

**KINE 5370 – SPORT MARKETING: THEORY & PRACTICE**  
**FALL 2017**  
**College of Health Sciences**  
**Department of Kinesiology**

*KINE 5370 is a required course for the Master of Science in Sport Management*

**Instructor:** Ryan K. Zapalac, Ph.D.  
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Office Hours: 2:30 pm – 4:30 pm MW, 12:00 pm – 3:00 pm TTh (Main Campus);  
4:00 pm – 5:30 pm T (TWC) or by appointment – emailing to set an  
appointment is always recommended.  
Skype ID: dr.ryan.k.zapalac

**Meeting Place / Time:** The Woodlands Center, Room 236, T 6:00 pm – 8:50 pm

**Text/Readings:** Mullin, B.J., Hardy, S., & Sutton, W.A. (2014). *Sport marketing* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics. **ISBN: 1-4504-2498-8 or 978-1-4504-2498-1 (Required)**

Newman, T., Peck, J. F., Harris, C., & Wilhide, B. (2013). *Social media in sport marketing*. Scottsdale, AZ: Holcomb Hathaway, Publishers.  
**ISBN: 978-1-934432-78-5 (print) or 978-1-934432-93-8 (e-book) (Required)**

Semester subscription (16 weeks) to *Sports Business Journal* (**Subscription information included at the end of the syllabus and on Blackboard – Required for KINE 5362 & 5370**)

American Psychological Association. *Publication manual for the American Psychological Association* (6th ed.). (2009). Washington, D.C.: APA. **ISBN: 1433805618 (Required for Master's program)**

Lee, J. W. (Ed.). (2010). *Branded: Branding in sport business*. Durham, NC: Carolina Academic Press. **ISBN: 978-1-59460-506-2 (Recommended)**

Wann, D.L., Melnick, M.J., Russell, G.W., & Pease, D.G. (2001). *Sport fans: The psychology and social impact of spectators*. New York: Routledge. **ISBN: 0-415-92463-4 (Recommended)**

Students will be distributed a variety of handouts, case studies, and research articles throughout the semester.

**Course Description:** This course covers the essentials of sport marketing which includes planning, promotions, operations, and market analysis. The fundamental principles used in the marketing of sport, products, events, and the importance of service quality will also be examined. Current research findings will be utilized to help guide effective marketing strategy development in the sport industry. Students will also critically analyze current industry issues and devise practical solutions that can be employed within an organization. This course is designed to give students “real world” marketing challenges designed to test marketing skills. The course will also cover the emerging importance of social media in sport marketing campaigns.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>  Upon completion of this course, the student will be able to:	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>Specialty Organization Standards</u></li> <li>• <u>Conceptual Framework #</u></li> </ul>
Describe the unique characteristics of the sport product and why it is marketed differently than other categories of products.	Classroom discussion/lecture  *Course Projects	Final Examination  Marketing Plans  Marketing Plan Evaluations	<u>N/A</u>  <u>N/A</u>  <u>CF1</u>
Describe sport consumer behavioral characteristics and the manners in which marketing tactics can be tailored to the consumer.	Classroom discussion/lecture	Final Examination  Marketing Plans  Marketing Plan Evaluations	<u>N/A</u>  <u>N/A</u>  <u>CF1</u>
Describe the five P's associated with marketing and their relationship to marketing sport products and services.	Classroom discussion/lecture  *Students will evaluate events for the implementation of these concepts.	Midterm and Final Examinations  Marketing Plans  Marketing Plan Evaluations	<u>N/A</u>  <u>N/A</u>  <u>CF1, CF5</u>
Develop a comprehensive marketing plan for a sport product or service.	Students will build these concepts into a plan they design.	Marketing Plans  Marketing Plan Evaluations  Licensing / Merchandising Assignment	<u>N/A</u>  <u>N/A</u>  <u>CF1</u>
Critically analyze sport marketing items for their approach to the intended target audience.	Classroom discussion/lecture  *Students will analyze sport marketing concepts through course assignments.	Final Examination  Marketing Plans  Marketing Plan Evaluations  Licensing / Merchandising Assignment	<u>N/A</u>  <u>N/A</u>  <u>CF1, CF5</u>
Critically analyze sport events for the marketing approaches that are executed in the sport venue and through various forms of media.	Classroom discussion/lecture  *Students will attend a sport event and conduct a comprehensive analysis of the marketing activities at the event.	Final Examination  Marketing Plans  Marketing Plan Evaluations  Licensing / Merchandising Assignment	<u>N/A</u>  <u>N/A</u>  <u>CF1, CF5</u>

Web address for **state standards**: N/AWeb address for **specialty organization standards**: N/AWeb link for **Conceptual Framework**: <http://www.shsu.edu/~ncate/concept.html>

**Course Format:**

The content of this course is delivered through a traditional lecture/discussion format. In addition, course concepts are learned through self-study, collaborative study, and small group discussions. It is expected (and encouraged) that students will learn content addressed in the course and discuss the concepts with other students and professionals outside of class to improve comprehension of the sport marketing knowledge base. Evaluation consists of several course projects as well as a comprehensive written final exam.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

- 1) Learning to apply course material (to improve thinking, problem solving, and decisions).

**Important:**

- 1) Gaining factual knowledge (terminology, classifications, methods, trends).
- 2) Developing specific skills, competencies, and points of view needed by professionals (sport managers and sport marketing professionals) in the field most closely related to this course (sport management).

**Course Content:****Date:**

8/29/17

**Material:**

Course Overview / Chapter 1 - Sport Marketing Overview (Mullin et al., 2014)

9/5/17

Chapter 2 - Strategic Marketing Management (Mullin et al., 2014) (**SHSU Athletic Department officials visit**)

9/12/17

Chapter 3 - Understanding the Sport Consumer (Mullin et al., 2014) / Excerpts from *Sport Fans: The Psychology and Social Impact of Spectators* by Wann, Russell, Melnick, & Pease / Chapter 1 - Introduction to Social Media (Newman et al., 2013)  
**(MARKETING PLAN FOR BOPW DUE)**

9/19/17

Chapter 4 - Market Research in the Sport Industry (Mullin et al., 2014) / BIRGing-CORFing-COFFing / Chapter 2 - Introduction to Principles of Sport Marketing and Communication in Social Media (Newman et al., 2013)

9/26/17

Chapter 5 - Market Segmentation (Mullin et al., 2014) / Chapter 3 - Blogging (Newman et al., 2013)

10/3/17

Chapter 6 - The Sport Product (Mullin et al., 2014) / Chapter 4 - Social Networks and Real-Time Platforms (Newman et al., 2013)  
**(MARKETING PLAN FOR SHSU WOMEN'S VOLLEYBALL DUE)**

10/7/17

**BATTLE OF THE PINEY WOODS (NRG Stadium, Houston, TX) - 3:00 pm**

10/10/17	Chapter 8 – Sales and Service (Mullin et al., 2014) / Chapter 5 - Photos, Videos, and Podcasting (Newman et al., 2013) <b>(MARKETING PLAN FOR SPEAKER'S SERIES DUE)</b>
10/17/17	Chapter 9 – Sponsorship, Corporate Partnerships, and the Role of Activation (Mullin et al., 2014) / Chapter 6 – Search Marketing (Newman et al., 2013) <b>(BATTLE OF THE PINEY WOODS FINAL EVALUATION DUE)</b>
10/24/17	Chapter 10 – Promotion and Paid Media (Mullin et al., 2014) / Chapter 7 – Mobile Marketing (Newman et al., 2013)
10/31/17	<b>SHSU VOLLEYBALL MARKETING ACTIVITIES – ABILENE CHRISTIAN UNIVERSITY VS. SHSU – 6:30 pm start</b>
11/7/17	Chapter 11 – Public Relations (Mullin et al., 2014) / Chapter 8 – Email Marketing (Newman et al., 2013)
11/14/17	Chapter 13 - Delivering and Distributing Core Products and Extensions (Mullin et al., 2014) / Chapter 9 – Measuring the Effectiveness of Social Media Efforts (Newman et al., 2013) <b>(FINAL EVALUATION FOR SHSU WOMEN'S VOLLEYBALL DUE)</b>
11/21/17	Chapter 14 – Legal Aspects of Sport Marketing
11/28/17	Chapter 15 – Putting It All Together <b>LAST CLASS DAY</b> <b>(FINAL EVALUATION FOR SPEAKER'S SERIES EVENT DUE)</b>  <b>FINAL EXAM WILL BE HELD DURING SCHEDULED EXAM PERIOD</b>

**Course Requirements:** 1) **Professionalism/Participation.** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. **You should be professionally dressed for each presentation that you make.** In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

**2) Assignments (fully described in the 'Evaluation' section below):**

- A. SBJ Article Discussion (10%)**
- B. Marketing a Collegiate Sport (30%)**
- C. Marketing the Battle of the Piney Woods (20%)**
- D. Marketing a Special Event (20%)**
- E. Final Exam (20%)**

**Evaluation (\* indicates field-based activity):**

**SBJ Article Discussion (10%):** Each week, we will discuss articles from the Sports Business Journal that pertain to marketing. As such, you will present an article from the SBJ to the class for discussion. You must select an article that has not been discussed before and the article can be from a prior week in the semester if you so desire. Think about the implications of the article you are presenting. What impact does this issue have on a team, league, or the industry as a whole? What marketing techniques or strategies could you derive from this story? Are there any doubts you have about the marketing strategy or issue that was discussed? A schedule of presentation dates will be distributed. These presentations will begin on **September 19, 2017**. The topic that you choose should have a marketing focus. If you have questions as to whether an article would be appropriate for the assignment, please feel free to ask me.

**\*Marketing the Battle of the Piney Woods (20%):** This is a group project which will focus on marketing the Battle of the Piney Woods (**October 7, 2017**) in Montgomery County (please see map at the end of the syllabus). The class will be charged with developing, implementing, and evaluating a sport marketing campaign in Montgomery County that focuses on promoting sales of tickets for the game. The majority of these efforts will focus on grassroots tactics and promotions that seek to maximize impact with minimal resources. Students will be divided into groups of 4 - 5 and will develop a marketing plan that will be turned in and reviewed on **September 12, 2017**. Feedback will be provided for each plan, after which time each plan will be executed. The plan should have strategies constructed for 3 weeks, 2 weeks, and 1 week (i.e., week of the BOPW) prior to the event and it should include the following components:



1. A description and summary breakdown of the target market in Montgomery County.
2. A brief description of the 'Ps' associated with this event. Attempt to gain a complete understanding of the event that you will be marketing.
3. A SWOT Analysis that addresses the event's evaluated Strengths, Weaknesses, Opportunities, and Threats.
4. An in-depth description of the strategies/tactics/events/locations that will be executed along the 3/2/1 schedule.
5. Measures of success for each initiative – in other words, how will you know if your tactics are successful? What are the expected outcomes?
6. Responsibilities/duties of each team member.

The SHSU Athletic Department will partner with us on this project and will be an outlet for resources and requests for resources to help market the event. During the event, please take photos and/or videos of the actual strategies/tactics/events that were executed. You will construct a final evaluation of the marketing efforts your group utilized and will turn that in with a copy of your plan on **October 17, 2017**. I only need one evaluation from the group, but everybody should participate in this evaluation. In other words, have a comprehensive evaluation and then separate sections for each group member's personal evaluation of what did and didn't work. The volume of tickets sold as a result of your marketing efforts will be one metric used to help evaluate your performance. Peer evaluations also factor into the final grade assigned to this project (please see 'A quick note on group

projects' section) and are worth **25% of your final project grade**. Get creative with your tactics and strategies! This project is meant to give you experience with marketing a more specialized sporting event and with utilizing grassroots techniques.

**\*Marketing a Collegiate Sport (30%):** This is a major marketing project that focuses on a particular sport. In this case, we will be marketing SHSU women's volleyball in order to maximize attendance, with a particular focus on groups. The planning for this event will run concurrently with the marketing planning and strategies for the Battle of the Piney Woods and the Speaker's Series Event. This project will involve analyzing the product and developing strategies and marketing tactics to reach the consumer base. The strategies will then be put into action to help drive attendance to the October 31<sup>st</sup> game against Abilene Christian University. Students will develop a plan to market the event based on the characteristics of the product and will attempt to present the product in ways that will drive attendance.

We will be partnering with the SHSU Athletic Department for resources, suggestions, and materials requests. **You can put requests through the Athletic Department for promotional materials, marketing items, etc., but you must be able to present them with a detailed budget, expected outcomes, and ways in which the materials will be used in the marketing plan.** Be able to justify the benefits. It is also not guaranteed that each initiative will be able to be funded.

There will be a total of four subcommittees present on this project (with 3-5 students per committee). Each committee's membership will have the same group members as the Battle of the Piney Woods and Speaker's Series projects for ease of communication:

1. **Research / Coordination Committee:** This committee will focus on analyzing the product (i.e., SHSU Women's Volleyball), providing a snapshot of the target market, and presenting the results to the other committees. This committee will also focus on coordinating activities and efforts between the various committees.
2. **Promotions Committee:** This committee will serve as the advance marketing team for the games. This committee will focus on executing marketing initiatives to promote awareness of the brand and the games themselves. This committee will also be handling social media marketing efforts for the project.
3. **Community Partnerships Committee:** This committee will be charged with community marketing activities. This committee will seek to build relationships between the brand and the local market by utilizing a wide variety of segmentation techniques. This committee should examine current partnerships in place and evaluate how those partnerships may be leveraged for the promotion of the event.
4. **In-Game Promotions Committee:** This committee will focus on establishing and executing in-game promotional activities that will help draw attention to the brand. Actual execution of these events during the games will be the charge of this committee, but all students should be involved in the events.

These groups are merely meant to help organize the duties and responsibilities that will come along with this project. There will undoubtedly be more as the project progresses. My request of you is that you be prepared to take on those responsibilities as they arise. Be ready to assist other committees if it is needed! **EVERYBODY WILL BE INVOLVED IN EXECUTING THE MARKETING ACTIVITIES IN SOME CAPACITY.**

Each group will be charged with constructing a marketing plan that will help drive attendance to this game. These plans are due on **October 3, 2017** in order to have enough time for implementation. As should be evident, these plans should be constructed concurrently with the Battle of the Piney Woods and Special Event activities. The goal is to be able to merge the documents into a comprehensive marketing plan and strategy for this particular volleyball game, which will then be

implemented and executed. Be **as detailed** as possible – we don't want any surprises. The Athletic Department has provided us with a detailed inventory of marketable inventory that can be used for this project.

At a minimum, the class will be attending the **October 31<sup>st</sup>** game featuring SHSU vs. Abilene Christian University, which falls during our normal class meeting time. In addition, we will have one student that serves as the liaison between our marketing team and the Athletic Department representatives. Should you need to communicate with these representatives, **please utilize our liaison as the channel**. Otherwise, confusion could arise. In addition, this liaison will serve as a monitor of the activities of our project team and will communicate with me regularly.

As this is a project that requires significant amounts of teamwork, you will have a voice in the final evaluation through a peer rating system. Please refer to this system below. The representatives from the SHSU Athletic Department will also have input into your final evaluation. Please be mindful of that and make sure that you are putting forth your best professional effort possible.

Your final grade on this project will be arrived at via the following formula:

**(SHSU Athletic Department Representatives Ratings + Dr. Zapalac's Performance Evaluations)  
= 75% of your final project grade**

**Peer Evaluations = 25 % of your final project grade**

This project is intended to give you experience with marketing a team/brand that is a part of an athletic department's offerings. As with before, attendance gain will be a factor in your evaluation. Take what you learned during the other events/discussions and continue to improve your strategies.

As with the Battle of the Piney Woods and Special Event projects, your groups will prepare a final evaluation to deliver to me on **November 14, 2017**.

**\*Marketing a Special Event (20%):** Our program will be sponsoring the Sixth Annual Sport Management Speaker's Series (*The Mind of a Sport Executive Forum*) to be held in November – details regarding speakers, time, and date will be forthcoming. This event will feature several key industry figures in an open forum discussion that will be open to anyone interested in learning more about the sport industry. The events have taken the following approaches the past four years:

**2011** "The Mind of a Sport Fan Forum"

[http://www.shsu.edu/~pin\\_www/T@S/2011/sportsforum.html](http://www.shsu.edu/~pin_www/T@S/2011/sportsforum.html)

**2012** "The Mind of a Sport Executive Forum"

[http://www.shsu.edu/~pin\\_www/T@S/2012/execforum.html](http://www.shsu.edu/~pin_www/T@S/2012/execforum.html)

**2013** "The Mind of a Sport Executive Forum"

[http://www.shsu.edu/~pin\\_www/T@S/2013/executivemind.html](http://www.shsu.edu/~pin_www/T@S/2013/executivemind.html)

**2014** "The Mind of a Sport Executive Forum"

[http://www.shsu.edu/pin\\_www/T@S/2014/sportmindforum.html](http://www.shsu.edu/pin_www/T@S/2014/sportmindforum.html)

**2015** "The Mind of a Sport Executive Forum"

<http://www.shsu.edu/today@sam/T@S/article/2015/mindofcox>

This year's theme will also be geared towards sport executives, with specific details to be shared later. Dr. Estes, Dr. Ocker, and I will be charged with planning the event while your groups will be charged with marketing the event. The event will be free to attend and our goal is to have **maximum** attendance at the event. Your groups will submit a marketing plan for the event to me by **October 10, 2017**. As with the Battle of the Piney Woods, you should be explicit in describing the product that

you will be marketing, a SWOT Analysis, the strategies that you will use, and the scheduled timeline that you will be executing. A brief evaluation of the success of your strategies will be due a week after the conclusion of the event. As with the other projects, peer evaluations do apply and account for **25% of your final grade** on this project.

**Final Exam (20%):** One exam will be given at the conclusion of this course. The exam will consist of essay questions and will be comprehensive in nature. Details of the exam will be shared toward the end of the course. The final exam will take place during the normal scheduled final exam period. Exam materials can include information from the text, handouts, and guest speakers.

### **A quick note on group projects:**

- If you choose to try to let others do the work on your group projects, you will be penalized.
- In this course, I have each group member complete an evaluation of their fellow group members' performance on the group projects.
- I then take the summed scores of all group members' ratings and divide it by the maximum number of points possible to obtain a percentage.
- Once that percentage is arrived at, I multiply the percentage by the number of points allocated to peer evaluations for each project.
  - **Example:** You receive 58 out of 60 possible points from your fellow group members. That percentage comes to 96.67%. Let's say there are five points (out of 20 total) allocated to peer evaluations on a project. You would then receive 4.8335 points out of 5 on that portion of the project (5 points possible \* .9667 peer rating percentage = 4.8335 points earned).
  - Your final score would then be 4.8335 + my evaluation of your performance on the project. For example, if you earned 10 out of 15 possible points on my evaluation, then your total would be 14.8335 out of 20 possible points.
- In order for the evaluations to have merit, **you must** justify the ratings assigned to a person.

**Why do I do this?** There's nothing worse than having someone ride the coattails of others on a project. This method provides you with a way to evaluate and report the work output (or lack thereof) that an individual put into a project. This method is meant to help your group and keeps it from being a "one-person show." **If you do everything that you are supposed to be doing, then the rating system should have little to no impact on the final grade that is assigned to you.** In a class this small, EVERYONE will have to work together to make these projects a success. Thus, please make sure that you are all working together on these projects. If you have specific concerns with group members, please contact me ASAP so that I may be of assistance. Also, to avoid issues with "striking back" at someone that may have given you a poor evaluation, ratings will remain confidential until the last group project is completed. I will, however, provide you with guidance if I see that those ratings are poor on an earlier project. The main goal is to help you improve your performance.

***Final Grade:*** (grades will not be curved)

100% to 89.5%	=	<b>A</b>
89.49% to 79.5%	=	<b>B</b>
79.49% to 69.5%	=	<b>C</b>
69.49% and below	=	<b>F</b>

### **Expectations:**

**Attendance Policy:** You are responsible for attending class each week. If you have mitigating circumstances that are keeping you from attending class, please visit with me. Since class meets once a week, **missing more than two class dates will result in you failing the course unless you have apprised me of your situation.** Please be **on**



**time** every class meeting. Since we have many projects that will be presented at the beginning of class, it is important that you are there on time ready to discuss the issues.

Everyone in the class (including your professor) must participate in the field-based projects. Since we are marketing leading up to the Battle of the Piney Woods, this could include days/events to help you group succeed with the marketing strategies you implement. Some of the basketball games will require us to be at Johnson Coliseum on game day and the Speaker's Series event will require attendance on the day it is executed. Thus, please be prepared to participate in these and many other events...**our success depends on it.**

**Exams:**

There is one exam in the course and it takes place during the scheduled exam period. If you cannot make an exam, you must tell me at least one class day prior to the exam date and provide documentation to explain why you could not take the exam that day. Not being prepared or not 'feeling' like is unacceptable. If the absence is due to a viable medical reason, the student must provide medical documentation. You may not use any notes or other types of aids during the tests. In addition, no electronic devices of any kind (i.e., cellular phones, palm pilots, etc.) are allowed to be in the student's possession during an exam. They must be placed at the front of the room with your books and other materials and must be powered off.

**Class Behavior:**

Disruptive behavior will result in the student being asked to leave the classroom. A second violation and the student will be dropped. Having said that, I very much encourage class interaction and discussion as I certainly don't want to lecture non-stop for the entire class. Don't sleep in my class. If you do, I reserve the right to call attention to it. Also turn off the cell phones and don't text in class!

**Usage of Electronic Devices in Class:**

Telephones, computers, and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The use by students of electronic devices that perform the function of a telephone or text messages during class-time is prohibited as it is disruptive to the conduct of class. Laptop computers and other such note-taking devices are allowed provided they are being used for the purpose of taking notes or engaging in interactive content in class as a part of an exercise. If you are found to be using your computer for other purposes, you will be asked to discontinue use of your computer and/or leave the classroom. If you have a potential emergency situation that requires you to be available via text message or phone, you must notify me at the beginning of class. Failure to comply with this policy could result in confiscation of your device for the duration of class, expulsion from the classroom, or, with multiple offenses, failure of the course.

Any use of a telephone, text messaging device, or any other electronic device that performs these functions during a test period is **prohibited**. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct; <http://www.shsu.edu/students/guide/StudentGuidelines2013-2016.pdf#page=36>).

**Class Materials:**

**You are responsible for reading the materials assigned in class. This can include readings from the book and handouts distributed in class. In addition, material covered by any invited guest speakers is fair game on an exam as well. *Make sure you keep up with the readings...it is easy to fall behind.***

**Academic Honesty:** The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

**If you are found in violation of the academic honesty policy for this course, you will be referred to the Kinesiology Department Chair, the Dean of the College of Health Sciences, and the Dean of Student Services for disciplinary action which could include failure of the course and expulsion from the university. Bottom line – make sure all work is yours and don't cheat!**

**ACADEMIC GRIEVANCE PROCEDURES**

Should you have an academic issue that you feel cannot be resolved, the Academic Grievance Procedures for Students (Academic Policy Statement 900823) can be found via the following link:

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>. Please refer to this link for details regarding the process for filing a grievance should you wish to do so.

**POLICY ON SELF-PLAGIARISM**

Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student's curriculum. As a result, the Department of Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Kinesiology Department Chair, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities.

If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you

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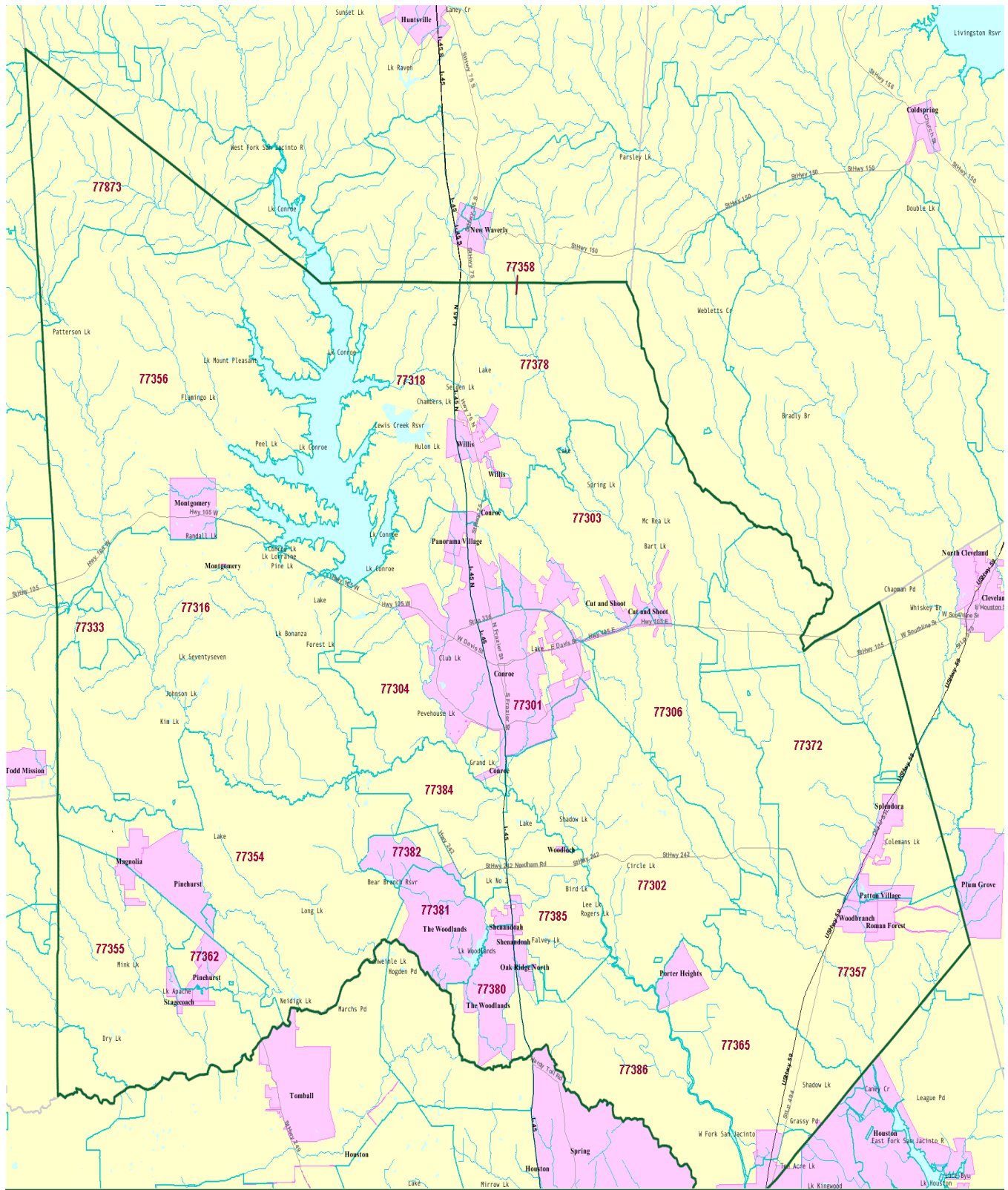
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