# COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

## 1. General Information.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Submitted by the College of: <strong>Education</strong></td>
<td>Today’s Date: 11/08/2010</td>
</tr>
<tr>
<td>b.</td>
<td>Department/Division: <strong>Kinesiology</strong></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Is there a change in “ownership” of the course? YES</td>
<td>NO</td>
</tr>
<tr>
<td>d.</td>
<td>What type of change is being proposed? Major</td>
<td>Minor</td>
</tr>
<tr>
<td>e.</td>
<td>Contact Person Name: <strong>Eddie Comeaux</strong></td>
<td>Email: <a href="mailto:edcomeaux@uky.edu">edcomeaux@uky.edu</a></td>
</tr>
<tr>
<td>f.</td>
<td>Requested Effective Date: Semester Following Approval</td>
<td>Specific Term: summer</td>
</tr>
</tbody>
</table>

## 2. Designation and Description of Proposed Course.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Current Prefix and Number: <strong>KHP 680</strong></td>
<td>Proposed Prefix &amp; Number: <strong>KHP 680</strong></td>
</tr>
<tr>
<td>b.</td>
<td>Full Title: <strong>Sport and Fitness Marketing</strong></td>
<td>Proposed Title: <strong>Sport and Fitness Marketing</strong></td>
</tr>
<tr>
<td>c.</td>
<td>Current Transcript Title (if full title is more than 40 characters):</td>
<td>Proposed Transcript Title (if full title is more than 40 characters):</td>
</tr>
<tr>
<td>d.</td>
<td>Current Cross-listing: N/A</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Proposed – ADD Cross-listing (Prefix &amp; Number):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proposed – REMOVE Cross-listing (Prefix &amp; Number):</td>
<td></td>
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<tr>
<td>e.</td>
<td>Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.</td>
<td></td>
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</tbody>
</table>

### Current:

<table>
<thead>
<tr>
<th>3/3</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Recitation</th>
<th>Discussion</th>
<th>Indep. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinical</td>
<td>Colloquium</td>
<td>Practicum</td>
<td>Research</td>
<td>Residency</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>Studio</td>
<td>Other – Please explain: ___</td>
<td></td>
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</table>

### Proposed:

<table>
<thead>
<tr>
<th>3/3</th>
<th>Lecture</th>
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<td>Studio</td>
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<thead>
<tr>
<th>f.</th>
<th>Current Grading System: Letter (A, B, C, etc.)</th>
<th>Pass/Fail</th>
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<tbody>
<tr>
<td></td>
<td>Proposed Grading System: Letter (A, B, C, etc.)</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>g.</td>
<td>Current number of credit hours: 3</td>
<td>Proposed number of credit hours: 3</td>
</tr>
</tbody>
</table>

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1. See comment description regarding minor course change. Minor changes are sent directly from dean’s office to Senate Council Chair. If Chair deems the change as “not minor,” the form will be sent to appropriate academic Council for normal processing and contact person is informed.
2. Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
3. Signature of the chair of the cross-listing department is required on the Signature Routing Log.
4. Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
5. Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series*
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same “hundred series,” as long as the other minor change requirements are complied with. [RC 1/15/09]
### COURSE CHANGE FORM

**h.** Currently, is this course repeatable for additional credit?  
| YES □ | NO □ |

Proposed to be repeatable for additional credit?  
| YES □ | NO □ |

If YES: Maximum number of credit hours: ______

If YES: Will this course allow multiple registrations during the same semester?  
| YES □ | NO □ |

**i.** Current Course Description for Bulletin:  
This course will examine the marketing process and the marketing plan related to sport and fitness.

Proposed Course Description for Bulletin:  
This course will examine the marketing process and the marketing plan related to sport and fitness.

**j.** Current Prerequisites, if any: n/a

Proposed Prerequisites, if any: ______

**k.** Current Distance Learning (DL) Status:  
□ N/A  |  □ Already approved for DL*  |  ☒ Please Add  |  □ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

**l.** Current Supplementary Teaching Component, if any:  
□ Community-Based Experience  |  □ Service Learning  |  □ Both

Proposed Supplementary Teaching Component:  
□ Community-Based Experience  |  □ Service Learning  |  □ Both

3. **Currently, is this course taught off campus?**  
| YES □ | NO □ |

Proposed to be taught off campus?  
| YES □ | NO □ |

If YES, explain and offer brief rationale: ______

4. **Are significant changes in content/teaching objectives of the course being proposed?**  
| YES □ | NO □ |

If YES, explain and offer brief rationale: ______

5. **Course Relationship to Program(s).**

a. **Are there other depts and/or pgms that could be affected by the proposed change?**  
| YES □ | NO □ |

If YES, identify the depts. and/or pgms: ______

b. **Will modifying this course result in a new requirement for ANY program?**  
| YES □ | NO □ |

If YES, list the program(s) here: ______

6. **Information to be Placed on Syllabus.**

a.  
Check box if changed to 400G or 500.  
□ if changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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* You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

7 In order to change a program, a program change form must also be submitted.

Rev 8/09
COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: KHP 680

Proposal Contact Person Name: Eddie Comeaux Phone: 859-257-2706 Email: edcomeaux@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHP Department</td>
<td>11/30/10</td>
<td>Melody Noland 7-5826 Melody Noland</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melody <a href="mailto:Noland@uky.edu">Noland@uky.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision^8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Colleges Council</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

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^8 Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, distance learning is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

<table>
<thead>
<tr>
<th>Course Number and Prefix: KHP 680</th>
<th>Date: 11/07/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Dr. Eddie Comeaux</td>
<td>Instructor Email: <a href="mailto:edcomeaux@uky.edu">edcomeaux@uky.edu</a></td>
</tr>
</tbody>
</table>

Check the method below that best reflects how the majority of course of the course content will be delivered.

- Internet/Web-based
- Interactive Video
- Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

   Students and instruction will actively engage in the online classroom through weekly discussion boards and other technologies such as PPT, chat, and wikis. The course syllabus does conform Distance Learning Considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student’s experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

   Assigned textbook, expected outcomes, and specific competencies are similar to a classroom-based experience. The primary goal is for class activities to reflect the expected outcomes and specific competencies.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

   Class guidelines will be posted in the online classroom to establish and foster a spirit of honesty and integrity during the learning process.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

   If yes, which percentage, and which program(s)?

   N/A

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course’s DL delivery will be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs

Revised 8/09
**Distance Learning Form**

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<table>
<thead>
<tr>
<th>DL students will be made aware of services by the instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library and Learning Resources</strong></td>
</tr>
<tr>
<td>6. How do course requirements ensure that students make appropriate use of learning resources?</td>
</tr>
<tr>
<td>All learning activities reflect specific competencies related to sport marketing.</td>
</tr>
<tr>
<td>7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</td>
</tr>
<tr>
<td>Instructor will offer detailed instructions to students, if necessary.</td>
</tr>
</tbody>
</table>

**Student Services**

<table>
<thead>
<tr>
<th>8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>9. Will the course be delivered via services available through the Teaching and Academic Support Center?</td>
</tr>
<tr>
<td>Yes ☑</td>
</tr>
<tr>
<td>No ☐</td>
</tr>
</tbody>
</table>

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

<table>
<thead>
<tr>
<th>10. Does the syllabus contain all the required components, below? ☑ Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Instructor’s virtual office hours, if any.</td>
</tr>
<tr>
<td>· The technological requirements for the course.</td>
</tr>
<tr>
<td>· Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</td>
</tr>
<tr>
<td>· Procedure for resolving technical complaints.</td>
</tr>
<tr>
<td>· Preferred method for reaching instructor, e.g. email, phone, text message.</td>
</tr>
<tr>
<td>· Maximum timeframe for responding to student communications.</td>
</tr>
<tr>
<td>· Language pertaining academic accommodations:</td>
</tr>
<tr>
<td>· &quot;If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>.”</td>
</tr>
<tr>
<td>· Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</td>
</tr>
<tr>
<td>· Carla Cantagallo, DL Librarian</td>
</tr>
<tr>
<td>· Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</td>
</tr>
<tr>
<td>· Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></td>
</tr>
<tr>
<td>11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.</td>
</tr>
<tr>
<td>Instructor Name: Dr. Eddie Comeaux</td>
</tr>
</tbody>
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**Abbreviations:** TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs
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Revised 8/09
UNIVERSITY OF KENTUCKY

SPORT AND FITNESS MARKETING
KHP 680

Professor: Dr. Eddie Comeaux
Office: 222 Seaton Building
Phone: (859) 257-2706
Email: edcomeaux@uky.edu
Office Hours:

Course Description
This course will examine the marketing process and the marketing plan related to sport.

Expected Outcomes
At the end of the course, students should be able to:
1. use marketing terminology
2. identify information sources
3. write a marketing plan
4. understand the importance of marketing and its relationship to profitability of the overall sports organization.
5. make marketing decisions

Specific Competencies
1. To understand the market forces causing the need for enlightened marketing strategies in the sport industry
2. To recognize the components of the sport product and sport industry
3. To recognize the factors that make sport marketing a unique enterprise
4. To appreciate the core elements of market analysis, product concept, and product position
5. To understand the five P’s of sport marketing: product, price, place, promotion and public relations
6. To recognize the components of the marketing management system
7. To understand the decision process for sport consumers
8. To understand the various research methods available for gathering external information
9. To understand product positioning and product image
10. To distinguish the approaches and limitations of paid and non-paid promotional activities
11. To understand the role and function of public relations
12. To understand the role and scope of the media
Required Readings (To be purchased and read by all students)


Assigned scholarly articles (access via Blackboard)

Course Structure
This course assumes that each member of the class is a valuable resource. The instructor and students are both teachers and learners, who collectively make this course meaningful. We are equally responsible to contribute to the pool of knowledge.

An underlying assumption in this course is that learning is not a mere transmission of knowledge. It is a process of constructing meaningful experiences within a political community of learners. Meaningfulness is personal and depends on the amount of participation and willingness to take a risk. Therefore, there is a degree of ambiguity in this course as students discover personal connections to the curriculum.

The course represents an ambitious undertaking. We will be required to cover a great deal of materials in a relatively short amount of time. Thus, if we are to be successful, maximum commitment and effort will be required from all course participants.

Course Requirements

Discussion Board
Students should be prepared to actively participate in the weekly discussion board. In the discussion thread, students will need to: (1) demonstrate depth in their responses through the use of examples and/or supporting evidence; and (2) explicitly integrate (through quotes and direct references) ideas and concepts from the assigned readings and class notes to support responses.

Literature Search
Visit the library and use a retrieval system to conduct a literature search on a topic related to marketing. Suggested topics: perceptual mapping, consumer behavior, service marketing, event marketing, licensure and sponsorships. Review 10 articles from journals. Write a short synopsis of each article; include your opinion and APA reference of the article.

Advertisement Exercise
Find 10 advisements from magazines and newspapers that are advertising sport products or services. Identify the target audience, the product, and its features or benefits. Discuss whether the ad is effective or not.

Marketing Plan
Develop and submit a marketing plan. Guidelines for your marketing plan will follow during the 1st week of class.
Final Examination
There will be a final examination at the end of the course. The final exam will consist of a minimum of three essay questions that will be administered online with an allotted time frame for your responses.

Please follow APA for format and style; exam paper should be double-spaced and in 12pt font. To avoid plagiarism, all sources relied upon, whether quoted directly or paraphrased, must be documented through normal scholarly references and citations, and all work must be submitted using the Publication Manual of the American Psychological Association.

Course Requirements/Grading:

To encourage thoughtful reflection of course materials and commitment to course objectives, you will be assessed on your ability to master course requirements. Specifically, you are required to do each of the following:

1.) Discussion Board- 20%
2.) Literature Search- 10%
3.) Advertisement Exercise - 20%
4.) Marketing Plan- 20%
5.) Final Exam- 30%

NOTE: The instructor retains the right to make changes, additions or deletions to the syllabus during the course of the semester
Course Information

Course: KHP 680 – Sport & Fitness Marketing (3 credits)
Meeting Time/Place: Thursdays, 5:00-7:30 pm – 119 SB
Instructor: Dr. Corinne Farneti
Email: cfarneti@uky.edu
Phone: 257-9282 (office)
Office: 242 C.A.T.S. – Memorial Coliseum
Office Hours: By appointment
Department Office: 102 Seaton Building
Department Phone: 257-5827

Texts


Course Description

The purpose of this course is to provide students with the basic principles of marketing and the nuances of such applied to the managed sport industry (i.e., intercollegiate athletics, youth sport, professional sport, recreation, fitness, multi-sport club operations, etc.)

It also provides students with an examination and utilization of basic marketing principles in the areas of sport (collegiate and professional) recreation. Topics will include sport products and services, marketing strategies, consumer behavior, research and information management, promotions, positioning and sponsorship.

Course Objectives

This course is designed to provide students with an understanding of the concept of sport marketing and the role it plays in effectively managing a sport entity. Upon completion of this course, students should be able to:

a) define and apply key marketing concepts and strategies to collegiate or professional sport contexts;
b) interpret data sources essential to understanding the sport industry and its consumers;
c) understand key consumer behavior concepts and their implications for sport behavior and sport marketing;
d) integrate sport marketing concepts;
e) analyze sport marketing cases to solve problems;
f) critically evaluate various sport promotional concepts;
g) perform basic marketing responsibilities; and
h) provide a foundation for students to engage in advanced work in marketing, consumer behavior, and related fields.

**Research and Reflection for Learning and Leading:** The College of Education has identified this as the theme of our conceptual framework. It is a statement of the way in which the College intends to prepare future educators.

Research is the foundation for the teaching methods you will be learning in this class. All of the work you will complete in this course is based on current research in the field. In addition, you will be conducting research on your own through experiences and observations throughout the semester.

Opportunities for reflection will be ongoing as you process and apply information to your future professional practice. Each class will provide you the chance to reflect on what we have discussed, and think of ways to improve it.

**Learning** is the primary goal of education and everything I do. You as students will contribute to that goal. Learning is the necessary step in seeing your goals actualized. This class will provide you with the learning tools to help actualize your ideas.

**Leading** is an expectation for faculty and students so that we can excel in our field. In this class, you will develop an understanding of concepts, broaden your creative horizons, and gain valuable presentation experience, which in turn, will help you become a more effective leader.

**Diversity:**
This course is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions to allow students to apply the concepts they learn in a diverse society.

**Technology:**
This course implements plans that include methods and strategies for applying technology to maximize student learning. Blackboard will be utilized throughout the course. Students will have access to notes prior to each class through Blackboard, along with links to required class readings and other course materials.

**Special Needs:**
Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu.

**Course Policies and Expectations**

1. You are expected to attend class. Any work missed due to an absence MAY NOT BE MADE UP. The only exception to this policy is written documentation of a situation that absolutely prohibits you from attending class. All late assignments result in a 10%/day
(not class day, every day) penalty. The following are University-wide acceptable reasons for excused absences:

a. Serious illness  
b. Illness or death of family member  
c. University-related trips  
d. Major religious holidays

2. You should be on time, stay for the whole class, listen attentively while you are here, and show through your behavior that you respect the fact that others in the class are here to learn. Your presence is indicative of your professional attitude and is necessary to derive maximum benefit from the class. The intent of this class is to offer you a means for professional development and to assist you in obtaining your career objectives. Therefore….PLEASE TURN OFF YOUR CELL PHONES WHILE IN CLASS!!!

3. YOU ARE EXPECTED TO BE FULLY PREPARED FOR CLASS AND FULLY ENGAGED WHILE IN CLASS. I expect you to have read all assigned readings, taken notes as applicable, and to be prepared and willing to discuss all readings in detail and take part in group work to the fullest extent.

4. Grade Appeal Policy: I handle grade appeals in only one fashion. Should you be dissatisfied with your grade on any work, do the following:
   a.) Write a short description of where and why you deserve more points. Make it good. Simply asking for more points, verbally or in written form, is insufficient. If your statement concerns the fairness of the grade, then you must convince me why you were unfairly treated.
   b.) Hand in your written statement no later than the next class period after it was returned to you (along with the assignment, if applicable). Spend time with step 1. Your statement must convince me to undertake the re-grading of your work. Remember, this is the only way I will handle such disagreements.

5. Please don’t hesitate to ask me for additional help if you need it. I am more than willing to provide such assistance. Remember, you earn grades, I do not give them.

**Course Requirements /Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam (take home)</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>75</td>
</tr>
<tr>
<td>Promotions Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Book Review</td>
<td>25</td>
</tr>
<tr>
<td>Sportscape Presentations</td>
<td>35</td>
</tr>
<tr>
<td>In-class assignments (5 @ 10pts)</td>
<td>50</td>
</tr>
<tr>
<td>Group Marketing Project</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
</tr>
</tbody>
</table>

**Midterm Exam (take home)** – This exam will be made up of True/False, multiple choice, and short answer questions. The exam will include material from the lectures, guest speakers, and assigned readings.
Final Exam – This exam will be made up of True/False, multiple choice, and short answer questions. The exam will include material from the lectures, guest speakers, and assigned readings. This exam will cover information from the midterm until the end of the semester.

Promotions Evaluation – With a partner, students are to evaluate the promotions for an NBA or NHL team. Specific instructions will be given in class and on Blackboard.

Book Review – Each student will be required to write a response based on his or her reading of the book Marketing Outrageously, according to guidelines established in the assignment instructions.

Sportscape Presentations – In groups (of 4), students will attend a sporting event and evaluate the experience using the “sportscape” model. Groups are to take pictures of each sportscape factor, give a Powerpoint presentation on the findings, and provide evaluations/suggestions for improvement to the class. Presentations should be 10-12 minutes.

Group Marketing Project – In groups (of 4), students will be responsible for developing a marketing proposal for an intercollegiate athletic department (based on information and guidelines provided in the assignment instructions). Each group will be expected to integrate ideas and concepts learned throughout the semester into their plan. Furthermore, each group will be expected to give a rationale behind each component of the plan. Each group will prepare a written proposal for submission to the course instructor and deliver a 15-20 minute oral presentation in class at the end of the quarter.

Grading Structure

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>E</td>
</tr>
</tbody>
</table>

Tentative Schedule

January 15
Introduction

January 22
What is Sport Marketing?
Readings: Chapter 1 (Wakefield)

January 29
Sell an Identity
Readings: Chapter 2 (Wakefield)

February 5
Book Reviews due

Guest Speaker – Mark Coyle, Senior Associate Athletics Director/External Affairs, UK Athletics
Precision Marketing
Readings: Chapter 3 (Wakefield)

February 12
Research Fans
Readings: Chapter 4 (Wakefield)

February 19
Build it, They Will Come
Readings: Chapter 7 (Wakefield)

February 26
Midterm Exam handed out

Build the Season Ticket Base
Readings: Chapter 5 (Wakefield)

March 5th
Midterm Exam DUE!

Build Value
Readings: Chapter 6 (Wakefield)

March 12th
Create Sponsorship Partners
Readings: Chapter 8 (Wakefield)

March 19th
Spring Break

March 26th
Sportscape Presentations

Guest Speaker – Danielle Landolt, Sponsorship Sales Manager, World Equestrian Games

April 2nd
Create Sponsorship Values
Readings: Chapter 9 (Wakefield)

April 9th
Move Merchandise
Readings: Chapter 10 (Wakefield)

April 16th
Promotions Evaluation due

Build Communities
Readings: Chapter 12 (Wakefield)

April 23rd
Create Technological Advances
Readings: Chapter 11 (Wakefield)

April 30th
Group Marketing Projects/Presentations

Final Exam: May 7th, 5:00pm, SB 119

Academic Integrity, Cheating and Plagiarism

It is expected that all students adhere to academic honesty. Violations of these ethical principles may be penalized via grading, suspension or dismissal from the university, as detailed in the university’s Senate Rules 6.3 and 6.4.