

3-30-2015

Curricular Changes to Graduate Athletic Administration Concentration

The College at Brockport, College Senate

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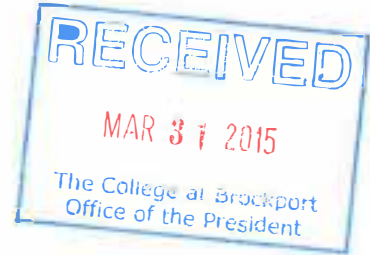


The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

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Brockport, New York 14420
585-395-2586 * 585-395-2246 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution #14 2014-2015
College Senate

Supersedes Res #: _____



TO: Dr. John R. Halstead, College President

FROM: The College Senate: **03/23/2015**

RE: → I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Graduate Athletic Administration** (#27_14-15GC)

Signed: Date: 3/30/15
(P. Gibson Ralph, 2014-15 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: P. Ralph Gibson, College Senate President

FROM: John R. Halstead, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
 a. Accepted - Implementation Effective Date**: Fall 2015
****Implementation of resolution requires final approval from SUNY- State Education Department.** ___ YES X NO
 b. Deferred for discussion with the Faculty Senate on ___/___/___
 c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ___/___/___

b. Comment: _____

Signed: Date: 4/6/15
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2014-2015</i>	#27_14-15GC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Curricular Changes to Graduate Athletic Administration Concentration

2. **BRIEF DESCRIPTION OF PROPOSAL:**

1. Rename PES 691 from Marketing and Fundraising in PE and Athletics to Sport Marketing
2. Rename PES 692 from Budget, Finance and Facility Management in PE and Athletics to Budget and Finance in Sport
3. Create a new class, Event and Facilities Management in Sport required for students in the Athletic Administration concentrations.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** **NO** **YES** EXPLAIN

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

Student survey data as well as faculty input has helped to guide the necessary changes in this curriculum to bring it in lines with best practices in Athletic Administration.

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:** NA

6. **ANTICIPATED EFFECTIVE DATE:** Fall, 2015

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/17/15			

8. **SUBMITTED BY:** (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Cathy Houston-Wilson</i>	<i>KSSPE</i>	<i>X5352</i>	<i>chouston@brockport.edu</i>

9. **COMMITTEES:** (Senate office use only)

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	02/23/15
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	03/09/15
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	03/23/15
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	04/06/15
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES: **RES # 14- Slight Change**

Athletic Administration Graduate Curricular Changes

The department of KSSPE graduate program has three concentrations, which consist of Pedagogy (Teacher Education), Adapted Physical Education and Athletic Administration. Athletic Administration is further broken down to certification (for students eligible for professional certification in Physical Education teaching) and non-certification (for students who do not have a background in Physical Education Teacher Education). The graduate program is under new leadership and has hired new faculty members who are actively looking at curriculum and making recommendations for upgrades to align with “best practices” in the field. As a result of this investigation and through meetings with stakeholders it has been determined that several changes should occur to the curriculum to make it more pedagogically sound and attractive students.

The following changes are being recommended:

1. Rename PES 691 from Marketing and Fundraising in PE and Athletics to Sport Marketing
2. Rename PES 692 from Budget, Finance and Facility Management in PE and Athletics to Budget and Finance in Sport
3. Create a new course, Event and Facilities Management in Sport required for students in the Athletic Administration concentrations.

1. Side-by-Side Comparison

Athletic Administration – Non Certification Concentration

PES 604 Research Methods (required)	PES 604 Research Methods (required)
PES 606 Qualitative Design or PES 605 Data Analysis (required)	PES 606 Qualitative Design or PES 605 Data Analysis (required)
PES 798 Synthesis or *Thesis (required)	PES 798 Synthesis or *Thesis (required)
PES 590 Administration and Supervision of PE and Athletics (required)	PES 590 Administration and Supervision of PE and Athletics (required)
PES 690 Problems in PE and Athletics (required)	PES 690 Problems in PE and Athletics (required)
PES 691 Marketing and Fundraising in PE and Athletics (required)	PES 691 Sports Marketing (required)
PES 692 Budget, Finance, Facility Management (required)	PES 692 Budget & Finance (required)
PES 791 Internship (required)	PES 791 Internship (required)
	PES 6XX Event and Facilities Management (required)
2 Elective Classes - TBD	1 Elective Class - TBD

*students choosing to complete a thesis would not have any electives available

While this proposal reduces the number of elective classes from 2 to 1 we believe this is in the best academic interest of our students. In addition, there are often few elective classes available for our students in Athletic Administration – Non-Certification because they do not have the pre-requisite classes, knowledge or degree to allow them to take elective classes in Adapted or Pedagogy. In addition, the graduate programs offered at Brockport also require pre-requisite courses, knowledge or degrees in their respective fields thus their options are very limited.

For students who are eligible for initial certification in Physical Education and are seeking a Masters in Physical Education for professional certification the following presents their side-by-side comparison.

Athletic Administration –Certification Concentration

PES 604 Research Methods (required)	PES 604 Research Methods (required)
PES 606 Qualitative Design or PES 605 Data Analysis (required)	PES 606 Qualitative Design or PES 605 Data Analysis (required)
PES 798 (Synthesis)	PES 798 (Synthesis)
PES 590 Administration and Supervision of PE and Athletics (required)	PES 590 Administration and Supervision of PE and Athletics (required)
PES 690 Problems in PE and Athletics (required)	PES 690 Problems in PE and Athletics (required)
PES 692 Budget, Finance, Facility Management (required)	PES 692 Budget & Finance (required)
PES 691 Marketing and Fundraising in PE and Athletics (required)	PES 6XX Event and Facilities Management (required)
PES 791 Internship (required)	PES 791 Internship (required)
PES 601 Analysis of Teaching (required)	PES 601 Analysis of Teaching (required)
PES 607 Curriculum (required)	PES 607 Curriculum (required)

Students in the certification concentration would no longer be required to take PES 691 as typically marketing athletic programs at the high school level is not an essential component of the job, however, event and facilities management is clearly an essential component of an athletic director’s job at all levels (high school through college).

2. Mission, Market and Quality

Mission

This proposal aligns with the college mission in that changes are being made to make our graduates more successful (*student success is our number one priority*) in their chosen field of athletic administration.

Market

Other than SUNY Cortland we are the only institution providing training in Athletic Administration. While our teacher certification graduate student numbers have been reduced somewhat as a factor of undergraduate enrollments in PETE, our athletic administration numbers have picked up the difference. We are also gaining in non-certification students. Thus, there is a market for this degree.

Quality

The whole reason for making these changes is to impact the quality of our curricular offerings. The proposal seeks to bundle content areas that align with one another into courses and renaming courses to reflect the content. Content that does not align with the course has been bundled together to create a new class that parallels curricular standards in athletic administration. Namely, removing the term “Fundraising” from PES 691 because although fundraising is a component of marketing it does not need to be highlighted in the title. Fundraising is just one aspect of sports marketing, thus the preferred name for the class should be “Sports Marketing.” The second change is the removal of a content area – Facility Management – from Budget and Finance as they just do not belong together. Best practice calls for a class specifically in Event and Facilities Management. In every arena of athletic administration, whether it be a high school, college, sport organization or professional team, managing the environment is an essential component of the job. The way the class is currently set up, event and facility management does not get the attention and content knowledge that it deserves.

3. Description of New Course

See attached

4. Staffing

The program will be able to be staffed by the faculty and adjuncts we have on hand currently. We are not seeking any new faculty members to accommodate these changes.

5. Letter of Support

See attached

6. Resources, facilities, and non-teaching staff needed to implement the program

Not Applicable

7. Letters of support from cooperating departments

Not Applicable



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Kinesiology, Sport Studies and Physical Education

To: Graduate Curriculum Committee
College Senate
From: Cathy Houston-Wilson, Interim Chair, Graduate Coordinator
Department of Kinesiology, Sport Studies and Physical Education
Date: February 18, 2015
Subj.: Proposal to modify the Athletic Administration curriculum in KSSPE

I am writing in support of the proposal to revise the graduate Athletic Administration concentration. As graduate coordinator I have been working to review all of our concentrations, meeting with students and faculty and examining information in the field on best practices and traditional offerings in athletic administration programs. The proposed changes parallel what is going on in the field and I feel strongly that this concentration is in need of updates and changes to better prepare our students for future employment. As noted in the proposal, we are essentially shifting classes around and no new credits are being proposed. We will still have a 30-credit MS degree and the course proposed will be met with faculty and adjuncts already in place. Thank you for your consideration of this proposal.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Health and Human Performance

To: Graduate Curriculum Committee
College Senate
From: Francis X. Short, Dean
School of Health & Human Performance
Date: February 18, 2015
Subj.: Proposal to modify the Athletic Administration curriculum in KSSPE

Please accept this brief memo in support of the proposed revisions to the athletic administration curriculum in the Department of Kinesiology, Sport Studies, and Physical Education. As I understand the proposal, it calls for name changes to two courses in the current curriculum and for the addition of a new course (Event and Facility Management) which would be taken by both teacher certification and non-teacher certification students enrolled in the program. The addition of the new course, however, does not increase the total number of credits for the program. For non-certification students the new course takes the place of an elective in the current program and for teacher certification students the new course takes the place of a fundraising class deemed unessential to students likely to work in public school settings. This is the first revision of this curriculum in many years (excepting a recent change to the internship hours) and I am pleased that the faculty took the time to review the program and propose modifications to strengthen it.

Inasmuch as this proposal a) updates the existing curriculum in athletic administration, b) changes course titles to more accurately reflect course content, and c) does not require additional resources (the curriculum remains at 30 credits and the department should be able to cover required classes with faculty currently in place), I support it without reservation. Please contact me if there are any questions or if more information is necessary. Thank you for the consideration.

PES 691 Sports Marketing

(a) Goal of Course

The marketing course focuses on better understanding the social and psychological aspects of sport consumers, with special emphasis given to better understanding theories pertaining to sport fandom. This course introduces students to the application of basic principles of marketing to the managed sport industry with emphasis on intercollegiate athletics. The goal of the course is threefold: first, it is intended to provide students with a broad appreciation of marketing; second, it will provide students with an up-to-date understanding of marketing concepts as they are currently being applied in the athletic context; and finally, it is intended to provide a foundation for those students who plan to do advanced study and work in marketing, consumer behavior, and related fields.

(b) Course Objectives:

Upon completion of this course the student should be able to:

- Knowledgeably discuss the sociological and psychological bases of sport fandom and implications for sport marketers;
- Critique research dealing with sport consumers and their connection to sport;
- Identify and develop a research agenda pertaining to a current problem or issue facing sport marketers with regards to better understanding sport consumers and their connection to sport;
- Understand the impact of external environment on sport organization decisions;
- Understand the concept of marketing mix, and apply it in the context of real world examples;
- Understand the impact of external environment on sport organization decisions;
- Develop a basic understanding of sport sponsorship.

(c) Teaching Strategies

This class will be taught through a series of directed PowerPoint presentations, assigned articles, video clips (e.g., ESPN, Youtube, etc), group projects, online discussions and guest speaker.

(d) Student Requirements

It is important for each student to attend all class meetings and to actively participate in class discussions and exercise. The course will include assigned readings, class discussion, in- and out-of-class exercise, and marketing plan paper and sponsorship proposal. The readings will provide the necessary background for class discussion. Student will be expected to read the assigned materials prior to class discussion.

(e) Methods to Evaluate Student Performance

Written exams

In class assignments (i.e., a series of Harvard Business Review case study analysis)

Strategic marketing plan

Oral presentation for current marketing issue

Sponsorship proposal

(f) Outline of Course Content

Week

Tentative Topical Course Outline

1	Introduction to class; Review of core marketing concepts
2	Contingency framework for strategic sport marketing
3	Research tool for understanding sport consumers
4	Understanding participants as consumers
5	Understanding spectators as consumers
6	Exam 1
7	Segmentation, targeting and positioning
8	Sport product concepts
9	Managing sport products
10	Promotion concepts
11	Exam 2
12	Promotion mix elements
13	Sponsorship programs
14	Pricing concepts and strategies
15	Implementing and controlling the strategic sport marketing process
16	Exam 3

(g) Required Course Materials

Textbook:

- Matthew D. Shank, *Sports Marketing: A Strategic Perspective, Fourth Edition*. Upper Saddle River: Prentice Hall, 2009.

Additional Resources:

- Journal articles assigned by topic and posted through the course web site.
- Wann, D.L., Melnick, M.J., Russell, G.W., & Pease, D.G. (2001). *Sport fans: The psychology and social impact of spectators*. New York, NY: Routledge.
- Harvard Business Review Case Studies (hbr.org)
- *Street & Smith's SportsBusiness Journal* (weekly publication). American City Business Journals, Charlotte, NC.

The course website provides the following:

- Lecture slides
- Weekly readings
- Discussion forums
- Assignment instructions (presentation, written assignment)

Hardware/Software:

To participate in this course, students need to have:

- Access to computer equipment for course work on a regular basis (including speakers).
- An internet connection.
- An internet browser that is compatible with /Angle or Blackboard.
- A Brockport online account.
- Students will be required to submit their work using a word processing program. The acceptable word processing program for this course is Microsoft Word.
- All course reading (besides textbook reading) will be located online through the course website.

Online Resources:

- **ESPN Outside The Lines**
- **Forbes.com**

- **Businessweek.com**
- **Google Scholar**

PES 692 Budget and Finance in Sport

(a) Goal of Course

This course is intended to provide students a general overview of financial concepts and their applicability to the sport industry. The initial portion of the course will focus on helping students understand fundamental concepts, issues, and techniques from the field of finance. The latter portion of the course will cover a wide spectrum of topics intended to educate the student to financial concepts and budgeting issues related to the college athletics. Overall, the course is intended to broaden the student's perspective on the various means for budgeting and financing sport organizations and to examine the various means for controlling costs and increasing revenue. Finally, this course introduces students to the "art" and "science" of fundraising because fundraising is about people, personalities, and personal relationships.

(b) Course Objectives:

At the completion of the course students will be able to:

- Develop a further understanding of how sporting organizations are valued, and the factors used to evaluate the financial solvency of the organization.
- Analyze financial data and make recommendations to management concerning financial position and produce a budget for athletic department or sporting organizations.
- Understand the financing involved in the various levels of collegiate athletics. Specifically, students will be exposed to the various revenue sources, how these revenues are allocated within organizations, and gain further understanding of the expenses needed to operate a college athletic program.
- Understand basic financial and economic concepts such as financial ratios, opportunity cost, cost-benefit analysis, and supply/demand theories.
- Distinguish between different types of public sources of revenue for sport organizations.
- To understand the philosophical and historical contexts for the practice of fundraising.
- Understand the purpose and elements of an integrated development plan.
- Understand how to define and articulate the case for raising support.

(c) Teaching Strategies

This class will be taught through a series of directed PowerPoint presentations, assigned articles, group projects, guest speaker and online discussions.

(d) Methods to Evaluate Student Performance

Written exam
Weekly quizzes
Economic impact analysis
Budget analysis
Fundraising interview
Athletic department profile
In class assignments

(e) Outline of Course Content

Week	Tentative Topical Course Outline
1	Introduction to sport finance, stock market
2	Analyzing financial statements and ratio
3	Risk and time value of money
4	Introduction to financial management
5	Budgeting
6	Capital budgeting
7	Economic impact analysis and contingent valuation methods
8	The challenge facing college and professional sports
9	Ticket sales and operations
10	Dynamic ticket pricing
11	Sponsorship and Endorsement
12	Trends in sport facility investment
13	College booster groups/donations
14	Fundraising as a profession and gender differences
15	Capital campaigns, costs, and current practices
16	Exam

(f) Required Course Materials

Textbook:

- *Sport Finance*. 3rd Edition Human Kinetics, Author: Gil Fried, Timothy D. DeSchraver, & Michael Mondello, 2013.
- *Financial Management in the Sport Industry*. Holcomb Hathaway Publisher, Author: Matthew Brown, Daniel Rascher, Mark Nagel, and Chad McEvoy, 2010

The course website provides the following:

- Weekly presentations and readings
- Articles and videos
- Discussion forums
- Assignments (including quizzes, written assignment, oral presentation)

Hardware/Software:

To participate in this course, students need to have:

- Access to computer equipment for course work on a regular basis (including speakers). Preferably a PC, as MAC may not be compatible with Microsoft PowerPoint.
- An internet connection.
- An internet browser that is compatible with /Angle or Blackboard.
- A Brockport online account.
- Students will be required to submit their work using a word processing program. The acceptable word processing program for this course is Microsoft Word.
- All course reading (besides textbook reading) will be located online through the course website.

Online Resources:

- Forbes.com
- ESPN.com
- Google Scholar

PES 6XX Event and Facility Management in Sport

(a) Goal of Course

Students will learn the factors involved in managing events. They will also learn keys for planning, designing, constructing, maintaining, scheduling, and managing facilities & equipment.

(b) Course Objectives:

Upon completion of this course the student should be able to:

- Assess facility needs;
- Design a facility management staff plan;
- Develop and maintain a facility maintenance plan;
- Integrate priorities and scheduling use for a facility;
- Plan facility construction and or renovation;
- Explain the funding sources necessary to run a facility;
- Recall safety, risk, and liability issues for a facility;
- Develop a budget for hosting an athletic event;
- Create a risk and emergency plan for each event;
- Identify transportation and food service needs for an event;
- Develop a communication system to use for an event;
- Recognize ADA issues in facilities and event management
- Establish staffing needs and responsibilities for an event;
- Prepare a bid document for hosting an event;
- Summarize ticketing and concessions issues;
- Identify needs of spectators & participants before, during, and after the event;
- Determine an evaluation method for an event;
- Illustrate the unique situations involved in running international events;
- Identify websites for use in facility & event management;
- Prepare a bowl game preparation plan for a team;
- Recognize the need to have environmentally sound events and facilities;
- Identify professional organizations for facility & event managers.

(c) Teaching Strategies

This class will be taught through a series of directed PowerPoint presentations, assigned articles, DVD's, group projects and online discussions.

(d) Methods to Evaluate Student Performance

Written exams

In class assignments

Event and facility projects

(e) Outline of Course Content

Week	Tentative Topical Course Outline
1	History of sport and public assembly facilities
2	Facility management
3	Management theory & practice
4	Human resources
5	Event management in the facility/facility preparations
6	Implementing a security plan
7	Alcohol & crowd management at events
8	Facility planning
9	Facility site & design, intramural complex
10	Facility construction
11	Facility systems; electrical & mechanical details
12	Legal responsibilities & designing for inclusion (accessible stadiums)
13	Green games, vandalism
14	Graphics, and signage
15	International events
16	Exam

(f) Required Course Materials

Textbook: *Managing Sport Facilities*. 2nd Edition Champaign, Author: Gil Fried, 2009.

The course website provides the following:

- Weekly presentations
- Articles, videos, and audio
- Discussion forums
- Assignments (including quizzes and final exam)

Hardware/Software:

To participate in this course, students need to have:

- Access to computer equipment for course work on a regular basis (including speakers). Preferably a PC, as MAC may not be compatible with Microsoft PowerPoint.
- An internet connection.
- An internet browser that is compatible with /Angle or Blackboard.
- A Brockport online account.
- Students will be required to submit their work using a word processing program. The acceptable word processing program for this course is Microsoft Word.
- All course reading (besides textbook reading) will be located online through the course website.

Online Resources:

- Sport Facilities Today, Stadia, Turf, Panstadia International, Sports Business Journal, Facility Manager, Athletic Administration, Athletic Business, International Association of Venue Managers, National Association of Sports Commissions, North American Society for Sport Management



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

The Graduate School

To: Graduate Curriculum Committee
College Senate

From: James Spiller, Dean
The Graduate School

Date: February 24, 2015

I am happy to include this brief letter of support for the proposed "Curricular Changes to the Graduate Athletic Administration Concentration."

These proposed revisions do not change total credits or require additional resources for the program. The Athletic Administration concentration is appealing to non-certification students, and these changes make the curriculum more attractive still for such students.

For these reasons, I am happy to express support for these proposed program revisions.

Thank you for your consideration.