

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** KSS 4765
2. **Title (may not exceed 30 characters, including spaces):** Marketing in Sport
3. **Long title, if any (may not exceed 100 characters, including spaces):** Marketing in Sport
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2013
7. **Course description:** An analysis of fundamental theories and issues in sport marketing, grounded in traditional marketing principles. This course focuses on the unique application of the marketing mix to sporting events, including the conceptualization of sport fan identity and attachment, sport sponsorship relationships, and participative sport involvement.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

Not applicable
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

KSS 2761
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☒ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: A grade of "C" or better in KSS 2761.
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A

e. **Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: KSS Majors

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Non-KSS Majors

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A

10. **Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☒ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Examine historical and global perspectives in sport marketing.
Analyze the unique challenges of applying the marketing mix to sport organizations.
Examine the use of market research and the development of consumer insights with a focus on fan attachment, loyalty, and social identification.
Examine business-to-business partnerships in sport settings with a focus on promotional licensing, sponsorship, and branding.
Analyze the management function of coordinating and controlling the marketing mix and delivering a comprehensive marketing plan.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

Produce independent research in the area of sport consumer behavior.
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2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Exams U 50% G 50%	Marketing Plan U 25% G 15%	Case Study Assignments U 15% G 10 %	Article Analysis U 10% G 0%	Research Review *Grad Only U 0% G 25%
Examine historical and global perspectives in sport marketing.	✓		✓		
Analyze the unique challenges of applying the marketing mix to sport organizations.	✓	✓	✓	✓	
Examine the use of market research and the development of consumer insights with a focus on fan attachment, loyalty, and social identification.	✓	✓	✓	✓	✓
Examine business-to-business partnerships in sport settings with a focus on promotional licensing, sponsorship, and branding.	✓	✓	✓	✓	✓
Analyze the management function of coordinating and controlling the marketing mix and delivering a comprehensive marketing plan.	✓	✓			
<u>Grad only</u> -Produce independent research in the area of sport consumer behavior.					✓

3. Explain how the instructor will determine students' grades for the course:

<u>Evaluation criteria (undergraduate)</u>	<u>Grading Scale</u>	
Exams (Multiple choice, short answer, case study): 50%	90-100%	A
Marketing Plan (Develop a plan to comprehensively market a sport property): 25%	80-89%	B
Case Studies (Problem solving scenarios involving current industry issues): 15%	70-79%	C
<u>Article Analysis (Three page analysis of a popular sport marketing article): 10%</u>	60-69%	D
Total: 100%	<60%	F

<u>Evaluation criteria (graduate)</u>		
Exams (Multiple choice, short answer, case study, extended answer): 50%		
Marketing Plan (Develop a plan to comprehensively market a sport property): 15%		
Case Studies (Problem solving scenarios involving current industry issues): 10%		
<u>Research Review (10-15 page paper framing and analyzing sport consumer behavior scholarship): 25%</u>		
Total: 100%		

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** The EIU-approved online course management software will be used to provide a sound virtual learning environment for students enrolled in an online section of this course. 'Communication' tools will be used to promote synchronous and/or asynchronous discussion and analysis of key course topics by students. 'Quiz and survey' tools will be used to assess student learning and depth of content knowledge. 'Assignment dropbox' tools will be used to manage submission of learning activities, such as marketing plans, case studies, and article analyses. Online versions of the EIU-approved assessment rubrics will be used to assess writing and oral presentation skills. 'Grade book' tools will be used to assist with grade finalization and confidential grade posting.
- b. **Describe how the integrity of student work will be assured:** The integrity of student work will be assured by utilizing online assessment settings such as randomization of test questions from a question database, using short answer and essay questions to assess depth of content knowledge, limiting student views of each question, and limiting the amount of time for each assessment to be completed. The integrity of student writing will be assured through the use of the EIU-approved anti-plagiarism software. This software will help ensure original authorship of writing samples submitted by students.
- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
Regular interaction between student and instructor will be maintained through the use of EIU e-mail, the online learning software 'mail' tool, the 'chat' function of the learning management system, the 'discussion' function of the learning management system, and web-based conferencing technologies. Student-to-student interaction during weekly synchronous and/or asynchronous threaded discussions and chats focusing on course concepts and principles will be supported through the use of the online learning software's 'chat' and 'discussions' tools.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

a. course objectives

Foster a depth of content knowledge, critical thinking, problem solving and advanced scholarship by producing independent research in the area of sport consumer behavior

b. projects that require application and analysis of the course content

Research Review Paper

c. separate methods of evaluation for undergraduate and graduate students.

Graduate students complete a research review paper that is worth 25% of their grade. Additionally, graduate students will be assigned leadership roles in the group marketing plan projects.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

W.I.

PART III: OUTLINE OF THE COURSE

Week 1	The Special Nature of Sport Marketing – Global Strategies, The Marketplace, Unique Nature of Sport Marketing
Week 2	Strategic Marketing Management – Implementing a Sport Marketing Program, The 5-step Process, Ensuring Success
Week 3	Studies of Sport Consumers – Types of Sport Consumer Studies, Reading Sport Consumer Studies
Week 4	Perspectives in Sport Consumer Behavior – Socialization, Involvement, Commitment, Individual, Environment
Week 5	Data-based Marketing and the Role of Research in Sport Marketing – DBM, CRM, Market Research, Data Analysis
Week 6	Market Segmentation – Role of Segmentation, Four Bases of Segmentation, Integrated Strategies
Week 7	The Sport Product – Defining the Sport Product, Core Product, Product Extensions, Sport Product Strategy
Week 8	Managing Sport Brands – Importance & Benefits of Brand Equity, Building Brand Equity, Team Brand Associations
Week 9	Licensed and Branded Merchandise – History of Licensed Products, Industry Structure, Trends/Issues in Licensing
Week 10	Pricing Strategies – Standard Approaches, Special Pricing Factors in Sport, Price and Value
Week 11	Promotions – Advertising of and through Sport, Promotional Concepts, Promotional Components
Week 12	Sales – Typical Approaches to Selling Sport, Ticket Sales Training, Sport Sales Structures
Week 13	Promotional Licensing & Sponsorship – Benefits of Sponsorship, Evaluating and Ensuring Sponsorship Effectiveness
Week 14	Place/Product Distribution – The Sportscape, Marketing Channels, Product-Place Matrix
Week 15	Public Relations – PR Functions, Media Impacts on PR, Strategic Planning, Utilizing Electronic Media

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The Commission for Sport Management Accreditation (COSMA), the discipline's recognized international accrediting body, has identified 'sport marketing' as an essential content area for an undergraduate sport management curriculum. It will more fully satisfy COSMA's content standards for sport marketing than the current publicity-based course required for sport management students.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

N/A

- b. If the course or some sections of the course may be technology delivered, explain why.**

A section of this course may be technology-delivered when student demand from KSS sport management students justifies it.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Assigning this course at the 4000 level requires KSS students to successfully complete the prerequisite, KSS 2761: Introduction to Sport Management. This will help students acquire the foundational content knowledge of the sport industry prior to studying how essential marketing principles are practically applied in the sport setting.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

Justification for this course's revision is highlighted by new program accreditation standards established by the Commission on Sport Management Accreditation ([COSMA](#)) calling for a stand-alone course focused on sport marketing.

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

KSS 4762 will be deleted from the sport management concentration.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

Requirement for KSS Sport Management concentration (major). COSMA has established standards for "Excellence in Sport Management Education." A course focused on Sport Marketing is

identified as a “key content area.” Also, offering an online section of this course will satisfy increasing demands from students for online courses and allow for enhanced off-campus outreach of the KSS department’s academic courses and programs.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course will be a prerequisite to the KSS graduate program concentration in Sports Administration and an elective for other graduate concentrations.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:**

Dr. Clinton Warren or other qualified KSS sport management faculty. Online sections may be taught by faculty who have met the technology delivered policy of CAA.

- 2. Additional costs to students:**

No additional costs beyond textbook rental

- 3. Text and supplementary materials to be used (Include publication dates):**

Mullin, Hardy, & Sutton. (2007). *Sport Marketing*. Human Kinetics; Champaign, IL.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: January 18, 2013

Date approved by the college curriculum committee: February 11, 2013

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer

papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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