

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	allammers@alaska.edu	Faculty Contact	Kevin Berry Kberry9@alaska.edu

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

2. COURSE IDENTIFICATION: Dept **BA** Course # **483** No. of Credits **3**

Justify upper/lower division status & number of credits:

Course will build upon concepts learned during lower division courses.

3. PROPOSED COURSE TITLE: **Sport Sales**

4. To be CROSS LISTED? YES/NO Yes If yes, Dept: **SPRT** Course # **483**

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: **As demand warrants**
 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) **AY2017-18**

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) **lecture**

9. CONTACT HOURS PER WEEK:

3	LECTURE hours/weeks	<input type="checkbox"/>	LAB hours /week	<input type="checkbox"/>	PRACTICUM hours /week	<input type="checkbox"/>
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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 F483 Sport Sales
3 credits Offered as demand warrants
This course is designed to provide the student with knowledge pertaining to the various aspects of sales and ticketing techniques to help them in their pursuit of employment. Some of the topics discussed include ticket distribution, customer service, ticketing software as well as real life ticket sales campaigns. Sport sales will also be discussed from a unique Alaskan viewpoint, as sport sales can differ from the traditional "professional sporting event" with the unique nature of Alaskan entertainment and sport. Prerequisite: BA 343 or BA 281 and COMM 131/141. Cross-listed with SPRT 483. (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

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES: NO:

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

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

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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: X PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

BA 343: Marketing Management or BA 281: Introduction to Sport Management and COMM 131/141

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.

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 X 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

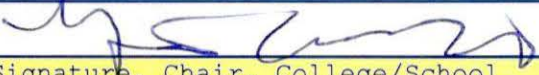
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

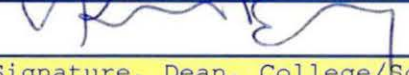
Students have already shown a desire to take sports management courses. This courses is one of those courses. Adding this course to a concentration and minor allows students to continue focusing their education on the fields they deem important.

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.



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BA 483 – Fall/Spring 2016/17
Sport Sales
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 "BAxxx" 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: Ticket Operations & Sales Management in Sport. James T. Reese. **Publisher:** FiT (2013)
ISBN 978-1-935412-20-5 or ISBN (*ebook*) 978-1-935412-51-9

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

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

Course Description (3 credits)

This course is designed to provide the student with knowledge pertaining to the various aspects of sales and ticketing techniques to help them in their pursuit of employment. Some of the topics discussed include ticket distribution, customer service, ticketing software as well as real life ticket sales campaigns. Sport sales will also be discussed from a unique Alaskan viewpoint, as sport sales can differ from the traditional "professional sporting event" with the unique nature of Alaskan entertainment and sport.

Prerequisite:

BA 343 – Principles of Marketing *or* BA 280 – Sport Leadership
&
COMM 131/141 – Fundamentals of Oral Communication

Course Goals and Student Learning Outcomes

Students will have the opportunity to discuss and present viewpoints as it relates to sports marketing, to include topics such as sales and ticketing methods. In addition, students will have the opportunity to apply knowledge gained through textbook self-study, video lecturette, exercises, sport/event facility tour, and by viewing a sport/entertainment event and critiquing various management functions during the event, and by developing a local sport event management plan.

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

- Develop a sound and effective ticket sales plan to meet the objectives of both consumers and sport entities.
- Propose reasonable strategies to increase and retain ticket sales in the sport industry.

- Identify the steps in the sales process and understand the consumer purchase process.
- Understand the strategies and theory behind successful relationship building.
- Understand how and where sales “leads” are developed and gathered.
- Understand the benefits of revenue-generating extension ideas from current organizational consumers.
- Assess pricing and advertising strategies in sport.
- Understand the impact of technology on the ticketing industry.
- Understand the history and evolution of ticket operations.
- Understand the impact of the secondary ticket market on the sport and entertainment industry.
- Assess and critique policy and distribution decisions within sport ticketing.

Description of Instructional Methods

This is an undergraduate, semester-based course delivered in-person and via Blackboard with instructor and student interaction through discussion board and video. 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 sales theory, along with developing technical ticketing 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

Weekly Modules:

Weekly Module content will be available on Blackboard and is due on Mondays at 11:59pm (*see course schedule*). Life happens, but make sure you stay on track. Please email me prior to due dates for accommodations as I am willing to work with you on a case-by-case basis. The weekly modules are designed to be as “hands on” in nature as possible. After reading the chapter(s), you may also watch a video, read an online article, or complete an online exercise that will lead to a discussion board post. To complete each weekly module, a blackboard quiz will be taken for each chapter(s) covered that week.

- **Module Completion Order:** All Weekly Modules must be completed in chronological order. Skipped work will be assessed a zero. There is no jumping ahead to avoid late penalties, so if you find yourself in that situation, please contact me so that we can potentially work out a get back on track plan.
- **Course Work Submissions:** All work completed in this course may be re-submitted or edited until the due date deadline. For example, if you submit an assignment and realize you forgot to use Time New Roman font, you may resubmit / upload it unlimited time on Blackboard until it is due.
- **Late Work:** If you have a situation come up where you are just submitting late work. 3-points per day late will be deducted.

Discussion Boards:

Each week you will create assigned content in a word document so that you are able to save as you go, then copy/paste into the discussion board upon completion. When you are ready to submit, create a new discussion board thread for your self titled: last name, Week 1. Then paste all applicable parts within one post (You are free to use headers to denote/breakup each section, or use your own creativity as long as it is professionally formatted & 12pt T.N.R. font is used).

- **Peer Responses:** After you submit your post, respond ("reply" to their thread) to two of your peers (you will not be able to see the posts of your classmates until you submit your own post).
 - Within each response, identify one element that you feel was exceptionally strong (or agreed with) from your classmate & one suggestion for improvement (or something you didn't agree with).
 - The purpose of providing an element of critique is so that we can learn from each others' unique viewpoints in an online format.

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.

Class Communications:

Students will be required to post videos in YouTube. Be sure to practice this technology in advance. There are many ways & platforms (iPhones, tablets, GoPros, Google, YouTube, etc.) to record video and upload them to YouTube or you can create your video within YouTube. Blackboard will also be used to post discussions about our class activities. Make sure you know how to navigate and use Blackboard. I will post announcements and clarifications or other helpful information in the Announcements section of Blackboard. As students ask questions that might apply to our larger group, I will post answers in the form of announcements on Blackboard. Your grades will be visible to you throughout the semester in Blackboard.

Chapter Quizzes:

Chapter quizzes will be available through Blackboard Weekly Modules and will be timed (10 – 30 minutes depending on the format). Quizzes will cover text information and consist of multiple choice, true/false and matching.

Exams:

In place of traditional Mid-term & Final exams, the “exams” are the 12 chapter quizzes placed throughout the semester. The lowest two quiz scores will be dropped and the 10 highest quiz scores will count toward the 100 points. Note that all 12 quizzes must be completed in order for the lowest to scores to be dropped.

Building a Sales Culture Case Study:

For this assignment, you are provided a fictitious scenario involving a sport organization. Your task is to analyze the information given and provide a series of recommendations to the organization. This assignment may be done in pairs, must adhere to all written assignment standards above, and be uploaded to Blackboard as a .doc or .pdf when completed.

Field Podcast Write-Up:

Students will listen to an assigned podcast interview with a sport sales field professional and provide a synopsis of the discussion and relate it to class material.

Final Sales Plan Project:

This project will be completed in groups (target 3 per group). Students will offer a comprehensive sales plan for a team of choice that has been found to be lagging in attendance. Based on concepts learned from the class, amongst others, students will 1) dissect the organization's current situation 2) examine the market 3) offer new and improved pricing, sellout, and advertising strategies 4) offer revenue-generating extension ideas 5) develop a loyalty and incentive program and 6) utilize technology and current team assets to reach fans as part of an initiative. This assignment must adhere to all written assignment standards above and be uploaded to Blackboard as a .doc or .pdf when completed.

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 Tuesday to Monday. Deliverables for grading will be due by Monday at 11:59 for each respective weekly module. Late items will be penalized points. Typically I will grade and return homework within one week or I will notify the class via Black Board announcement if I am delayed.

Grading:

Participation (50 points)

- Week 1 YouTube Introduction 10
- Class Communications / Professionalism 40

Discussion Board (DB) (130 points)

- DB Posts (11 @ 10 points) 110
- DB Peer Responses (20 @ 1 points) 20

Written Assignments (120 points)

- Building a Sales Culture Case Study 30
- Field Podcast Write-Up 30
- Final Project Sales Plan 60

Class Presentations (60 points)

- Building a Sales Culture Group Pres. 30
- Final Project Sales Plan Presentation 30

Chapter Quizzes (12 @ 10 points each, drop 2 scores) 100

TOTAL points **460 points**

Grading Scale:

A+ = 97 - 100%	B+ = 87 - 89%	C+ = 77 - 79%	D+ = 67 - 69%	F = 0 - 59%
A = 94 - 96%	B = 84 - 86%	C = 74 - 76%	D = 64 - 66%	
A- = 90 - 93%	B- = 80 - 83%	C- = 70 - 73%	D- = 60 - 63%	

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.

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.

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, 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.

Course Schedule and/or Pacing Expectations

Week	Topic	Assignments/Due Dates/Notes
Week 1 Jan 17-22	Chapter 1-Ticket Operations History & Background You Tube Intro Due Chapter 1 Quiz Due	See Week 1 Module. All assignments due 11:59PM, Mon.
Week 2 Jan 23-29	Chapter 8-Secondary Ticket Market Chapter 8 Quiz Due	See Week 2 Module. All assignments due 11:59PM, Mon.
Week 3 Jan 30-Feb 5	Chapter 2-Ticketing Technology Chapter 2 Quiz Due Case Study/Final Project Group Selection	See Week 3 Module. All assignments due 11:59PM, Mon.
Week 4 Feb 6-12	Chapter 7-Ticket Distribution Chapter 7 Quiz Due	See Week 4 Module. All assignments due 11:59PM, Mon.
Week 5 Feb 13-19	Chapter 3-Customer Service & Customer Relationship Management (CRM) Chapter 3 Quiz Due	See Week 5 Module. All assignments due 11:59PM, Mon.
Week 6 Feb 20-26	Chapter 4-Priority Systems Chapter 4 Quiz Due Case Study Topic Proposal Due	See Week 6 Module. All assignments due 11:59PM, Mon.
Week 7 Feb 27-March 5	Chapter 5-Ticket Pricing Chapter 5 Quiz Due	See Week 7 Module.

		All assignments due 11:59PM, Mon.
Week 8 March 6-12	Chapter 10-Policy Development Chapter 10 Quiz Due	See Week 8 Module. All assignments due 11:59PM, Mon.
Week 9 March 13-19	Spring Break	
Week 10 March 20-26	Chapter 6-The Ticket Sales Process Chapter 6 Quiz Due Field Podcast Write-Up Due	See Week 10 Module. All assignments due 11:59PM, Mon.
Week 11 March 27-April 2	Chapter 9-Legal Aspects of Ticket Operations Chapter 9 Quiz Due	See Week 11 Module. All assignments due 11:59PM, Mon.
Week 12 April 3-9	Chapter 11-Internships & Job Preparation Chapter 11 Quiz Due	See Week 12 Module. All assignments due 11:59PM, Mon.
Week 13 April 10-16	Chapter 12-Securing a Job Chapter 12 Quiz due	See Week 13 Module. All assignments due 11:59PM, Mon.
Week 14 April 17-23	Building a Sales Culture Case Study Due & Case Study Presentations	See Week 14 Module. All assignments due 11:59PM, Mon.
Week 15 April 24-30	Final Project Sales Plan Due & Final Project Sales Plan Presentations	See Week 15 Module. All assignments due 11:59PM, Mon.
Week 16 May 1-5	FINALS WEEK	