## COURSE CHANGE FORM

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

### 1. General Information.

<table>
<thead>
<tr>
<th>a. Submitted by the College:</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date:</td>
<td>11/08/2010</td>
</tr>
<tr>
<td>b. Department/Division:</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>c. Is there a change in “ownership” of the course?</td>
<td>YES ✗ NO ✗</td>
</tr>
<tr>
<td>d. What type of change is being proposed?</td>
<td>Major ☑ Minor ✗</td>
</tr>
<tr>
<td>e. Contact Person Name:</td>
<td>Eddie Comeaux</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:edcomeaux@uky.edu">edcomeaux@uky.edu</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>859-257-2706</td>
</tr>
<tr>
<td>f. Requested Effective Date:</td>
<td>Semester Following Approval OR Specific Term: summer</td>
</tr>
</tbody>
</table>

### 2. Designation and Description of Proposed Course.

| a. Current Prefix and Number: | KHP 680 |
| Proposed Prefix & Number:    | KHP 680 |
| b. Full Title:               | Sport and Fitness Marketing |
| Proposed Title:              | Sport and Fitness Marketing |
| c. Current Transcript Title (if full title is more than 40 characters): |  |
| Proposed Transcript Title (if full title is more than 40 characters): |  |
| d. Current Cross-listing:    | ☑ N/A OR Currently Cross-listed with (Prefix & Number): |
| Proposed – ADD Cross-listing (Prefix & Number): |  |
| Proposed – REMOVE Cross-listing (Prefix & Number): |  |
| e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type. |
| Current: | 1 Lecture | 0 Laboratory | 0 Recitation | 0 Discussion | 0 Indep. Study |
|          | 0 Clinical | 0 Colloquium | 0 Practicum | 0 Research | 0 Residency |
|          | 0 Seminar | 0 Studio | 0 Other – Please explain: |  |
| Proposed: | 1 Lecture | 0 Laboratory | 0 Recitation | 0 Discussion | 0 Indep. Study |
|           | 0 Clinical | 0 Colloquium | 0 Practicum | 0 Research | 0 Residency |
|           | 0 Seminar | 0 Studio | 0 Other – Please explain: |  |
| f. Current Grading System:   | ☑ Letter (A, B, C, etc.) | ☑ Pass/Fail |
| Proposed Grading System:     | ☑ Letter (A, B, C, etc.) | ☑ Pass/Fail |
| g. Current number of credit hours: | 3 |
| Proposed number of credit hours: | 3 |

---

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 3.3.0.6.2 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 3.3.0.6; 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?  
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**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:  

<table>
<thead>
<tr>
<th>Community-Based Experience</th>
<th>Service Learning</th>
<th>Both</th>
</tr>
</thead>
</table>

**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 |

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

**If YES, explain and offer brief rationale:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

### 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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**Note:**

6 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.
### 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 <a href="mailto:melody@uky.edu">melody@uky.edu</a></td>
<td>Melody Noland</td>
</tr>
</tbody>
</table>

### External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision³</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>
<td></td>
</tr>
<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

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³ 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](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?**  
   DL students will actively engage in the online classroom through weekly discussion boards and other technologies such as PPT, chat, and wikis. Likewise, students will be required to use downloadable lecture notes and PPT slides to complete purposeful activities. The course syllabus conforms to 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 the same as a classroom-based experience. The only difference is that DL students will engage in discussions and other purposeful activities online rather than a traditional classroom setting.

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. Class guidelines will be made explicit. Students enrolled in the course may only access the course through password-protected portals. Finally, the final exam will be administered online via Blackboard with an allotted time frame for completion.

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?**
   - No
   - If yes, which percentage, and which program(s)?
     N/A

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

Revised 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!**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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.</em></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> 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?</td>
<td><strong>Library and Learning Resources</strong></td>
</tr>
<tr>
<td>DL students will be made aware of services by the instructor during the 1st week of class. Likewise, students will be able to contact the instructor via phone or e-mail throughout the session, if necessary, regarding any questions/concerns about services offered. The instructor will ensure that all DL students have access to similar opportunities and services to students in a traditional classroom settings.</td>
<td><strong>6.</strong> How do course requirements ensure that students make appropriate use of learning resources?</td>
</tr>
<tr>
<td></td>
<td>All learning activities reflect specific competencies related to sport marketing and fitness. Through daily assignments and purposeful activities, the instructor can ensure that DL students are reading the assigned materials and making appropriate use of learning resources. All assignment, activities, as well as the final exam will allow DL students to demonstrate their mastery of course concepts.</td>
</tr>
<tr>
<td><strong>7.</strong> Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</td>
<td><strong>Student Services</strong></td>
</tr>
<tr>
<td>The course syllabus will provide details to students about access to labs, facilities, and equipment appropriate to the course. Since the course is offered online using Blackboard, the DL students will need access to a computer. DL students will be informed about computer access throughout campus. In addition, DL students will have access to Technology Customer Service Center and TASC.</td>
<td><strong>8.</strong> 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>)?</td>
</tr>
<tr>
<td>Yes. This will be made explicit in the syllabus.</td>
<td><strong>9.</strong> Will the course be delivered via services available through the Teaching and Academic Support Center?</td>
</tr>
<tr>
<td>Yes ☒ No ☐</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

Revised 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.

10. **Does the syllabus contain all the required components, below?**  [ ] Yes

   Instructor’s virtual office hours, if any.
   The technological requirements for the course.
   Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
   Procedure for resolving technical complaints.
   Preferred method for reaching instructor, e.g. email, phone, text message.
   Maximum timeframe for responding to student communications.

Language pertaining academic accommodations:
   o “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 jkarnes@email.uky.edu.”

Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
   o Carla Cantagallo, DL Librarian
   o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
   o Email: dllservice@email.uky.edu

11. **I, the instructor of record, have read and understood all of the university-level statements regarding DL.**

Instructor Name: Dr. Eddie Comeaux

Instructor Signature:

---

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

Revised 8/09
Professor: Dr. Eddie Comeaux  
Office: 222 Seaton Building  
Phone: (859) 257-2706  
Email: edcomeaux@uky.edu; I will respond to all e-mails within 24 hours  
Office Hours: I am available Monday – Saturday with Sunday off.

Course Prerequisites  
This course is open to all graduate students or consent of instructor

Course Description  
This interactive fully online course will examine the marketing process and the marketing plan related to sport and fitness.

Required Readings  
Assigned scholarly articles (access via Blackboard)

Course Structure  
This online 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.

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 be able to compare and contrast the interaction and impact of the five P’s upon each other.

Course Requirements

Attendance
Students are expected to attend the Discussion Area by participating in the discussion a minimum of three days per week. Participation is measured by recording the date of each entry a student makes on the system when that student interacts with the course in a meaningful way. Examples of meaningful interaction include responses to assignments, commenting on the work of others in critiques, discussion questions, or a question you might have for the faculty or the group.

For absence due to prolonged serious illness or personal emergency you are expected to contact the faculty as soon as possible. For absence due to technical problems, you are expected to contact the faculty immediately after notifying the appropriate technical support. Failure to notify the faculty will be considered a missed deadline. All assigned work must be completed regardless of the reason for absence.

Discussion Board
Students should be prepared to actively participate in the weekly discussion board. In the discussion thread, students are required to post their response to the weekly question(s) and, in turn, respond substantively to two of their peers. To answer the question adequately, you will need to: (1) demonstrate depth in your analysis through examples and elaboration; (2) provide critical analysis and reflection rather than just an expression of personal opinion; and (3) explicitly integrate (through quotes and direct references) ideas and concepts from the assigned text and notes to support your response.
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.

**Please note that you can access scholarly articles, books, and other resources through DL Interlibrary Loan Service:

Advertisement Exercise
Find 10 advertisements 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. Information about APA style is available at www.docstyles.com/apastudy.htm

Evaluation Criteria:
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%
Technical Requirements and Recommendations

Software (recommended)
- Microsoft Office (including Word, Excel, PowerPoint, Access, and Outlook)
- PDF reader, such as Adobe Acrobat Reader
  (Available free through https://download.uky.edu/)

Internet Browser (required)
- Firefox 3.5 (Cookies must be enabled; Pop-Blocker must be disabled)

Internet Connection (required)
DSL, cable, or any high-speed connection

Apps (required)
Java, JavaScript, Flash

Technical Support
Blackboard will serve as our online classroom. Students experiencing technical difficulty accessing Blackboard should contact Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-218-HELP). You can also contact the Teaching and Academic Service Center (TASC) at http://www.uky.edu/TASC/DL/BBsupport.php ; 859-257-8272.

Academic Accommodations
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 jkarnes@email.uky.edu.

Distance Learning Library Services
For information on DL library services, please visit Information on Distance Learning Library Services at http://www.uky.edu/Libraries/DLLS. Or, contact Carla Cantagallo, DL Librarian, at (859) 257-0500, ext. 2171; email: dllservice@email.uky.edu
Topical Outline

Module 1: The Special Nature of Sport Marketing

Read Chapter 1

- Global Marketing Strategy
- The Competitive Marketplace
- Sport Marketing Define
- Marketing Myopia in Sport
- The Slowly Growing Sport Marketing Profession
- The Uniqueness of Sport Marketing
- A Model of the Sport Industry
- Consolidation in the Sport Industry

Module 2: Strategic Marketing Management

Read Chapter 2

- Implementing a Sport Marketing Program
- Strategic Marketing Steps 1-5

Module 3: Data-Based Marketing and the Role of Research in Sport Marketing

Read chapter 5

- An Integrated Data-Based Approach to Marketing Sport
- Characteristics of an Ideal Data-Based Marketing System
- Building the DBM System
- Role of Marketing Research
- Types of Primary Market research Used in Sport
- Common Problems in Sport Marketing

Module 4: Market Segmentation

Read Chapter 6

- What is Market Segmentation?
- Four Bases of Segmentation?
- Integrated Segmentation Strategies and Tactics
Module 5: The Sport Product

Read Chapter 7

- What is the Sport Product?
- The Sport Product: Its Core and Extensions
- Key Issues in Sport Product Strategies

Module 6: Managing Sport Brands

Read Chapter 8

- Importance of Brand Equity
- Benefits of Brand Equity
- How Brand Equity is Developed

Module 7: Licensed and Branded Merchandise

Read Chapter 9

- What are Licensing and Branding?
- A History of License Products
- Industry Structure

Module 8: Pricing Strategies

Read Chapter 10

- Importance of Brand Equity
- Benefits of Brand Equity
- How Brand Equity is Developed

Module 9: Promotions

Read Chapter 11

- Advertising
- Advertising Media in Sport
- Promotional Concepts and Practices
- Promotional Components
Module 10: Sales

Read Chapter 12

- Sales Defined
- Direct Data-Based Sport Marketing
- Typical Sales Approaches Used in Sport
- Tips for Effective Implementation

Module 11: Promotional Licensing and Sponsorship

Read Chapter 13

- Sponsorship Defined
- Sponsorship’s Place Within the Marketing Mix
- The Growth of Sponsorship
- Evaluating and Ensuring Sponsorship Effectiveness
- Selling the Sponsorship
- Ethical Issues in Sponsorship

Module 12: Place or Product Distribution

Read Chapter 14

- Placing Core Products and Their Extension
- Theory of Sport and “Place”
- The Facility
- Evaluating Consumer Opinion

Module 13: Electronic Media

Read Chapter 15

- The electronic Media Landscape
- It’s Not just Play-by-Play
- The Digital Future
Module 14: Public Relations

Read Chapter 16

- Public Relations Defined
- Public Relations Function
- Media Impact on Sport Public Relations

Module 15: Coordinating and Controlling the Marketing Mix

Read Chapter 17

- Cross-Impacts Among the Five Ps
- Controlling the Marketing Function

Module 16: The Legal Aspects of Sport Marketing

Read Chapter 18

- What is Intellectual Property?
- Trademark Infringement
- Trademark and the Internet
- Ambush Marketing
- Unfair Competition and Unfair Trade Practices
- Copyright Law and Sport Marketing
- Patents
- Right of Publicity and Invasion of Privacy
- Emerging Issues

NOTE: The instructor retains the right to make changes, additions or deletions to the syllabus during the course of the session.
Bibliography


Sports and Entertainment Marketing, South-Western Publishing, Cincinnati, OH, 2001


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>Requirement</th>
<th>Points</th>
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</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     (40 written, 10 presentation)</td>
</tr>
<tr>
<td>Total</td>
<td>300 points</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>
</tr>
</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.