

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
 (Attach copy of syllabus)

SUBMITTED BY:

Department	Business Administration	College/School	School of Management
Prepared by	Amber Lammers	Phone	Ext. 4622
Email Contact	<u>allammers@alaska.edu</u>	Faculty Contact	Kevin Berry Kberry9@alaska.edu

1. **ACTION DESIRED**
 (CHECK ONE): Trial Course New Course

2. **COURSE IDENTIFICATION:** Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

3. **PROPOSED COURSE TITLE:**

4. **To be CROSS LISTED?** YES/NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. **To be STACKED?*** YES/NO If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. **FREQUENCY OF OFFERING:**
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING**
 (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)
 Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

3	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours /week	<input type="checkbox"/>	PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

BA F482 Sport Marketing
3 credits Offered as demand warrants
This course provides a decision-oriented overview of sport marketing management in sport organizations. This course is designed to acquaint students with comprehensive fundamental theories and issues in sport marketing, grounded within traditional marketing principles, and emphasizing unique application to the sport industry. Accordingly, the most basic objectives of the course are to provide you with a broad introduction to sport marketing concepts, the role of sport marketing in society, the role of sport marketing within organizations, and the various factors that influence marketing decision-making. Prerequisite: BA 343, BA 281 and COMM 141. Cross-listed with SPRT 482. (3+0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:		NO:	X
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	W = Writing Intensive, Format 7	X = Baccalaureate Core
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	NO X
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	X
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?		TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

BA 343: Marketing Management, & BA 281: Intro to Sport Management, & COMM 141

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

NA

16. **PROPOSED COURSE FEES**

NA

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Y

If yes, give semester, year, course #, etc.:

Spring 2016- BA 491

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The estimated impact for this courses is minimal as the instructor already works for SOM and has taught this course previously as a Special Topics course.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

No additional library resources should be required.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The only program this will affect is the BA program.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

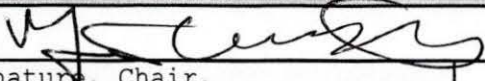
Adding this courses is part of adding a new concentration and minor for School of Management. This course, in addition to several others, will expand upon student interest in sports management.

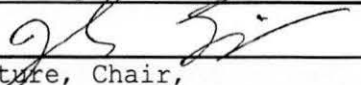
JUSTIFICATION FOR ACTION REQUESTED

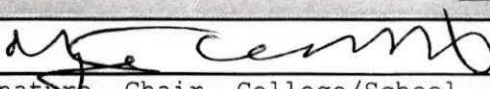
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

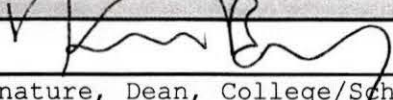
Students have already shown a desire to take sports management courses. This courses is one of those courses. Adding this course to a concentration and minor allows students to continue focusing their education on the fields they deem important.

APPROVALS: Add additional signature lines as needed.

	Date	11/10/16
Signature, Chair, Program/Department of:	<u>Business Administration</u>	

	Date	11/10/16
Signature, Chair, Program/Department of:	<u>Sport Management</u>	

	Date	11/10/16
Signature, Chair, College/School Curriculum Council for:	<u>School of Management</u>	

	Date	11/11/16
Signature, Dean, College/School of:	<u>School of Management</u>	

offerings above the level of approved programs must be approved in advance by the Provost.

 	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 	Date	
Signature, Chair Faculty Senate Review Committee: __ Curriculum Review __ GAAC __ Core Review __ SADAC		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

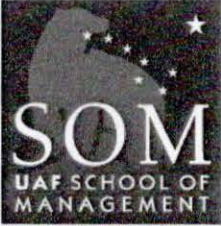
11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



School of Management
University of Alaska Fairbanks
201 Bunnell Building • P.O. Box 756080
Fairbanks, Alaska 99775-6080
907 474-7461 • FAX 907 474-5219
www.uaf.edu/som



BA 482 – Fall 2017
Sport Marketing
University of Alaska Fairbanks
Location: TBD, Meeting time: TBD

Instructor Information

Joshua M. Lupinek, Ph.D.
Assistant Professor
219 D Bunnell Bldg.
University of Alaska Fairbanks
School of Management

Telephone: (907) 474-5183
E-mail: jmlupinek@alaska.edu
Office Hours: TBA

- Use "BA482" to start the Subject Line.
- E-mail is the best way to contact me. Please allow a 24-48 hour response time

Course Materials

Text: Fundamentals of Sport Marketing, 4th Edition.

Authors: Pitts and Stotlar **Publisher:** FiT (2014)
ISBN 978-1-935412-40-3

Blackboard: <https://classes.uaf.edu/>

YouTube: <http://www.youtube.com/>

Course Description (3 credits)

This course provides a decision-oriented overview of sport marketing management in sport organizations. This course is designed to acquaint students with comprehensive fundamental theories and issues in sport marketing, grounded within traditional marketing principles, and emphasizing unique application to the sport industry. Accordingly, the most basic objectives of the course are to provide you with a broad introduction to sport marketing concepts, the role of sport marketing in society, the role of sport marketing within organizations, and the various factors that influence marketing decision-making.

Prerequisite:

BA 343 – Principles of Marketing, BA 281- Sport Marketing, and COMM 141

Course Goals and Student Learning Outcomes

Like other introductory survey courses, you will be exposed to and expected to learn the "language of sport marketing" used by practicing marketing managers. However, it is also expected that by the end of the course you will have a solid understanding of the major decision areas within marketing, the basic interrelationships of those decision areas, and an appreciation of how to apply key frameworks and tools for analyzing customers, competition, and marketing strengths and weaknesses. Then in combination, the course should help you to develop creative insight about selection of target markets and blending decisions related to the marketing mix to meet the needs of a target market.

The Student Learning Outcomes of this class include (but are not limited to):

- Student understand the vital role of marketing in the sport industry
- Students can relate the four P's of marketing back to the sport industry
- Students understand the relationship between marketing and pricing strategies when it comes to the sport industry
- Students recognize the relationship between marketing and the media in sport
- Students can differentiate between the use of marketing to sell sport products and/or services, from the use of sport and sport personality marketing to sell general or sport-related products/services

Description of Instructional Methods

This is an undergraduate, semester-based online course delivered via lecture with instructor and student interaction. We combine lecture, in-class discussion, video lecturette with textbook self-study, exercises, quizzes, and student presentations as our learning mechanisms. The emphasis is on studying and applying event management theory, along with developing technical facility knowledge for public sport events.

Technical requirements

(e.g., connection speed, hardware, software) and a list of expected technical competencies (e.g., e-mail or word processing).

link to download [PowerPoint Viewer](#)

link to download [Acrobat Reader](#)

Evaluation

In class assignments/participation

You are expected to come prepared for class so that you might participate in a knowledgeable fashion. Daily class activities may include lecture, guest speakers, and group work. Points will be awarded a variety of ways during class time. It is important that you engage in class discussion in an appropriate manner each course meeting in order to receive an A for participation.

The Lead

Prior to a selected class period you are expected to find a story within the wide world of sports that has some sort of tie to the material of the days class topic. As a class, we will spend 10-15 minutes discussing selected Lead stories and focusing on their sport marketing implications. Prior to the assigned class period you are required to post the story link (active hyperlink opening in new window) on Blackboard and use the story title as your subject line. Remember that stories outside of sport have sport marketing implications. Stories cannot be copied, so make sure yours is unique!.

Presentations/Case Studies:

This assignment will aid your understanding of sport marketing concepts/principles and how to apply them in practice.

First, you should find a case that is relevant to sport marketing and the assigned class topic. A case can be found from anywhere (TV, the Internet, newspaper, magazines, social media, or even around your workplace). Second, you should analyze the case. For the case analysis, I expect you to figure out issues in the case and explain them using sport marketing concepts and/or perspectives.

After finding issues in the case, you can analyze them from different perspectives (e.g., players, teams, leagues, athletic department, administrators, participants, CEO, sponsors, etc.).

You need to keep in mind that it is important to make your arguments convincing when analyzing your issues. To do so, you need to provide relevant and sufficient evidence with supporting details using proper citations. I strongly recommend that in addition to popular press information, you use at least 2 citations from the library and/or other peer-reviewed resources for analyzing your issues. Additionally, you may also predict (with your opinion) how the issues will influence the sport industry in the future.

Format for this assignment:

Create 4-5 .ppt or .pptx Slides

a. Title Slide

b. 2-3 Summary/Analysis Slides

i. What is the nature of the issue?

ii. Why does the issue matter?

iii. How is the issue related to the sport industry?

c. Class Questions Slide

i. 2-3 questions

1. The best questions usually have at least two sides to them and do not have a clear right or wrong answer

From this, you need to lead the class in a 10 minute discussion related to your case study.

Writing Assignment Standards:

Written assignment details and instructions will be posted on Blackboard. All written assignments (non-discussion boards) must be completed in full APA format, 12-point Times New Roman font, and double-spaced (5-point deduction for improper formatting). Good written communication skills are essential for business success. Therefore in addition to the content of your submissions, all written materials submitted for grading will be graded on technical writing competency on the following spelling and grammar standards:

0-2 errors – no effect; 3-4 errors – 30% reduction; 5+ errors – 60% deduction

**Exception:* Discussion Board posts may be written in contemporary culture language and will not be graded on strict spelling or grammar standards like business writing. Be yourself in discussion board and share your ideas! Keep communications professional and constructive.

Chapter Quizzes:

The quizzes will be made up of approximately 15-20 questions adding up to 30 points.

There will be a 30-minute time limit for each quiz. The questions will test the students' understanding of marketing principles covered in class discussions, guest lectures, and in the text. Questions will attempt sample evenly from both the general concepts and the details presented in the text and in class.

You should recognize from the beginning that there is much more material in your reading assignments, cases, and related exercises than is possible to cover, repeat, and develop in detail in-class. Although lectures and class discussions may touch on some of the most important issues and quizzes tend to place somewhat more emphasis on topics that are covered in both the text and in class, the focus of the quizzes will be on the core material from your reading.

Class lectures and related assignments will be directly relevant to your understanding of the material and other aspects of your performance (i.e., quality of your decisions in-class, participating in class discussions, and assignments), but the quizzes will go into depth on what you have been assigned to read. Please keep in mind that being prepared and present with high quality Internet access for the quizzes is your responsibility.

Missing a scheduled quiz without prior permission will result in a zero for that quiz.

Final Project

For the final project, students will be broken up into 6 groups to develop marketing strategies for a local sport organization. Your understanding and application of sport marketing principles are crucial in this project. You will conduct market research and market selection decisions for the Minnesota Magicians of the North American Hockey League (NAHL). Each month of the season, the Magicians hold a signature promotional night. Your project as a group is to develop a signature promotion for the 2015/16 season in conjunction with an outside organization. Once you decide your promotion and the organization you will partner with, you will connect course topics to determine how you will market this promotional night.

The marketing strategies should be based on the marketing management process:

1. Understanding consumers' needs
 - Market research
 - Competition / Business expansion threats
2. Market selection decisions
 - Market segmentation
 - Targeting
 - Positioning
3. Marketing mix decisions (Plan of action)
 - Product
 - Pricing
 - Promotion
 - Place/Distribution

Your group will also develop a digital flyer for the website splash page and any other applicable marketing items that you include in your report.

I anticipate approximately a 20-page document of narrative, including cover page, references, tables, and figures (minimum of 15 double spaced body pages of text). The focus should be on quality of information and mode of communication, not quantity in the form of long descriptions.

A hard copy of your written paper should be submitted in-class on the day of your group presentation.

Please turn in a paper copy of the final paper in-class and also post a digital copy of your paper to Blackboard. Both are due prior to the start of class on the day your group is presenting. When submitting a hard copy of your paper, it must be typed/computer printed and stapled as per the written assignment instructions above. Be sure to include the full names of all group members on all group documents.

Presentation

Your group will make a 15-minute PowerPoint presentation during the last week of class to the Class. A 5 minutes Q & A session will follow after the formal presentation, with non-presenting students expected to come up with questions. You may organize and format the way you present in any way that is proper for your topic and contents of the project. The quality of the presentation will also count, such as team coordination, speaking ability, use of audiovisual or other presentation materials, ability to answer questions, and materials provided to the rest of the class. Each group must submit the final PowerPoint file (.ppt or .pptx) to Blackboard 24 hours prior to the presentation.

Extra Credit:

Extra Credit opportunities will be offered throughout the semester at the discretion of the instructor. You will be notified via a Blackboard Announcement when an extra credit opportunity opens.

Grading Policies***Due Dates:***

Class weeks are counted from Monday to Sunday. Deliverables for grading will be due on Monday in class. Late items will be penalized points. Typically I will grade and return homework within one week or I will notify the class if I am delayed.

Grading:

Participation	100
Presentation/Case Study	150
Chapter Quizzes (<i>14 @ 30 points each, drop 2 scores</i>)	360
Final Presentation	250

<i>TOTAL points</i>	860 points
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Grading Scale:

<i>A+</i>	<i>97-100%</i>	<i>C+</i>	<i>77-79%</i>
<i>A</i>	<i>94-96%</i>	<i>C</i>	<i>74-76%</i>
<i>A-</i>	<i>90-93%</i>	<i>C-</i>	<i>70-73%</i>
<i>B+</i>	<i>87-89%</i>	<i>D+</i>	<i>67-69%</i>
<i>B</i>	<i>84-86%</i>	<i>D</i>	<i>64-66%</i>
<i>B-</i>	<i>80-83%</i>	<i>D-</i>	<i>60-63%</i>
		<i>F</i>	<i>59 or lower</i>

Course Policies

Students are expected to remain up to date with the assignments on a weekly basis. Students will be penalized for the late submission of class assignments; outside mutually agreed upon circumstances, you will lose 10% for each day your assignment is late. Students are also expected to observe academic honesty. Dishonest practices including giving or receiving assistance in any manner or form during an examination, unauthorized possession of exam questions, and plagiarism (willfully presenting another person's writings, opinions or thoughts as one's own, without proper credit and documentation) will not be tolerated. Violations of the UAF Student Code of Conduct will be referred to the appropriate authority for possible disciplinary actions including removal of the violator from this course.

Support Services Specific to This Class

See additional information and posted documents in Blackboard.

Students with disabilities:

Students with learning or other disabilities who may need classroom accommodations are encouraged to contact the Office of Disability Services (Phone # 907-474-5655 or 208 Whitaker Bldg.). Please meet with me during office hours or schedule a virtual meeting so that we can collaborate with the Office of Disability Services to provide the appropriate accommodations and supports to assist you in meeting the goals of the course.

Relevant UAF policies (quoted from the catalog):**Student Code of Conduct**

As a UAF student, you're subject to the Student Code of Conduct. In accordance with Board of Regents' Policy 09.02.01, UAF will maintain an academic environment in which the freedom to teach, conduct research, learn, and administer the university is protected. Students will enjoy maximum benefit from this environment by accepting responsibilities commensurate with their role in the academic community. The principles of the Code are designed to facilitate communication, foster academic integrity, and defend freedoms of inquiry, discussion, and expression among members of the university community

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate ... unless the instructor of the course grants permission.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.

Course Schedule and/or Pacing Expectations

Week	Topic	Assignments/Due Dates/Notes
Week 1	Introduction	
Week 2	Chapter 1: The Sport Business Industry	Quiz #1
Week 3	Chapter 2: The Global Market for the Sport Industry	Quiz #2
Week 4	Chapter 3: The Sport Marketing Process	Quiz #3 Case studies and presentations begin this week, will continue the whole semester
Week 5	Chapter 4: Sport Marketing Research	Quiz #4
Week 6	Chapter 5: Segmentation, Target Marketing, and Positioning	Quiz #5
Week 7	Chapter 7: The Marketing Mix and the Sport Industry	Quiz #6
Week 8	Chapter 8: The Product in the Sport Business Industry	Quiz #7
Week 9	Chapter 9: Price and Pricing Strategies for the Sport Business Industry	Quiz #8
Week 10	Chapter 10: Distribution Channels and Decisions in Sport Business	Quiz #9
Week 11	Chapter 11: Promotion in the Sport Industry	Quiz #10
Week 12	Chapter 12: Media Relations in Sport	Quiz #11
Week 13	Read: Mulling, Hardy, and Sutton (2014) Handout	Quiz #12
Week 14	Chapter 14: Using Licensing and Logos in the Sport Industry	Quiz #13
Week 15	Chapter 13: Marketing through Endorsements and Sponsorships	Quiz #14 Final Presentations begin
Week 16	FINALS WEEK	Final Presentations