PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: ECN 3720
2. Title (may not exceed 30 characters, including spaces): Sports Economics
3. Long title, if any (may not exceed 100 characters, including spaces):
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: 2009
7. Course description (not to exceed four lines):
The application of the principles of economics to evaluate professional and amateur sports, focusing on issues such as league structure, team decision-making, labor relations, stadium financing, and the role of public policy.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

   b. 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.
      ECN 2802G

   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): None

   e. Repeat status:  ☒ Course may not be repeated.
      □ Course may be repeated to a maximum of hours or times.

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

   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
      Freshman standing.

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None

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

11. Instructional delivery method:  ☒ lecture  □ lab  □ lecture/lab combined  □ independent study/research
      □ internship  □ performance  □ practicum or clinical  □ study abroad  □ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course.

Students enrolled in this course will:

1) Apply the techniques of applied microeconomics as it pertains to the sports industry
2) Analyze the demand for sports, the possibility of price discrimination and the use of market power
3) Understand the impact of marketing and advertising on sports and the commercialization of sports
4) Understand the role of leagues and league structure in professional sports
5) Analyze the results of labor-management negotiations and the rise of unions in professional sports
6) Evaluate whether professional sports teams create enough economic activity to justify government subsidies
7) Evaluate and explain the various facets and roles of the NCAA

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   - EIU graduates will write and speak effectively.
   - EIU graduates will think critically.
   - EIU graduates will function as responsible citizens.

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:
   - Depth of content knowledge
   - Effective critical thinking and problem solving
   - Effective oral and written communication
   - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

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<th>Objective 1</th>
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<td>Mid-term exam</td>
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<td>Final exam</td>
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<td>Completion of assigned projects</td>
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<td>In-class oral presentations</td>
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3. Explain how the instructor will determine students’ grades for the course:

- One mid-term exam: 20% of the total grade
- Final exam: 20% of the total grade
- Assigned projects: 25% of the total grade
- Oral presentations: 25% of the total grade
- Attendance and participation: 10% of the total grade

1. 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:
   b. Describe how the integrity of student work will be assured:
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.):

Not applicable.

2. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

Not applicable.

3. 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 *.)

Not applicable.

PART III: OUTLINE OF THE COURSE

Week One: The Business of Sports
   Putting the business of sports in perspective
   Scarcity in sports
   Demand theory in sports
   Lessons from demand
   Market power
   Willingness to pay and consumer surplus
   Price elasticity, total revenue, and marginal revenue
   Lessons derived from marginal analysis
   Price discrimination in sports

Week Two: The Media in Sports
   Ads and preference formation
   Basics of the sports broadcast rights market
   Sports leagues and their broadcast rights
   Media provider ownership of sports teams
   The concept of marginal revenue product and its application to sports

Week Three: Profit-Maximizing Owners
   The short run versus the long run
   Short-run and long-run production and costs
   Profit analysis
   Profits and quality choice in the long run
   Real-world case studies

Week Four: Market Structure in Sports and Market Outcomes
   Leagues' location, expansion and negotiations
   Making play and profits
   Territory definition and protection

Week Five: Competitive Imbalance
   Remedies for competitive imbalance
   Real-world case studies
PART IV: PURPOSE AND NEED

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

The sports industry is ever so present in our daily lives and its economics affects many communities throughout the nation, and indeed throughout the world. The significant variety of sports within this industry will allow students to study several areas of economics in a single course. In addition to basic economic principles, this course traverses other economic theories, including industrial organization, public finance, and labor economics applied to one industry to help inform policy.

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.

Not applicable.
b. If the course or some sections of the course may be technology delivered, explain why.
Not applicable.

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

This course is appropriate for sophomores, juniors, and seniors and the 3000-designation qualifies it for undergraduate elective credit. The course content requires prior knowledge of Principles of Macroeconomics (ECN 2801G) and Principles of Microeconomics (ECN 2802G), and these two courses have been identified as prerequisites for the course.

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.
   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.
Not applicable.

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.
   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.

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.

This course will count as an approved elective for the Economics major and minor.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: This course may be assigned to Dr. Teshome Abebe, Dr. Dr. Ali Moshtagh, Dr. Tim Mason or any other qualified economics faculty member.

1. Additional costs to students: None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

2. Text and supplementary materials to be used (Include publication dates):


PART VI: COMMUNITY COLLEGE TRANSFER

Not applicable.
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.

Not applicable.

PART VII: APPROVALS

Date approved by the department or school: September 17, 2008

Date approved by the college curriculum committee: October 3, 2008

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

Date approved by CAA: November 6, 2008

*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).