
 - 4. Early Union Movement
 - 5. Political Gains

H. Money and Banking

1. American Monetary Unit
2. Bimetallic Standard
3. Bank Notes
4. First Bank of the United States
5. Second Bank of the United States
6. State Banking Controls
7. California Gold Rush and Consequences

I. Slavery

1. African Slavery in the United States
2. Economic Efficiency of the Plantation
3. Entrenched as an Economic System
4. Political Compromises

III. Reunification Era

A. Civil War

1. Economics of War
2. Northern Industrialization
3. Southern Agricultural Base
4. Legacy of Slavery

B. Western Expansion of Agriculture

1. Federal Land Policy and Its Impact
2. Growth and Change in Agriculture
3. Agrarian Political Organizations
4. Federal Assistance to Agriculture
5. Natural Resource Conservation

C. Transcontinental Railroad

1. Construction
2. Financing
3. Regulating the Railroad Industry
4. Impact on Economic Growth

D. Industrial Growth

1. Decline of Agriculture
2. Technological Changes
3. Managerial Changes
4. Economies of Scale and Industry Concentration

E. Labor Develops Political Influence

1. Demographic Changes in the Labor Force
2. Gains for Labor
3. Unions

- F. American Monetary System
 - 1. New Forms of Currency
 - 2. National Bank Act
 - 3. Return to the Gold Standard
 - 4. Investment Banking
 - 5. Bank Panics
 - 6. Federal Reserve Act of 1913
- G. Americans as Consumers
 - 1. Urbanization
 - 2. Marketing and Selling
 - 3. Consumer Protection
 - 4. Foreign Trade and Protectionism
 - 5. Income Tax
- H. Imperialism
 - 1. Japan
 - 2. Cuba and the Philippines

IV. World War I, Depression and World War II Era

- A. World War I
 - 1. Origins of the War
 - 2. US Economic Activities Prior to Entering World War I
 - 3. US Enters World War I
 - 4. Financial Cost of World War I
 - 5. Government Involvement in the Economy Increase During World War I
 - 6. African Americans Enter the Northern and Mid Western Industrialized Cities
 - 7. Treaty of Versailles
- B. Roaring Twenties
 - 1. Social Changes
 - 2. Difficulties in Agriculture
 - 3. Stock Market
 - 4. Workers Compensation
- C. Great Depression
 - 1. Measuring the Dimensions of the Great Depression
 - 2. Causes of the Great Depression
 - 3. The New Gold Standard of \$35.00 an Ounce

- D. New Deal
 - 1. Relief Projects
 - 2. Reform Activities
 - 3. Agriculture
 - 4. Labor
 - 5. American Welfare State
- E. World War II
 - 1. Financial Backing – Lend Lease Program
 - 2. Pearl Harbor
 - 3. Mobilizing for War
 - 4. Financing the War
 - 5. Office of Price Controls and Civilian Supply
 - 6. War Prosperity
 - 7. Labor
 - 8. GI Bill of Rights
 - 9. Bretton Woods
- V. Post War Era
 - A. Role of the Federal Government
 - 1. Size
 - 2. “Liberal” Era
 - 3. “Conservative” Era
 - 4. Government Growth Theories
 - B. Fiscal and Monetary Policy
 - 1. Korean War
 - 2. Eisenhower
 - 3. Kennedy and Johnson
 - 4. Nixon
 - 5. Carter
 - 6. Reagan
 - C. Global Awareness
 - 1. Changing Face of the American Work Force
 - 2. Shifts in Industry
 - 3. Shattered Illusion of Security

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE
ECON 314- MANAGERIAL ECONOMICS

Prepared by: Karen Spellacy

Updated by Edouard Mafoua

SCHOOL OF BUSINESS AND LIBERAL ARTS
BUSINESS DEPARTMENT
April 2015

- A. TITLE: Managerial Economics
- B. COURSE NUMBER: ECON 314
SHORT TITLE: Managerial Economics
- C. CREDIT HOURS: 3
- D. WRITING INTENSIVE COURSE: No
- E. COURSE LENGTH: 15 weeks
- F. SEMESTER(S) OFFERED: Fall and Spring
- G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:
45 scheduled hours per semester
- H. CATALOGUE DESCRIPTION: Global case studies from the private, public and nonprofit sectors are utilized to illustrate the application of economic theory and quantitative methods to managerial decision making. Students engage in problem solving exercises that integrate various principles of business, statistics and economics to determine market forecast, pricing strategy, resource usage, and production level. Prerequisites: (ACCT 101 and a student must have meet the General Education Requirement in Mathematics) OR ECON 103 OR permission of instructor. GER 3 Approved
- I. PRE-REQUISITES/CO-COURSES: [ACCT 101 AND GER 1 (Mathematics)] or ECON 103
- J. STUDENT LEARNING OUTCOMES: Students will be able to:

Course Objective	Institutional SLO
u. Identify the goals and constraints encompassed in a managerial decision	2. Crit. Thinking 3. Prof. Competence
v. Evaluate and explain the results of estimated demand and production functions	1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intra Pers. Skills
w. Determine appropriate pricing strategies utilizing estimated demand elasticities	2. Crit. Thinking 3. Prof. Competence
x. Determine the optimal level of resource usage	2. Crit. Thinking 3. Prof. Competence
y. Construct ranges of production that relate to the various types of returns to scale	2. Crit. Thinking 3. Prof. Competence

z. Determine profit maximizing price and output in each industry structure	2. Crit. Thinking 3. Prof. Competence
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- K. TEXTS: as determined by instructor. Current possible text: Hirschey, Mark, Fundamentals of Managerial Economics, 9th Edition, Thompson: South-Western 2009.
- L. REFERENCES: As determined by the instructor.
- M. EQUIPMENT: Statistical software package such as Minitab.
- N. GRADING METHOD: A - F
- O. MEASUREMENT CRITERIA: As determined by instructor
- P. DETAILED TOPICAL OUTLINE: See attached sheet
- Q. LABORATORY OUTLINE: N/A

DETAILED OUTLINE
ECON 314 - MANAGERIAL ECONOMICS

- I. Introduction to Managerial Economics
 - A. Goals of Managerial Decisions
 - 1. Profit Seeking Firm
 - 2. Public Sector
 - 3. Non-profit Enterprise
 - B. Economic Concepts and Models
 - 1. Decision Making as Optimizing with Constraints
 - 2. Opportunity Cost
 - a. Extracting Opportunity Cost from Accounting Data
 - 3. Marginal Analysis in Decision Making
 - 4. Market Analysis with Supply and Demand
 - C. Statistical Analysis of Economic Relationships
 - 1. Measures of Central Tendency
 - 2. Measures of Dispersion
 - 3. Hypothesis Testing
 - 4. Regression Analysis
- II. Demand Analysis and Estimation
 - A. Price Elasticity of Demand
 - 1. Optimal Pricing Policy
 - B. Cross Price Elasticity of Demand
 - C. Income Elasticity of Demand
 - D. Other Elasticity Measures
 - E. Estimating Demand
 - 1. Market Research
 - a. Consumer Surveys
 - b. Consumer Clinics and Focus Groups
 - c. Market Experiments
 - 2. Statistical Estimation of Demand
 - a. Linear Regression Model
 - b. Coefficient of Determination
 - c. Multiple Linear Regression Model
 - d. Statistical Significance of Regression Coefficients
 - e. Using Regression Analysis to Forecast Demand
- III. Business and Economic Forecasting
 - A. Macroeconomic Forecasting
 - B. Microeconomic Forecasting
 - C. Forecasting Techniques
 - 1. Qualitative Analysis
 - 2. Trend Analysis and Projection
 - 3. Exponential Smoothing
 - 4. Econometric Models
 - D. Forecast Reliability

E. Selecting a Forecast Technique

- IV. Production Analysis and Estimation
 - A. Short Run Production Theory and Analysis
 - 1. Total Product
 - 2. Average Product
 - 3. Marginal Product
 - 4. Diminishing Marginal Returns
 - 5. Relevant Range of Production
 - 6. Marginal Revenue Product
 - 7. Optimal Level of a Single Resource
 - B. Long Run Production Theory and Analysis
 - 1. Returns to Scale
 - 2. Isoquant Isocost Model
 - 3. Marginal Rate of Technical Substitution
 - 4. Expansion Path
 - 5. Optimal Levels of Multiple Inputs
 - C. Estimates of Production Function
 - 1. Power Production Function (Cobb-Douglas)
- V. Cost Analysis and Estimation
 - A. Explicit and Implicit Costs
 - B. Short Run Costs
 - 1. Fixed Cost and Average Fixed Cost
 - 2. Variable Cost and Average Variable Cost
 - 3. Total Cost and Average Cost
 - 4. Marginal Cost
 - C. Long Run Costs
 - 1. Total Cost
 - 2. Marginal Cost
 - 3. Average Costs
 - a. Economics of Scale or Returns to Scale
 - D. Breakeven Analysis
- VI. Market Structure
 - A. Perfect Competition
 - B. Monopoly
 - C. Monopolistic Competition
 - D. Oligopoly
- VII. Pricing Practices
 - A. Markup Pricing
 - B. Price Discrimination
 - C. Multiple - Unit Pricing
 - D. Multiple Product Pricing
 - E. Transfer Pricing
- VIII. Capital Budgeting

- A. Classification of Investment Projects
 - B. Capital Budgeting Process
 - 1. Projecting Cash Flows
 - 2. Evaluating Investment Projects
 - a. Net Present Value
 - b. Internal Rate of Return
 - c. Profitability Index
 - 3. Cost of Capital
 - a. Debt Financing
 - b. Equity Financing
 - c. Weighted Cost of Capital
 - 4. Review of Investment Projects - Postaudit
- IX. Public Management
- A. Public versus Private Goods
 - B. Public Choice Theory
 - C. Cost-Benefit Analysis
 - D. Cost-Effectiveness Analysis

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

ENGL 101 – COMPOSITION & THE SPOKEN WORD

Prepared By: Kirk Jones

**SCHOOL OF BUSINESS & LIBERAL ARTS
DEPARTMENT OF ENGLISH & HUMANITIES
MAY 2015**

ENGL 101 – COMPOSITION & THE SPOKEN WORD

- A. **TITLE:** COMPOSITION & THE SPOKEN WORD
- B. **COURSE NUMBER:** ENGL 101
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** N/A
- E. **COURSE LENGTH:** 15 weeks per semester
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3
lecture hours per week
- H. **CATALOG DESCRIPTION:**
This course is designed to help students communicate effectively orally and in writing. Students develop critical thinking skills, rhetorical knowledge, basic research skills, knowledge of conventions, and communication ethics.
- I. **PRE-REQUISITES/CO-REQUISITES:** None

- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. <i>Produce</i> coherent texts within common college-level written forms.	1. Communication 2. Crit. Thinking 3. Prof. Competence
b. <i>Demonstrate</i> the ability to revise and improve college-level texts.	2. Crit. Thinking 3. Prof. Competence
c. Research a topic, <i>develop</i> an argument, and organize supporting details.	1. Communication 2. Crit. Thinking
d. <i>Develop</i> proficiency in oral discourse.	1. Communication 3. Prof. Competence 4. Inter-Intrapersonal
e. <i>Evaluate</i> an oral presentation according to established criteria.	1. Communication

- K. **TEXTS:** These are examples; actual texts are chosen by the instructor
Griffin, C. (2011). *Invitation to Public Speaking* (5th Ed.). Boston: Cengage Learning.
Hacker, D. (2011). *A Pocket Style Manual* (6th Ed.). Boston: Bedford/St. Martin's.
Johnson-Sheehan, R. & Paine, C. (2010). *Writing Today*. Boston: Longman

Lunsford, A., Ruskiewicz, J., & Walters, K. (2010). *Everything's an Argument with Readings* (5th Ed.). Boston: Bedford/St. Martin's.

EE. REFERENCES: These are a sampling, not a comprehensive listing.

Writing Center at Southworth Library --

http://www.canton.edu/tutoring/writing_center.html

Academic Support Services -- http://www.canton.edu/academic_support_services/

Online writing lab at Purdue University --

<http://owl.english.purdue.edu/owl/resource/679/01/>

The Collins Wordbanks Corpus --

<http://www.collins.co.uk/Corpus/CorpusSearch.aspx>

Modern Language Association -- <http://www.mla.org/style>

FF. EQUIPMENT: Technology enhanced classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Papers
- Presentations
- Quizzes
- Participation

P. DETAILED COURSE OUTLINE: Attached

Q. LABORATORY OUTLINE: N/A

DETAILED COURSE OUTLINE

ENGL 101 – COMPOSITION & THE SPOKEN WORD

- I. Critical Reading
 - A. Identify main ideas, implied ideas, and supporting details
 - B. Recognize author's purpose and tone
 - C. Analyze, evaluate, and critique texts
- II. Writing process
 - A. Planning
 - B. Drafting
 - C. Revising
 - D. Editing
- III. Elements of Effective Writing
 - A. Methods of Development
 - B. Paragraphs
 - C. Sentence Structure
 - D. Diction
 - E. Grammar and Mechanics
 - F. Tone and Style
- III. Writing Situations
 - A. Audience
 - B. Rhetorical Stance
 - C. Research
- IV. Oral Discourse
 - A. Audience
 - B. Rhetorical Stance
 - C. Language
 - D. Manner of Presentation
 - E. Use of Visuals
 - F. Groups/Class Presentation
 - G. Evaluation of Oral Discourse

**STATE UNIVERSITY OF NEW YORK
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CANTON, NEW YORK**



COURSE OUTLINE

FSMA210 – INTRODUCTION TO FINANCE

Prepared By: Dr. Chengru Hu

**SCHOOL OF BUSINESS & LIBERAL ARTS
BUSINESS DEPARTMENT
April 2015**

- A. **TITLE:** Introduction to Finance
- B. **COURSE NUMBER:** FSMA210
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Both
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:** This introductory course covers fundamental elements of business finance. Discussions include the concepts of financial analysis, time value of money, security valuations, risk and return, capital budgeting, and other issues in corporate decision-making.
- I. **PRE-REQUISITES/CO-REQUISITES:**
a. Pre-requisite(s): CITA 110 and GER Math or ACCT 101
b. Co-requisite(s): none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:
1. Identify the job functions of financial managers
 2. State the ethical consideration of financial managers
 3. Compute common financial ratios and utilize these ratios to evaluate the performance of a corporation
 4. Calculate time value of money
 5. Apply fundamental concepts in the analysis of common financial instruments such as loans, corporate bonds and common stocks.
 6. Describe concepts of risk, and risk-return tradeoff.
 7. Solve basic capital budgeting problems.
 8. Describe key issues in corporate financial decision-making.

<u>Course Objective</u>	<u>Institutional SLO</u>
1. Compute common financial ratios and utilize these ratios to evaluate the performance of a corporation	1. Communication 2. Crit. Thinking
2. Calculate time value of money	2. Crit. Thinking
3. Apply fundamental concepts in the analysis of common financial instruments such as loans,	2. Crit. Thinking

corporate bonds and common stocks	
4. Describe concepts of risk, and risk-return tradeoff	1. Communication 2. Crit. Thinking
5. Solve basic capital budgeting problems.	2. Crit. Thinking

K. TEXTS:

Ross, S.A., Westerfield, R. A., and Jordan, B.D., (2013). *Fundamentals of Corporate Finance*, ISBN: 0078034639, New York, NY: McGraw Hill Higher Education

GG. REFERENCES:

Brigham, E.F., and Houston, D.F., *Fundamentals of Financial Management*, Independence, Kentucky, Cengage Learning

HH. EQUIPMENT: Computer classroom, access to company financial statements, *Wall Street Journal*, and computer internet access.

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Homework
- Participation

P. DETAILED COURSE OUTLINE:

- I. An Overview of Financial Management
 - A. Career opportunities in finance
 - B. Alternative forms of business organizations
 - C. Responsibilities of the financial managers
 - D. Goal of the corporation
 - E. Agency relationship
- II. Financial Statements, Cash Flow, and Taxes
 - A. Financial statements and reports
 - B. Net cash flow
 - C. Modify accounting data for managerial decisions
 - D. Market Value Added (MVA) and Economic Value Added (EVA)
 - E. The federal income taxation system
- III. Analysis of Financial Statements
 - A. Ratio analysis
 - B. Comparative ratios and “benchmarking”
 - C. Trend analysis

- D. The Du Pont equation
- E. Uses and limitation of ratio analysis
- IV. The Financial Environment: Markets, Institutions, and Interest Rates
 - A. Introduction to financial markets
 - B. Introduction to financial institutions
 - C. The stock market
 - D. The cost of money
 - E. Determinants of market interest rate
 - F. The term structure of interest rates
 - G. Factors influence the level of interest rate and the shape of yield curve
 - H. Interest rate and business decisions
- V. Risk and Rates of Return
 - A. Expected rate of return
 - B. Risk
 - C. Risk aversion and required returns
 - D. Diversification
 - E. Capital Asset Pricing Model (CAPM) and Security Market Line (SML)
 - F. Factors that influence the shape of SML
 - G. Physical assets versus securities
- VI. Time Value of Money
 - A. Time line
 - B. Future value (FV) and compounding
 - C. Present value (PV) and discounting
 - D. Interest rates
 - E. Amortized loans
- VII. Bonds and Their Valuation
 - A. Common key characteristics of bonds
 - B. Bond valuation
 - C. Bond yield
 - D. Bond risk
 - E. Corporate bond
 - F. Bond markets
- VIII. Stocks and Their Valuation
 - A. Legal rights with stock ownership
 - B. Stock valuation
 - C. Common stock market
 - D. Stock market equilibrium
 - E. Preferred stock valuation
- IX. The basic of capital budgeting
 - A. Capital expenditure motives
 - B. Capital budgeting decision rules

- C. Comparing capital budgeting methods
- D. Making capital budgeting decisions
- X. Other advanced Financial Management topics
 - A. Cost of capital
 - B. Capital structures and leverage
 - C. Corporate dividend policy
 - D. Short-term financial planning

Q. **LABORATORY OUTLINE:** None

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
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COURSE OUTLINE

FYEP 101 – First Year Experience

Prepared by: Patrick LaPierre, Ph.D.
Revised by: Maureen Maiocco, Ed.D.

SCHOOL OF LIBERAL STUDIES AND SUPPORT SERVICES

Social Sciences Department

Created: January 2010

Revised: April 2012

FYEP 101: First Year Experience

A. TITLE: First Year Experience

B. COURSE NUMBER: FYEP 101

C. CREDIT HOURS: 1

D. WRITING INTENSIVE COURSE: No

E. COURSE LENGTH: 15 weeks

F. SEMESTER(S) OFFERED: Fall and Spring

G. HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY: 1 hour of lecture per week

H. CATALOG DESCRIPTION:

This course is designed to introduce, acclimate and connect students to the college campus. In-depth discussions, specialized topics, and a final presentation tied to a common FYE theme will assist students in formulating professional goals and achieving academic success. One credit.

I. PRE-REQUISITES/CO-COURSES:

a. Pre-requisite(s): None

b. Co-requisite(s): None

J. GOALS (STUDENT LEARNING OUTCOMES):

By the end of this course, the student will be able to:

Course Objective	Institutional SLO
a. Identify the best methods to access information.	1-Communication 3-Prof. Competence
b. Recognize differences in the quality of available information.	1-Communication 2-Critical Thinking 3-Prof. Competence
c. Identify and utilize campus resources and services.	1-Communication 2-Critical Thinking
d. Recognize and proactively apply proper, college-level academic skills.	1-Communication 2-Critical Thinking
e. Recognize and proactively apply proper health and, wellness activities, time management skills, and personal and social responsibility.	2-Critical Thinking 3-Prof. Competence 4-Inter-Intrapersonal
f. Identify short-term and longer-term academic and career goals.	3-Prof. Competence 4-Inter-Intrapersonal
g. Develop, construct, and communicate ideas and skills in an engaging and effective manner.	1-Communication 2-Critical Thinking

	3-Prof. Competence 4-Inter-Intrapersonal
h. Develop confidence in academic abilities and social aptitude through a group project and campus community involvement.	1-Communication 3-Prof. Competence 4-Inter-Intrapersonal

K. TEXT: Instructor Resource/Supplement:

Gardner, J., Jewler, A., Barefoot, B. (2010). *Your College Experience: Strategies for Success* (8th ed.). Bedford / St. Martin's

For Instructor and Student:

FYEP Student Success Resource Booklet (2011). SUNY Canton

L. REFERENCES:

Atkinson, R. & Longman, D. G. (2005). *CLASS: College Learning and Study Skills* (7th ed.). Belmont, CA: Wadsworth

Barefoot, B.O., Gardner, J. N., et al. (Eds.). (2005). *Achieving and Sustaining Institutional Excellence for the First Year of College*. San Francisco, CA: Jossey-Bass.

Laufgraben, J., & Shapiro, N. (2004). *Sustaining and Improving Learning Communities*. San Francisco, CA: Jossey-Bass.

McWhorter, K. T. (2003). *Study and Critical Thinking Skills in College* (5th ed.). New York: NY: Longman

Starke, M. C., Harth, M., & Sirianni, F. (2001). *Retention, bonding, and academic achievement: Success of a first-year seminar*. *Journal of the First-Year Experience & Students in Transition*, 13(2), 7-35.

None. (2008). *Foundations of Excellence in the First College Year*. Retrieved September 20th, 2008, from the Policy Center on the First Year of College.

None. *National Surveys [And Results] of First-Year Curricular and Co-Curricular Practices* Retrieved September 20th, 2008, from the Policy Center on the First Year of College.

None. (2008). *Institutions of Excellence in the First College Year*. Retrieved September 21st, 2008, from the Policy Center on the First Year of College.

None. (2008). *First Year Program Websites*. Retrieved September 20th, 2008, from FYE National Resource Center. Website: <http://nrc.fye.sc.edu/resources/fyl/fslinks.php>

None. (2008). First Year Program, College of the Holy Cross. Retrieved September 21st, 2008. Website: <http://www.holycross.edu/departments/FYP/website/about.html>

None. (2008). First Year Program, Washington and Lee University. Retrieved September 21st, 2008. Website: <http://www.wlu.edu/x7465.xml>

None. (2008). Freshman Seminar: Common Guide Syllabus, St. John Fisher College. Retrieved September 21st, 2008. Website: <http://home.sjfc.edu/FirstYearPrograms/documents/SampleSchedule.pdf>

None. (2008). First Year at Monmouth, Monmouth University. Retrieved September 21st, 2008. Website: http://www.monmouth.edu/first-year_experience/default.asp

None. (2008). First Year Experience, Skidmore College. Retrieved September 21st, 2008. Website: <http://cms.skidmore.edu/fye/>

M. EQUIPMENT: Technology Enhanced Classroom, Weekly Planner

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Class Participation, Writing Reflections
- Proposal, Presentation

P. COURSE OUTLINE

Week	Topic	Text Book Resources	Angel Resources	Notes
1	Welcome Introductions <i>Explore:</i> Course Overview, What is FYEP? Expectations	Welcome	Folder # 1	Icebreaker Activities Distribute Syllabus Distribute FYEP T-Shirt's Course Overview
2	Campus Services Introduction <i>Explore:</i> Your Purpose in Attending College, Setting Short – Long Term Goals, Spell S-U-C-C-E-S-S!	Ch. 1 SA: p. 2 SSRB	Folder # 2	Distribute / Refer to: Student Success Resource Booklet (SSRB) Online access: http://www.canton.edu/business/pdf/SBLA_Student_Success_Handbook_2011.pdf
3	Time Management & Scheduling <i>Explore:</i> Time & Money	Ch. 2 SA: p. 16	Folder # 3	
4	Methods: College Academic Skills <i>Explore:</i> Discovering How You Learn Working with College Instructors Tutoring & Asking for Help	Ch. 3 SA: p. 32 Ch. 5 p. 79-81	Folder # 4	VARK It's not <i>how</i> smart you are; it's what <i>kind</i> of smart you are
5	Information: Library Resources How to access information <i>Explore:</i> Proposal Format Overview / Select Presentation Groups	Ch. 5 p. 76-77 Ch. 6 p. 91-93	Folder # 5	Campus Library: http://www.canton.edu/library/
6	Your Academic Success I <i>Explore:</i> Listening, Note taking Participating & Communicating	Ch. 7 SA: p. 96	Folder # 6	
7	Your Academic Success II <i>Explore:</i> Reading & Remembering Exams & Tests	Ch. 8 & 9 SA: p. 112 p. 128	Folder # 7	Due: Paper # 1 Sept. Event Reflection
8	Staying Healthy in College & Life <i>Explore:</i> Wellness Health Center Overview Avoiding the mid-term slump Proposals Due!	Ch. 12 SA: p. 46	Folder # 8	
9	Majors & Careers <i>Explore:</i> Your Interests Career Services Overview Academic Advising Center Overview Proposals Returned!	Ch. 4 SA: 46	Folder # 9	Career Services Presentations http://www.canton.edu/Career_Services/faculty_presentations.html Jobs4Roos Link: http://www.canton.edu/Career_Services/

10	<u>Pre-scheduling: What, Why, How</u> <i>Explore:</i> Course selection, procedures Understanding GER & graduation requirements, role of the academic advisor, student responsibilities	See PPT on Angel	Folder # 10	Reminder: Sign up to pre-schedule for spring this week with your Academic Advisor
11	<u>Group Presentation Preparation</u> (in class) Planning / Assistance		Folder # 11	Pre-scheduling Week Due: Paper # 2 October Event Reflection
12	<u>Group Presentations</u>		Folder # 12	Peer Reviews, in-class
13	<u>Group Presentations**</u>		Folder # 13	Peer Reviews, in-class
14	<u>Developing Values</u> <i>Explore:</i> Types of Values	Ch. 10 SA: p. 144	Folder # 14	Due: Paper # 3 November Event Reflection
15	<u>Appreciating Diversity</u> <i>Explore:</i> The Importance of Understanding	Ch. 11 SA: p. 156	Folder # 15	

Spring 2012 / MM

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

LEST 388 – Environmental Law

Last Updated By: Alexander Lesyk

**SCHOOL OF
BUSINESS AND LIBERAL ARTS
MARCH 2015**

- A. **TITLE:** Environmental Law
- B. **COURSE NUMBER:** LEST 388
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week
- H. **CATALOG DESCRIPTION:**

This course introduces students to the many aspects of Environmental Law. Students learn the main structure of the American Legal System: sources of law, classification of law, constitutional principles, and administrative agencies that are involved in environmental issues and concerns. The litigation process for environmental disputes is examined. The evolution of environmental policy is examined and primary national policies are introduced. Environmental laws that relate to air-quality control, water quality control, toxic substance control, waste management and hazardous releases, energy, and natural resources are examined. International environmental laws, particularly those of Canada, are discussed.

- I. **PRE-REQUISITES/CO-REQUISITES:** Junior level status
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
1. Understand and explain the structure and function of the American legal system, and sources of Environmental Law.	2. Critical Thinking 3. Professional Competence
2. Identify and differentiate between important agencies affecting environmental law.	2. Critical Thinking 3. Professional Competence
3. Understand and explain environmental	1. Communication

regulations and standards regarding control of air quality, water quality, toxic substances, waste management, energy, and other natural resources.	2. Critical Thinking 3. Professional Competence
4. Understand and explain the role of international law in the protection of the environment.	1. Communication Skills 2. Critical Thinking 3. Professional Competence

K. TEXTS:

Kubasek, Nancy K. and Silverman, Gary S. (2014). Environmental Law, 8th ed. Upper Saddle River, New Jersey: Pearson

REFERENCES:

Benidickson, Jamie (2002). Environmental Law. Toronto, Canada: Irwin Law.

Berry, James F. and Dennison, Mark S. (2000). The Environmental Law and Compliance Handbook. New York, NY: McGraw-Hill.

Schroeder, Kathryn L. (2008). Environmental Law, 1st edition. Clifton Park, New York: West Legal Studies – Thompson Delmar Learning.

Simonsen, Craig B. (2007). Essentials of Environmental Law, 3rd edition. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Vig, Norman J. and Kraft, Michael E.. (2010). Environmental Policy: New Directions for the Twenty-first Century. Washington, D.C.: CQ Press

II. EQUIPMENT: None

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

XI. An Introduction to the Law

- XII. The American Legal System: The Source of Environmental Law
 - a. Sources of Law
 - i. The Legislative Branch as a Source of Statutory Law
 - ii. The Judicial Branch as a Source of Case Law
 - iii. The Executive Branch as a Source of Law
 - iv. Administrative Agencies as a Source of Law
 - b. Classifications of Law
 - c. Constitutional Principles Underlying The American Legal System
- XIII. The Litigation Process and Other Tools for Resolving Environmental Disputes
 - a. The Adversarial System
 - b. Primary Actors in the Legal System
 - c. Steps in Civil Litigation
 - d. Alternatives to Civil Litigation
- XIV. Administrative Law and Its Impact on the Environment
 - a. Senior Executive Service and Executive Branch
 - b. Creation of Administrative Agencies
 - c. Functions of Administrative Agencies
 - d. Limitations of Agency Powers
 - e. Important Agencies Affecting the Environment
- XV. The Environmental Laws
- XVI. An Introduction to Environmental Law and Policy
 - a. The Need for Regulation
 - b. Alternative Ways to Control Pollution
 - c. Subsidies, Emissions Charges, and Marketable Emissions Permits
 - d. Evolution of Our Environmental Policies
 - e. National Environmental Policy Act
 - f. Pollution Prevention Act of 1990
 - g. Green Initiatives
- XVII. Air-Quality Control
 - a. The Major Air Pollutants
 - b. Significant Air-Quality Problems
 - c. Human-Induced Global Climate Changes
 - d. Indoor Air Pollution
 - e. Initial and Current Approaches to Air-Quality
 - f. National Ambient Air-Quality Standards
 - g. The 1990 Clean Air Act Amendments
 - h. Solutions Beyond the Clean Air Act
- XVIII. Water-Quality Control
 - a. The Major Water Pollutants
 - b. Significant Water-Quality Problems
 - c. Protecting Water Through Government Actions
 - d. Clean Water Act
 - e. Safe Drinking Water Act
- XIX. Controlling Toxic Substances
 - a. Identification of Potentially Toxic Substances
 - b. International Regulation of Toxic Substances

- c. Toxic Torts
- XX. Waste Management and Hazardous Releases
 - a. Waste Control Techniques
 - b. Cercla: An Overview
 - c. Emergency Response Plans and Right To Know
 - d. Federal Response to Contaminated Sites
- XXI. Energy
 - a. Energy Policy: A Historical Overview
 - b. Energy Consumption and Production
 - c. Coal, Petroleum, Natural Gas, and Nuclear Energy
 - d. Problems with Nuclear Energy
 - e. Renewable Fuels
- XXII. Natural Resources
 - a. Protecting Public Lands
 - b. Regulation of Public Lands
 - c. Protection of the Great Lakes
 - d. Wild & Scenic River Systems
 - e. Endangered Species
 - f. The Global Extinction Crisis
- XXIII. International Environmental Law
 - a. The Need for International Environmental Law
 - b. The Nature of International Law
 - c. Sources of International Environmental Law
 - d. Institutions that Effectuate and Influence International Environmental Law
 - e. Addressing Specific International Environmental Problems
 - f. The Future of International Environmental Law

Q. LABORATORY OUTLINE: NONE

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

Math 141 - STATISTICS

Prepared By: Jiayuan Lin and Patrick Casselman

CANINO SCHOOL OF ENGINEERING TECHNOLOGY

MATHEMATICS DEPARTMENT
May 2015

- A. **TITLE:** Statistics
- B. **COURSE NUMBER:** MATH 141
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** N/A
- E. **COURSE LENGTH:** 15 weeks including exam week
- F. **SEMESTER(S) OFFERED:** Fall/Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** Three hours of lecture per week.
- H. **CATALOGUE DESCRIPTION:** This course is an introduction to the standard methods of descriptive statistics, probability, and inferential statistics. Topics include:
 organization and presentation of data, descriptive measures of data, linear correlation and regression analysis, probability, binomial and normal probability distributions, t -distributions, estimation of parameters, and hypothesis testing. The Chi-square distribution and Chi-square applications are covered if time permits.
- I. **PRE-REQUISITES/CO-COURSES:** College Algebra (MATH 121), Precalculus Algebra (MATH 123) Survey of Mathematics (MATH 111), or Mathematics for Elementary Teachers II (MATH 116) with a grade of C or better, or 3 years of high school mathematics with a grade of 75 or above on the third New York State Regents mathematics examination, or permission of instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):** By the end of this course, the student will be able to:

<u>Course Objective</u>	<u>Institutional SLO</u>
a. Use methods of descriptive statistics to create visual displays	1. Communication 2. Critical Thinking
b. Compute common statistical measures, including mean, median, mode, variance, and standard deviation	1. Communication 2. Critical Thinking
c. Use linear regression to find the equation of the regression line to predict y-values	1. Communication 2. Critical Thinking

d. Solve probability problems using addition and multiplication rules	1. Communication 2. Critical Thinking
e. Solve probability problems using binomial distribution	1. Communication 2. Critical Thinking
f. Solve probability problems using normal distribution	1. Communication 2. Critical Thinking
g. Create confidence intervals to estimate the population mean using normal and t-distributions	1. Communication 2. Critical Thinking
h. Perform a hypothesis test for the population mean	1. Communication 2. Critical Thinking

K. TEXTS: Members of the Mathematics Department who will be teaching this course will select the appropriate text. Currently using: **ELEMENTARY STATISTICS: PICTURING THE WORLD** by Larson/Farber, 6th Ed. (2015).

L. REFERENCES: Materials in the Math Lab aid the student with mastery of this subject.

M. EQUIPMENT: Smart Classroom (computer projection and access to the internet). A graphing calculator is required for this course.

N. GRADING METHOD: A – F

O. MEASUREMENT CRITERIA/METHODS:

- Homework
- Quizzes
- Tests
- Participation

P. DETAILED COURSE OUTLINE:

I. Organizing and Presenting Sets of Data

- A. Sampling
- B. Grouped and ungrouped data
- C. Histograms, bar charts, etc.

II. Analysis of Data - The Common Statistical Measures

- A. Standard statistical measures including, mean, median, mode, variance, coefficient of variation, standard deviation, range, quartiles and percentiles.
- B. Requirements of the Normal Set (Empirical Rule)

III. Regression and Correlation of Paired data

- A. Types of correlation (strong, weak, positive, negative)
- B. Correlation coefficient
- C. Linear Regression

IV. Elementary Probability

- A. Additional and Multiplication Rules
- B. Conditional Probability and Independence
- C. Requirements of a Probability Distribution

V. Probability Distributions - Binomial and Normal

- A. The Binomial Distribution
- B. The Normal Distribution
- C. Distribution of sample means and the Central Limit Theorem

VI. Estimation of Parameters

- A. Confidence intervals for the mean.
- B. Sample Size.
- C. Confidence interval for paired differences.
- D. Confidence interval for proportion, large and small samples.
- E. Confidence interval for difference of proportion (optional).

VII. Hypothesis Testing

- A. The components and methods of hypothesis testing.
- B. Type I and Type II errors.
- C. Hypothesis test for the mean.
- D. Hypothesis test for the difference of two means.
- E. Hypothesis test for a proportion, large and small samples.
- F. Hypothesis test for difference of proportions (optional).

VIII. Additional Topics at Instructor's Discretion

- A. Chi-Square test for a table of data.
- B. Chi-Square test for a row of data, (goodness of fit).
- C. Testing and Estimating the Standard Deviation (F distributions)
- D. Analysis of the Variance, (ANOVA test).

Q. LABORATORY OUTLINE: N/A.

Appendix 3

External Communications Form (TO BE ADDED)



Distance Education Format Proposal For A Proposed or Registered Program Form 4

When a new or existing program is designed for a [distance education format](#), which enables students to complete 50% or more of the course requirements at a distance, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Contact and Program Information, Section 1: Enrollment, Section 2: Program Information, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Contact and Program Information

Institution's [6-digit SED Code](#): 261000

Institution Name: SUNY College of Technology at Canton

Institution Address: 34 Cornell Drive, Canton, NY 13617

NYS Department of Labor/[Regents Region](#): North Country (6)

CEO or Designee: Douglas Scheidt, Provost/Vice President of Academic Affairs

CEO/Designee Signature:

Date:

Chief Executive Officer or Designee Approval: Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.

Distance Education Contact Person Name and Title: Molly Mott, Dean of Academic Support Services and Instructional Technologies

Telephone: (315) 386-7425

Email: mottma@canton.edu

Program Title: Agribusiness Management

[SED Program Code](#) (for existing programs):

Degree or Certificate Award: BBA

[HEGIS Code](#): 0112

Section 1: Enrollment

Anticipated enrollment in distance program:

Initial Year: 5

Maximum by Year 3: 42

Section 2: Program Information

- a) **Term length** (in weeks) for the distance program: **15**
- b) Is this the same as term length for classroom program? [] No [**X**] Yes
- c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

Same as traditional classroom instructional time, which is measured by the description of the content covered, course objectives, and expected learning outcomes. Same content and course outline are used for both delivery methods.

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online? **100%**
- e) What is the maximum number of students who would be enrolled in an online course section?

Class size is determined through a consultative process that includes Deans, department chairs, and faculty. Class sizes are revised on a case-by-case basis following experience with course delivery.

Part A: Institution-wide Issues: Submit Part A only for the first Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.** **PART A ALREADY SUBMITTED FOR PREVIOUS PROGRAMS**

PART A ALREADY SUBMITTED FOR PREVIOUS PROGRAMS

I. ORGANIZATIONAL COMMITMENT

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.
- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.
- d) If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
- e) Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

PART A ALREADY SUBMITTED FOR PREVIOUS PROGRAMS

II. LEARNER SUPPORT

- a) Describe how your institution provides distance students with **clear information** on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interactions among faculty and students in the courses.
 - Any technical equipment or software required or recommended.
- b) Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
- c) Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
- d) What **orientation** opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

III. LEARNING DESIGN

- a) How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Academic policy guidelines articulated in the SUNY Canton College Catalog apply to both on-campus and distance education courses. Course syllabi, regardless of the delivery medium, detail policies and requirements. However, we recognize the need for online courses to include specific course requirements as they relate to the use of technology in the learning environment. As a result, we have developed and approved an Online Syllabus. While closely aligned with the requirements of the on-campus syllabus, the Online Syllabus communicates information to students on course requirements specific to an online environment.

Courses approved for online delivery undergo the same governance process as campus-based courses. Additionally, online courses undergo quality control via the course review process. Each course presently scheduled for online delivery on this program has completed the course review process*(see below)

Additionally, the curriculum for the distance education program does not differ in content from the currently registered program and the faculty who will teach in the distance education program do not differ from the faculty who teach in the traditional classroom program.

*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.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

The same schedule and term length is used for the distance education program as the currently registered program. The School Dean in collaboration with the Department Chair is responsible for planning and coordinating the online courses in this program

- c) How do faculty and others ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

The General Review Standard VI, Course Technology, of the course review rubric addresses this criterion. The goal of the standard on course technology is to enhance student learning, enrich instruction, and foster learner interactivity. In particular, the standard evaluates the accessibility and usability of technological tools and their relationship to the course content.

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Once again, the course review process provides a mechanism for addressing this criterion. The General Review Standard V, Learner Interaction, focuses on the effective

design of instructor-learner interaction. Discussion is a significant component of all courses in the program.

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

Students must first login to the course management system using a unique username and personal password to gain access to the course content and testing/submission areas.

The use of multiple methods of assessment reduces the opportunity for a student to submit plagiarized work by: 1) using timed, randomized, and restricted access multiple digital assessments. 2) Requiring draft/final document submission allowing for examination of digital document properties and/or database comparison using plagiarism software. 3) Group work providing a method of peer accountability within individual teams.

Additionally, the instructor may choose to visually verify a student's identity utilizing webcam based interaction and requiring photo ID.

IV. OUTCOMES AND ASSESSMENT

- a) Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

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. Programs are assessed every five years through SUNY's program evaluation. We continue to use this evaluation and the assessment plan for the program approved. On a course level, 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.

- b) Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

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 should not be 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 in which the mode of delivery is transparent in the course approval process.

V. PROGRAM EVALUATION

- a) What process is in place to monitor and ***evaluate the effectiveness*** of this particular distance education program on a regular basis?

Regardless of the delivery mode, all programs use the same methods to monitor and evaluate their effectiveness. Methods to evaluate program effectiveness include:

Student Course Comments, approved by our governance body, allow all, including online students in this program, to assess their academic experience. Other assessments include yearly review of student learning outcomes and regular review by accrediting agencies such as Middle States Association. The periodic assessment and length of assessment cycle is the same for the currently registered program and the distance education program. [Include any other-program specific measures such as Assessment in the Major]

For this program specifically, course level student learning outcomes will be assessed in the first year of the program and the program assessment in the major conducted in the fifth year of the program as follows:

Course Level Assessment

The program Course Level Student Learning Outcomes (CSLOs) will be assessed on a cycle and are coordinated with ISLO and General Education assessment. Institutional Student Learning Outcomes (ISLOs) and General Education Outcomes (GEROs) are assessed on a 3-year cycle with a combination of five ISLOs and/or GEROs each year with only those CSLOs linked to the ISLOs assessed in particular year also assessed in that year. This will result in every CSLO in the program being assessed at least once every three years (in many cases more often). All CSLOs mapped to any of the ISLOs or GEROs, and only those CSLOs will be assessed in a particular semester. Standard rubrics based on the VALUE rubrics of the American Association of Colleges and Universities (AAC&U) will be provided to program faculty for use in conducting the assessment at the course level within the program.

General Education Assessment

SUNY Canton's General Education Assessment process will provide cyclical assessment of student learning outcomes in each General Education category for the General Education courses in the program. These assessments are conducted pursuant to the General Education Assessment schedule and use a random representative sample of 30% of the courses in the particular General Education category as selected by the Office of Institutional Effectiveness. The sample is pulled from all sections of courses, including those taught by both full-time and adjunct faculty, as well as a mix of face to face and online courses, to ensure that a true representation of student learning is assessed. Faculty whose courses are selected for these assessments may not opt out of the process.

Assessment in the Major

The College will review the program on a rotating five-year cycle and all matters regarding these assessments are addressed in the Guidebook for Conducting Assessment in the Major. According to the Guidebook, for all program assessments in the major, the self-study, strengths and weaknesses form, reviewer reports, and the state summary report are filed with the College and used as an overall measure to assess and improve student learning across campus. As part of the Assessment in the Major process, there will be an annual program

review each year between the 5-year full program self-study. Each year the program will be required to submit goals and objectives, which track whether or not the previous year's goals and objectives were met, and establish new goals and objectives for the coming year, as well as the needed resources to accomplish these goals. If the program also completed an Assessment in the Major for that specific year, the results and deficiencies noted by the outside reviewers must be addressed in the goals and objectives of the program for the following year. The resulting goals and objectives for the program and an annual report of the results of the Assessments in the Major (if conducted that year) will be made available campus- wide.

Finally, the academic program will have an Advisory Board that is appointed by the College Council upon recommendation of the faculty in each program. The Advisory Board will be comprised of employers, graduates and employees in the field. They are charged with providing feedback to the program on the efficacy of its curriculum in meeting the demands of the workforce. The program will also take part in the annual graduate survey to inform student learning and other program changes.

Semester									
		Assessment Tool		Individual Responsible	Measurement Tool	Target / Desired Outcome	Result	Performance Satisfied (Yes / No)	
		Course	Descriptor		(What specific lab, quiz, test, homework, or problem?)				
SO #	Performance Indicator								Comments

Figure 2.7A: Assessment action document for assessing student outcomes.

Program Student Learning Outcomes

Course Objective	Institutional SLO
1. Interdisciplinary approach to problem solving and situational analysis in the agribusiness arena.	2 – Critical Thinking
2. Develop and utilize skills and techniques to allow for successful communication of ideas and concepts to a variety of audiences.	1 – Communication Skills 2 – Critical Thinking
3. Develop and apply skills in entrepreneurial and managerial thought processes and decision making.	2 – Critical Thinking 3 – Professional Competence
4. Acquire a working knowledge of business management principles as they apply in the agricultural arena that will translate directly into vital competencies for careers in agribusiness.	3 – Professional Competence
5. Understand the theoretical economic framework and real-world markets in which all agribusinesses operate.	3 – Professional Competence
6. Achieve a level of academic ability and intellectual curiosity to facilitate successful transition to managerial positions or	2 – Critical Thinking 3 – Professional Competence

Curriculum Mapping

<u>COURSES</u>	<u>SLO #1</u>	<u>SLO #2</u>	<u>SLO #3</u>	<u>SLO #4</u>	<u>SLO #5</u>	<u>SLO #6</u>
ACCT 101	X		X	X	X	
ACCT 102	X		X	X	X	
AGMT 305	X		X	X	X	
AGMT 310	X	X	X	X	X	X
AGMT 320			X	X	X	
AGMT 330	X	X	X	X	X	X
AGMT 385	X	X		X		X
AGMT 410	X	X	X	X	X	X
AGMT 450	X	X	X	X	X	X
AREA 110	X			X		
BSAD 100	X	X				
BSAD 201	X	X	X	X		X
BSAD 203	X	X	X	X	X	X
BSAD 215	X	X	X	X		X
BSAD 301	X	X	X	X		X
BSAD 310	X	X	X	X		X
BSAD 322		X			X	
BSAD 340	X	X		X		X
BSAD 345	X	X	X	X	X	X
BSAD 425		X			X	
CITA 110		X	X			
ECON 101				X	X	
ECON 103				X	X	
ECON 105				X	X	
ECON 314		X		X	X	
ENGL 101	X	X				
FSMA 210				X	X	
LEST 388	X					X
MATH 141	X			X	X	

b) How will the evaluation results will be used for ***continuous program improvement?***

Feedback from the above-mentioned assessments are used by the faculty and administration to improve practices and procedures associated with the instruction and delivery of online courses. Through such evaluations, faculty receive feedback on instruction, course design, course materials, and the learning environment. Faculty teaching online in this program, as well as in other programs, are encouraged to use this feedback to improve course design and delivery. Moreover, student learning outcomes for each course in the program, and the

'closing the loop' actions associated with them, are documented through the use of the College's assessment software system, TaskStream.

- c) How will the evaluation process assure that the ***program results in learning outcomes appropriate to the rigor and breadth*** of the college degree or certificate awarded?

Faculty committees at the college (e.g. the Online Learning Advisory Committee, Academic Standards) frequently discuss the academic rigor of our online courses. It is the consensus of our experienced online faculty that the reading and writing demands of online courses significantly enhance their academic quality. This consensus is supported by current research in the field of online learning that indicates that the writing and discussion requirements of many online courses are often more substantial than their on-campus counterparts. Moreover, we believe that the "rigor and breadth" required of a college degree is considerably enhanced through our course review process that evaluates the ability of all online courses to meet expectations of quality.

VI. STUDENTS RESIDING OUTSIDE NEW YORK STATE

SUNY programs must comply with all ["authorization to operate" regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

Each semester, the Office of Institutional Effectiveness runs enrollment counts of students who are fully online and residing outside of NYS.

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted? **NOTE:** *Links to information for other states can be found at http://www.suny.edu/provost/dlo/dl_outofstate.cfm.*

<http://www.canton.edu/ol/current.html>

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