

07-22  
App. 11/13/07  
Info. 12/4/07

**Undergraduate Distance Education Review Form**  
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

**Existing and Special Topics Course**

Course: HPED 445 Business Practices in Sport

Instructor(s) of Record: Richard Hsiao, M.S., M.B.A., Ph.D.

Phone: 724-357-0123

Email: hsiao@iup.edu

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**Step One: Proposer**

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Richard Hsiao has taught this course, HPED 445 Business Practices in Sport in the traditional classroom setting at IUP. He not only taught this course using a face-to-face format, but has also taught numerous other sport management courses using the distance education method, including HPED 292 Introduction to Sport Management and HPED 641 Organization and Administration of Aquatic Programs. He has experience teaching other sport management-related courses at the Florida State University prior to coming to IUP. Dr. Richard Hsiao has also completed several distance education workshop hosted by the IUP Instructional Design Center (IDC), including a 12-hour advanced WebCT workshop and Wimba-Live classroom workshop. He also frequently provides Peer-to-Peer blogging technology workshops for the IUP faculty.

2. How will each objective in the course be met using distance education technologies?

Objective A - Construct a sales plan for a component of the sports industry.

How Objective A will be met - Assigned readings will provide an introduction of the sports industry, as well as cover construction of a sales plan. In addition, practical sport business-related websites will be introduced to enhance students' interest and learning motivation. Students will also be required to participate in discussions with his/her group members by using the live classroom function.

Objective B - Understand the process and strategies of promotional licensing.

How Objective B will be met - Students will be knowledgeable about the process of promotional licensing by reading required course-related materials. Students will be able to identify and select the most suitable marketing strategies and model required for promotional licensing. A group paper related to strategies and promotion will be given to enhance student comprehension and assist students in understanding the necessity and importance of process and strategies within the area of the sport business industry.

Objective C - Analyze the interaction between various media forms and the sports industry.

How Objective C will be met - Course-related readings include a wide range of perspectives that include various media outlets, technology of media and the relationship between sport

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business and media. Readings and case study will provide introductory level material to facilitate the students' learning experience and critical thinking.

Objective D - Implement a fundraising package.

How Objective D will be met - Readings related to fundraising issues, such as fundraising guidelines, fundraising package design, and tips for effective fundraising campaigns will be assigned. In addition, discussion related to sport industry fundraising issues will be held on the discussion board, so students will be able to get a further understanding about the fundamental concepts related to fundraising. These activities should enhance the students' professional knowledge of being a good sport manager and how to launch a successful fundraising campaign.

Objective E - Implement a marketing plan for a sport product or service.

How Objective E will be met - Readings highlighting the organization, management, promotion and marketing of sport products, including tangible and intangible products will assigned to students. These readings will help students gain an in-depth understanding about how to develop a sport marketing plan and equip them with necessary skills in terms of working in the sport business industry. Video clips related to the implementation of sport marketing plans will be viewed by students during a live classroom session. Discussion questions will be prepared to enrich students understanding of marketing plans. After completing related reading assignments, viewing selected videos and participating in class discussions, the students will be required to write a sport business/marketing plan paper.

Objective F - Examine the interaction between the sponsors and the sports industry.

How Objective F will be met - Readings and case studies related to the basic concepts of sport sponsorships will be assigned. Through the case studies, students will apply theories and concepts learned towards the application of efficient sponsorship techniques within the sport industry.

Objective G - Apply financial planning strategies to sports organizations.

How Objective G will be met - Related readings will be assigned to students. Students will further understand the function and structure of sport financial planning and will be asked to create a financial plan, incorporating concepts such as short-term planning, long-term planning and budgeting for sport organizations.

Objective H - Examine the interaction between media outlets and sports organizations.

How Objective H will be met - Different forms of media will be introduced and the relationship between media outlets and sport organizations will be highlighted. Analysis and examination of the interaction between sports and media will be provided through the live classroom discussion board. Topic-related reading materials will be assigned to increase students' interest and understanding of the materials. In addition, case studies related to sport media will be assigned to facilitate students' learning and understanding.

In summary, WebCT technologies for distance education will be applied to meet the above objectives. The design of this course will focus on students' learning, motivation and satisfaction. The instructor will implement use of modules, chat rooms, discussion boards and the live classroom to facilitate teaching and discussion. Each student is required to submit his/her questions, opinions and comments at the end of each module and is required to participate in all discussions. This approach is being used to foster learning efficiency for each individual student and encourage self motivation and discipline.

3. How will instructor-student and student-student, if applicable, interaction take place?  
The online software affords opportunities for students to be involved in the class with the instructor and other students via an active online bulletin board, chat room, e-mail, assignments drop box, and discussion board. With the Wimba live classroom environment, students will have an opportunity to speak with his/her instructor through a microphone or a telephone. Students also can interact with the instructor through a Web camera. Assignments will prompt students to complete a self-test of their understanding of the text content and discuss results with the instructor.
  
  4. How will student achievement be evaluated?  
The course is divided into 3 units, with each unit containing 5 modules for a total of 15 modules. After each unit, tests will be administered using WebCT technology for a total of 3 exams for the course. In addition, six real life case studies will be assigned to facilitate students' critical and creative thinking. Also, two sessions of discussion board communications will be conducted to enhance the understanding of the course contents and to enhance students' interests, motivation and satisfaction.
  
  5. How will academic honesty for tests and assignments be addressed?  
A wide variety of evaluation methods will be used including exams, discussion board and blog postings so that students are evaluated on a wide scope to identify academic dishonesty. All evaluation techniques will use all the safe guards available. The WebCT software provides several functions for the instructor to prevent academic dishonesty. The instructor has full control of the exam time. The instructor also has the option of only allowing students to take the exams on certain computers. WebCT also has a function that allows the computer to randomly select test questions from a question bank in order to make sure students get different questions. All of the above examples are methods for the instructor to prevent academic dishonesty.
- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**Step Two: Departmental/Dean Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Robert Kestelink (Chair Dept Curriculum Cmt) 9/27/07  
Erin [Signature] (Dept. Chair) 9/27/07  
 Signature of Department Designee Date

Endorsed: Parleen [Signature]

Signature of College Dean

Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

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**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:

Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist  
Signature of Committee Co-Chair

11/13/07  
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

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**Step Four: Provost Approval**

Approved as distance education course

Rejected as distance education course

[Signature]  
Signature of Provost

1/15/07  
Date

Forward form and supporting materials to Associate Provost.

## SYLLABUS OF RECORD

### I. Catalog Description

HPED 445 Business Practices in Sport

3 class hours  
0 lab hours  
3 credits  
3c-01-3cr

Focus will be on the application of business practices to operate a successful sports organization. Topics emphasized are promotion in sport, sport marketing, financing a sports organization, sport sponsorships, sales practices, public relations strategies, and media interaction. The unique application to the sport industry will be emphasized.

Prerequisite: HPED 292, HPED 302

### II. Course Objectives

Upon completion of this course the student will be able to:

1. construct a sales plan for a component of the sports industry.
2. understand the process and strategies of promotional licensing.
3. analyze the interaction between various media forms and the sports industry.
4. implement a fundraising package.
5. implement a marketing plan for a sport product or service.
6. examine the interaction between the sponsors and the sports industry.
7. apply financial planning strategies to sports organizations.
8. examine the interaction between media outlets and sports organizations.

### III. Detailed Course Outline

- |   |         |
|---|---------|
| A. Introduction to Business Practices in Sport    | 3 hours |
| 1. Sport franchises                               |         |
| 2. Collegiate sports                              |         |
| 3. Amateur sports                                 |         |
| 4. Scholastic sports                              |         |
| 5. Youth sports                                   |         |
| B. Promoting a Sports Organization                | 4 hours |
| 1. Philosophy of a promotion plan                 |         |
| 2. Promotion strategies                           |         |
| 3. Planning a promotion package                   |         |
| 4. Implementing a promotion package               |         |
| C. Sport Marketing                                | 8 hours |
| 1. Market segmentation                            |         |
| 2. Marketing mix                                  |         |
| 3. Marketing potential                            |         |
| 4. Sport product and price of sport               |         |
| 5. Target market decisions in sport organizations |         |
| 6. Consumer behavior of sports fans               |         |
| 7. Exam   |         |
| D. Fiscal Management in Sport Organizations       | 8 hours |
| 1. Budget planning                                |         |
| 2. Cost containment                               |         |
| 3. Pricing strategies                             |         |
| 4. Revenue sources                                |         |
| 5. Financing sport franchises                     |         |

- E. Sport Sponsorship 3 hours
  - 1. Endorsements and licensing
  - 2. Corporate sponsors
  - 3. Solicitation
  
- F. Sales Practices in the Sport Industry 8 hours
  - 1. Sales strategies
  - 2. Food vendors
  - 3. Fundraising
  - 4. Merchandising and sports apparel
  - 5. Pro shops
  
- G. Media Relations Strategies 4 hours
  - 1. Media outlets
  - 2. Media contacts
  - 3. Sports broadcasting
  - 4. Sports cable networks
  
- H. Public Relations Strategies 4 hours
  - 1. Relating to the fan base
  - 2. Community relations strategies
  - 3. Interventions during times of poor publicity
  - 4. Exam
  
- I. Culminating Activity 2 hours

**IV. Evaluation Methods**

Evaluation of the students will consist of:

Examinations	25%
Practical Application Projects	20%
Article Critiques	15%
Research Paper	15%
Marketing Group Project	15%
Sales Presentation	10%

Students will critique articles, complete projects that simulate a sport manager's duties, complete a research paper, complete a group marketing project, and exhibit a sales presentation, and complete examinations of course content.

**V. Example Grading Scale**

Grading Scale:

90 – 100 %	A
80 – 89 %	B
70 – 79%	C
60 – 69%	D
Below 60%	F

**VI. Attendance Policy**

Appropriate attendance is a necessity for success in this course. For that reason an attendance policy will be used that may influence a student's success in the course. A large number of assignments and projects will take place during class meetings. Therefore, a student who misses these activities will jeopardize their success in the course.

**VII. Required Textbook**

Foster, G., Greyser, S.A., & Walsh, B. (2006). *The business of sports: Text and cases on strategy and management*. Independence, KY: Thomson South-Western.

*Street and Smith's Business Journal*. Current Subscription.

**VIII. Special Resource Requirements**

None

**IX. Bibliography**

Fried, G., Shapiro, S.J., & Deschraver, T.D. (2003). *Sport finance*. Champaign, IL: Human Kinetics.

*Journal of Sport Management*. (1999-2005). Champaign, IL: Human Kinetics.

*International Journal of Sport Management*. (1999-2005). Boston: American Press.

Li, M. Hofacre, S., & Mahony, D. (2001). *Economics of sport*. Morgantown, WV: Fitness Information Technology.

Miller, L., Shaad, S., Burch, D., & Turner, R. (1999). *Sales success in sports marketing*. Newton, KS: Mennonite Press.

Milne, G.R. & McDonald, M.A. (1999). *Sport marketing: managing the exchange process*. Boston: Jones and Bartlett Publishers.

Morgan, W.J., Meier, K.V., & Schneider, A.J. (2001). *Ethics in sport*. Champaign, IL: Human Kinetics.

Parkhouse, B.L. (2005). *The management of sport (4<sup>th</sup> ed.)*. New York: McGraw Hill.

Pitts, B.G. & Stotlar, D.K. (2002). *Fundamentals of sport marketing (2<sup>nd</sup> ed.)*. Morgantown, WV: Fitness Information Technology.

Rosner, S.R. & Shropshire, K.L. (2004). *The business of sports*. Boston: Jones and Bartlett.

Ruxin, R.H. (2004). *An athlete's guide to agents (4<sup>th</sup> ed.)*. Boston: American Press.

Sawyer, T.H., Hypes, M., & Hypes, J.A. (2004). *Financing the sport enterprise*. Champaign, IL: Sagamore.

*Street & Smith's Sports Business Journal* (1999-2005). Charlotte, NC: American City Business Journal.

*Catalog Description*

HPED 445 Business Practices in Sport

3c-01-3cr

Focus will be on the application of business practices to operate a successful sports organization. Topics emphasized are promotion in sport, sport marketing, financing a sports organization, sport sponsorships, sales practices, public relations strategies, and media interaction. The unique application to the sport industry will be emphasized.

Prerequisite: HPED 292, HPED 302

**INDIANA UNIVERSITY OF PENNSYLVANIA  
DEPARTMENT OF HEALTH & PHYSICAL EDUCATION  
SPORT MANAGEMENT PROGRAM  
SPRING 2008**

**HPED 445-001 BUSINESS PRACTICES IN SPORT**

**I. GENERAL INFORMATION**

Instructor:	Richard Hsiao
Office Phone:	(724) 357-0123
Office Email:	<a href="mailto:hsiao@iup.edu">hsiao@iup.edu</a>
Office Hours:	By appointment
Day and Time:	Online

**II. COURSE DESCRIPTION**

Focus will be on the application of business practices to operate a successful sports organization. Topics emphasized are promotion in sport, sport marketing, financing a sports organization, sport sponsorships, sales practices, public relations strategies, and media interaction. The unique application to the sport industry will be emphasized.

**III. OBJECTIVES**

Upon completion of this course the student will be able to:

1. Construct a sales plan for a component of the sports industry.
2. Understand the process and strategies of promotional licensing.
3. Analyze the interaction between various media forms and the sports industry.
4. Implement a fundraising package.
5. Implement a marketing plan for a sport product or service.
6. Examine the interaction between the sponsors and the sports industry.
7. Apply financial planning strategies to sports organizations.
8. Examine the interaction between media outlets and sports organizations.

**IV. REQUIRED TEXTS**

Pitts, B.G. & Stotlar, D.K. (2007). *Fundamentals of sport marketing (3<sup>rd</sup> ed.)*. Morgantown, WV: Fitness Information Technology.  
*Street & Smith's Sports Business Journal* Current Subscription

**V. GRADING/EVALUATION**

**Class Participation:** Each student is expected to participate professionally in this online learning environment. This includes not only verbalizing the student's own thoughts but also providing the student's peers the courtesy of listening to their contributions, while taking good notes, and asking constructive questions. Each student is expected to have read the assigned material in advance and be prepared to discuss the material with supporting references.

**Course Expectations:** Assignments are due on or before their assigned date. No assignments will be accepted late, unless prior arrangement has been made with the instructor. Please make proper planning for testing dates. Missing an examination date shall require written Documentation in order to take a make-up examination. Please plan appropriately.



**Quizzes:** To instill motivation to attend class and complete assigned readings on time, three quizzes will take place during the semester. A quiz cannot be made up if you miss class when it is administered.

**Sport Business/Marketing Plan: Get real entrepreneurial experience!!**

Students may work as an individual or in work groups of no more than 5 for the purpose of developing a comprehensive marketing plan. Your group will prepare an original business plan for an invented (not currently in existence) sport business, organization, or product. The sport business, organization, or product may be a sporting goods retail business, college athletics department or team, a professional team or sport, parks & recreation league, a single sport event, a business such as a fitness center or country club, or a sport product such as a piece of equipment, apparel, or other item. You must treat this as if you are actually going to go into business. Every aspect of the plan must be as realistic as possible. You must research thoroughly and present data where applicable throughout the paper. The topic must be approved no later than the fifth class date. A detailed outline of the business plan (and any other finished parts) must be reviewed by Dr. Hsiao. An outline is due no later than the fifth class during class period that day. Completed marketing plans are due no later than the last class of the semester and must be turned in during that class period. No late papers will be accepted.

**Outline to follow for the Sport Business/Marketing Plan:**

Each section will be discussed at length in class. The plan must include but is not limited to the following:

1. Title Page
2. Table of Contents
3. A List of Exhibits
4. Description of Business or Product
  - Include a mission statement if appropriate
5. Logo
6. Financial Analysis
  - Include all product costs
7. Positioning the Product
8. Sport Industry Analysis
  - Include description of industry segment
  - Competitive analysis
9. Consumer Analysis
10. Marketing Objectives
  - Introduction
  - Three year plan
11. Marketing Mix
  - Product, price, promotional strategies, place
12. Promotional Objectives, Methods, & Mix
  - Logo
  - Advertising materials
  - Sales promotions materials
13. Timetables
14. Bibliography

**Presentation: Practice giving sport business presentations!!** Present either your sport business plan to the class. Presentations will begin in November. Keep the presentation time to 10-15 minutes and the question/discussion time to 5 minutes (20 minutes total).

**Case Study Papers:** Answer the questions for discussion for each assigned case study. The case study and questions for discussion can be found at the end of the assigned chapters. You are expected to clearly write your responses after reading the case. I am more interested in your opinion so, please do not summarize the whole case. You need to type it with Microsoft Word software and save it as ".doc" file and upload the file to the "Assignment" section on WebCT. The answers to the case study discussion questions are due on the assigned due dates.

**Weekly Article Critiques:** Select one article from Street & Smith's Sports Business Journal about an interesting sports topic related to sport business and post it on the class blog (<http://sport-business.blogspot.com>) before each live classroom discussion section. You need to write at least two or three paragraphs expressing your opinion about the article you have chosen. For example: "Do you agree or disagree? Why or why not?" "How do you feel this article will impact the sport industry regarding sport business?" Come to class ready to discuss your topic for 3-5 minutes.

## **VI. COURSE OUTLINE**

### **Unit I – The Sport Business Industry (Modules 1-5)**

#### **MODULE 1**

Chapter 1: "The Sport Business Industry" (Objective 1)

Completion date:

#### **MODULE 2**

Chapter 2: "The Global Market for the Sport Industry" (Objective 2)

Completion date:

#### **MODULE 3**

Chapter 3: "Sport Marketing Theory" (Objective 5 & 6)

Completion date:

#### **MODULE 4**

Chapter 4 "Sport Marketing Research" (Objective 5 & 7 )

#### **MODULE 5**

Chapter 5 "Segmentation, Targeting, and Positioning in Sport Business" (Objective 4)

Unit I Evaluation

Completion date:

### **Unit II – The Product in the Sport Industry (Modules 6-10)**

#### **MODULE 6**

Chapter 6: "Marketing Information Systems" (Objective 5, 6 & 7)

Completion date:

#### **MODULE 7**

Chapter 7: "The Marketing Mix and the Sporting Industry" (Objective 4, 5, 6 & 7)

Completion date:

#### **MODULE 8**

Chapter 8: "The Product in the Sport Industry" (Objective 1 & 2)

Completion date:

#### **MODULE 9**

Chapter 9: "Pricing Strategies for the Sport Industry" (Objective 1, 2 & 7)

Completion date:

#### **MODULE 10**

Chapter 10: "Marketing Channels and Distribution Decisions in the Sport Business Industry" (Objective 3 & 6)

Completion date:

Unit II Evaluation  
Completion date:

**Unit III – Media Relations in Sport (Modules 11-14)**

MODULE 11  
Chapter 11: “Promotion in the Sport Industry” (Objective 3 & 8)  
Completion date:

MODULE 12  
Chapter 12: “Media Relations in Sport” (Objective 3 & 8)  
Completion date:

MODULE 13  
Chapter 13: “Marketing Through Endorsements and Sponsorships” (Objective 2, 4 & 6)  
Completion date:

MODULE 14  
Chapter 14: “Using Licensing and Logos in the Sport Industry” (Objective 5 & 8)

Unit III Evaluation  
Completion date:

**VII. GRADING**

Participation(Group discussion and live classroom):	15%
Quizzes (3)	30%
Sport Business (Marketing) Plan Paper/Presentation:	30%
Case Studies (2)	10%
Weekly Article Critiques (10):	<u>15%</u>
Total:	100%

90%	=	A
89% - 80%	=	B
79% - 70%	=	C
69% - 60%	=	D
59%	=	F

**VIII. THE IUP ACADEMIC HONOR CODE**

The Academic Honesty Policy of the Indiana University of Pennsylvania is based on the premise that each student has the responsibility to: 1) uphold the highest standards of academic integrity in the student’s own work, 2) refuse to tolerate violations of academic integrity in the academic community, and 3) foster a high sense of integrity and social responsibility on the part of the university community (IUP Student Handbook – Academic Integrity Policy and Procedures, see <http://www.iup.edu/registrar/catalog/acapolicy>).  
**\*\*\*Representing another’s work for your own, cheating, or plagiarism will not be tolerated and will result in an “F” grade for the course and possible university imposed disciplinary actions.**

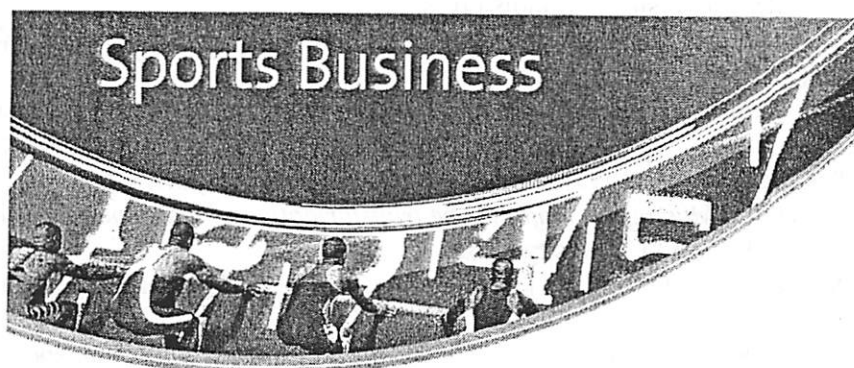
**IX. REFERENCES**

Foster, G., Greyser, S.A., & Walsh, B. (2005). *The business of sports: Text and cases on strategy and management*. Independence, KY: Thomson South-Western.

- Fried, G., Shapiro, S.J., & Deschriver, T.D. (2003). *Sport finance*. Champaign, IL: Human Kinetics.
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- International Journal of Sport Management*. (1999-2007). Boston: American Press.
- Li, M., Hofacre, S., & Mahony, D. (2001). *Economics of sport*. Morgantown, WV: Fitness Information Technology.
- Miller, L., Shaad, S., Burch, D., & Turner, R. (1999). *Sales success in sports marketing*. Newton, KS: Mennonite Press.
- Milne, G.R. & McDonald, M.A. (1999). *Sport marketing: managing the exchange process*. Boston: Jones and Bartlett Publishers.
- Morgan, W.J., Meier, K.V., & Schneider, A.J. (2001). *Ethics in sport*. Champaign, IL: Human Kinetics.
- Parkhouse, B.L. (2005). *The management of sport (4<sup>th</sup> ed.)*. New York: McGraw Hill.
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- Rosner, S.R. & Shropshire, K.L. (2004). *The business of sports*. Boston: Jones and Bartlett.
- Ruxin, R.H. (2004). *An athlete's guide to agents (4<sup>th</sup> ed.)*. Boston: American Press.
- Sawyer, T.H., Hypes, M., & Hypes, J.A. (2004). *Financing the sport enterprise*. Champaign, IL: Sagamore.
- Street & Smith's Sports Business Journal* (1999-2007). Charlotte, NC. American City Business Journal.

## MODULE 1

### THE SPORT BUSINESS INDUSTRY



#### OBJECTIVES:

1. To understand the market forces that create the need for enlightened sport business/marketing strategies in the sport industry.
2. To understand sport business myopia and other obstacles to successful business strategy.
3. To recognize the components of the sport product and of the sport industry
4. To recognize the factors that makes sport business industry a unique enterprise.

#### ASSIGNMENTS:

1. Read Chapter 1 of the textbook "The Sport Business Industry".
2. Look over the PowerPoint slides prepared by the instructor and post any questions you have on Discussion Board.
3. Review the Key Words found on the Title page of Chapter 1 in the top right corner.
4. Post your first article critique on the course blog (<http://sport-business.blogspot.com>). The instructions are as follows:
  - a. You need to connect to the web page using the link provided above.
  - b. Scroll down until you see "Archives" on the left hand side. Click on "XX 2008."
  - c. You will see "xx 2008 Post your weekly SBJ critiques here". Under this heading, click "Comments".
  - d. A pop-up box will come on the screen. In this box, type your weekly critique. When you are finished, choose "other" on the "choose an identity" column. Then make sure you type in your full name.
  - e. Click "Publish your comment" to post your critique and then you are finished.
5. Post a short statement on the Discussion Board in the Communication section to highlight one concept that you learned in this module that you think is the most important point in this chapter.
6. Post any questions about this module that you may have on the Discussion board in the Communication section so that others in the class can benefit from your questions.
7. The information from this module will be included in the Unit I Test.
8. All assignments and readings related to module 1 need to be completed by \_\_\_\_\_.

### ADDITIONAL RESOURCES:

1. Adelman, M. (1986). *A sporting time: New York City and the rise of modern athletics, 1820–1870*. Urbana, IL: University of Illinois Press.
2. Cruise, D., & Griffiths, A. (1991). *Net worth: Exploding the myths of pro hockey*. Toronto, ON: Penguin Books.
3. Gorman, J., & Calhoun, K. (1994). *The name of the game: The business of sports*. New York: Wiley Press.
4. Gorn, E., & Goldstein, W. (1993). *A brief history of American sport*. New York: Wang and Hill.
5. Leifer, E.M. (1995). *Making the majors: The transformation of team sports in America*. Cambridge, MA: Harvard University Press.
6. Pride, W. M., & Ferrell, O.C. (1991). *Marketing concepts and strategies*. Boston: Houghton Mifflin company.
7. Quirk, J., & Fort, R.D. (1997). *Pay dirt: The business of professional team sports* (2nd ed.). Princeton, NJ: Princeton University Press.
8. The NASPE/NASSM curriculum guidelines are explained in greater detail in the following article: NASPE/NASSM Joint Task Force on Sport Management Curriculum and Accreditation. (1993). Standards for curriculum and voluntary accreditation of sport management education programs. *Journal of Sport Management*, 7, 159–170.