



Proposal for a New Delivery Mode for Existing Academic Program

Institution: University of Oregon

College/School: Lundquist College of Business

Department/Program Name: Master's in Sports Product Management

Degree and Program Title: Master's in Sports Product Management (online delivery mode)

1. Program Description

- a. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

The mission of the Sport Product Management (SPM) program at the University of Oregon Lundquist School of Business is to be the world leader in sports product education and research. In its first three years, the UO's SPM program has built a successful, full-time, Portland-based program pioneering a combination of traditional classroom teaching and intensive experiential learning. Through a close partnership with the sports product industry, companies of all sizes continue to serve and contribute to the learning through teaching, guest speaking, coaching and mentoring students. The program is proud to have the Sports Product Industry Advisory Board as a steering committee that meets quarterly to help provide connectivity to the industry, partnership opportunities in education and opportunities for students and graduates of the program. This board represents some of the 900 companies in Oregon including Nike, Columbia, Keen, Adidas, Under Armour, ChingLui, On Running, lululemon athletica, Arc'teryx, Yeh Group, and many others.

The current SPM program in Portland, Oregon meets the needs of students who are able to move to Portland and take a 15-month¹ full-time program. The new 24-month online delivery method will meet the demands of working professionals who see the value of this high-quality job-related master's program yet cannot or are unwilling to quit their jobs to attend the full-time SPM onsite program. Both the online and onsite delivery methods are robust and designed to produce graduates capable of managing a product as a member of a product creation team (e.g. product development, product marketing, product merchandising, costing, materials, etc.) within the 900 plus sports product companies in Oregon, and Washington, and in any company across the globe.

The new online Master's of Science in Sports Product Management will use the existing full-time Master's of Science in Sports Product Management curriculum and provides flexibility - students are able to stay in their jobs and learn from anywhere in the world, utilizing a combination of synchronous, asynchronous and onsite delivery.

¹ Students are strongly recommended to participate in an additional three-month internship prior to graduating. Although students do not pay anything during their internship term, this brings the total perceived program length to 18 months. Thus, we refer to it as a 15-month program here, while marketing materials show the program is 18 months.

b. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The online and onsite degrees consist of the same courses and content, totaling 65 credit hours over 24 and 15 months respectively. Appendix A contains a graphic depicting a side-by-side comparison of the current onsite and proposed online programs, including course numbers, titles, credit hours, and student engagement hours that are in line with the UO's Policy on Graduate Online and Hybrid Courses: Student Engagement². It also shows the breakdown of each course into its hourly elements of synchronous, asynchronous and onsite. Appendix B contains short course descriptions. A course schedule by term is included in Appendix C.

We have already begun the process of securing a subject code for the program's courses (SPM), and have a schedule that lays out our process of getting the University of Oregon Committee on Courses (UOCC) approval for assigning the subject code to our courses. We are also placing priority on requesting permanent course numbers for all 610 courses. The first batch³ is being prepared for UOCC's Round 2 of this year. Meanwhile, we have begun work on the experimental courses that were brought to the program from other colleges and department. Following that task will be requests to add the SPM subject code to all other degree courses, taking into account that some courses may be utilized in other programs, and requiring that they be multi-listed. We will work closely with the UOCC committee during this process and expect to have all of this complete within the next one to two years.

To see our model for development of the online versions of our courses, please see Appendix D.

The first course syllabi for the online version of our courses will be available starting October 15, 2018, when the faculty member must submit it to the program.

Over the course of the program, online students will meet in person for five residencies: four times in Portland for onsite course delivery and once in Asia. It is during these times that they will engage face-to-face with the faculty, each other, and leading sports industry companies. They will also have hands-on product creation experiences in the cutting-edge product creation laboratory in the Lundquist Portland Program Center in the Naito Building.

c. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

Since the online courses and their content are identical to the courses offered for the onsite program, we hired an experienced instructional designer (ID) to guide conversion of the existing course content into a format suitable for online delivery. The ID conducts course development sessions in online pedagogy and technology with all instructors before working on their courses. In addition, faculty are required to take the Quality Matters⁴ course "Creating Presence in Your Online Course". Quality Matters is a non-profit organization trusted by leading universities to provide certification for online instructors and IDs as a means of ensuring quality of online course content and delivery.

² <https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/13569/files/2016/10/Online-and-Hybrid-Courses-Final-Version-s81x49.pdf>

³ SPM 624 (SBUS 610) Sports Branding, SPM 627 (SBUS 610) Product Line Management, SPM 637 (MKTG 610) Sports Product Development, SPM 640 (MKTG 665) Sports Product Marketing Strategy

⁴ <https://www.qualitymatters.org/>

We have purchased high quality video production equipment, secured a suitable recording space, have hired a professional videographer, and are utilizing other internal staff to fulfill remaining production tasks. We are also working closely with Lundquist College's office of Strategic Communications to make sure brand standards are upheld and to ensure consistency of branding across the courses.

Online courses will reside within Canvas and utilize three instructional modes: synchronous online classes, asynchronous online classes, and onsite residencies. (See Appendix A) This hybrid online master's program includes four onsite sessions and a trip to Asia, which will allow for student-instructor interaction, course delivery and industry guest speakers. Synchronous classes are instructor-led by current SPM instructors. Asynchronous instruction is being developed as outlined above. We built our instructional model around best practices used by the award winning online MBA program at Carnegie-Mellon University.

Technology tools include course delivery via the Canvas learning management system, Panopto and Camtasia video platforms for lectures and synchronous sessions, and group collaboration tools through Canvas, OneDrive, and Cisco WebEx. Panopto includes closed captioning and the ability for students to view content offline on mobile devices, as well as allowing them to create video presentations. We have created multiple spaces in Portland and Eugene with high-end AV equipment where we can provide live interactive lecture or discussion sessions. Cisco WebEx is also available for faculty office hours.

Asynchronous Online (49.2%)

Self-paced video lectures, discussion boards, assignments, quizzes, readings, case studies.

Synchronous Online (42.6%)

Live-streamed lectures, team meetings, live access to SPM guest speakers and networking panel events, virtual office hours.

Residencies (8.2%)

Industry engagement, innovation lab, presentations, instructor meet-ups, Asia trip

Students will engage with each other, the faculty and the industry face to face in the residencies. The residencies will include lectures by the instructors for the classes coming up in the next term, hands on work in the innovation lab as teams of students work together on their integrative project.

The integrative project spans the entire 24-month program as teams go through the product creation process from ideation to prototype to go to market. The deliverables each term are highly related to what they are learning that term. During the residencies, the student teams will present what they have completed thus far to a group of instructors and industry partners and receive feedback to move their projects nearer to success. Four of the residencies will be in Portland.

One of the residencies is the Asia Intensive. Over the course of 7 days, students will visit factories in countries including China and Vietnam to gain hands-on learning about various ways sports products are manufactured as well as types of management processes that must be used to successfully produce products for markets across the globe.

Significant use of industry practitioners to ensure quality

The onsite and online delivery methods rely heavily on industry practitioners (pro-tem faculty) who have extensive experience in the sports product industry. Because the overall goal of the SPM program is to prepare students for significant practical roles in sports products or outdoor products companies, and because of the exceptional business talent in the Portland area, the program thrives due to the dedication of the experienced professionals who teach a large percentage of courses.

Adequacy of faculty resources committed to the online program

Below is a list of the SPM courses and the faculty who have verbally agreed to teach online, and their related courses. Bios of all faculty listed can be found in Appendix E.

Faculty Type - Location (# of courses - credits)		
TTF - Eugene (2 courses - 7 credits)	Marketing Research Supply Chain Operations	TBA Nagesh Murthy, Ph.D. – Roger Engemann Professor of Operations and Business Analytics
Career NTTF - Eugene (5 courses - 13 credits)	Financial Accounting Green Materials New Venture Planning Strategic Management Leadership	Michele Henney, Ph.D. – Bashaw Sr. Instructor II of Accounting Julie Haack, Ph.D. – Sr. Instructor II of Chemistry Nathan Lilligard – Instructor of Business Damian Vaughn, Ph.D.- Asst. Clinical Professor of Product Mgmt. Damian Vaughn, Ph.D. - Asst. Clinical Professor of Product Mgmt.
NTTF - Portland (5 courses, 7 credits)	Capstone (3 credits) Managing Global Businesses Integrative Project Labs (4 courses, 1 credit each)	John Eberle – Instructor of Product Mgmt. John Eberle - Instructor of Product Mgmt. Greg Leedy – Mgr. SPM Innovation Lab & Krista Martenson – Innovation Lab Instructor; President, Krista Cary, LLC
Pro-tem - Portland (12 classes, 37 credits)	Sports Product Design Sports Product Prototyping International Sports Products (1 course, 3 credits) Product Line Management Human Physiology & Sports Products Sports Branding	Wilson Smith – Sr. Designer, DNA Design Specialist, Nike Wilson Smith - Sr. Designer, DNA Design Specialist, Nike Carlos Gemmell – Sr. Director of Finance, Nike Emerging Markets, Nike John Notar – Retired Divisional VP of Global Apparel, Nike Brad Wilkins, Ph.D. – Founder and Principal, W124°, LLC Stuart Redsun - Advisor, The Stagwell Group

	Strategic Cost Accounting	Eric Goldner - Sr. Director, Sourcing and Costing Footwear Manufacturing Group, Columbia Sportswear Company
	Product Development	Elizabeth Brock-Jones - Footwear Developer, Nike
	Marketing Strategy	Merryn Roberts-Huntley - Owner, Made to Hire and FIXX Consulting
	Legal Aspects of Sports Business	Stephanie Vardavas, J.D. - Principal, Law Office of Stephanie J. Vardavas
	Smart Products	Kathy Long-Holland – Owner, Long Sherpa Design

Leadership Team for SPM Online Development

See Appendix F.

d. Adequacy of facilities, library, technology and other resources.

We do not anticipate any problems with current adequacy of our facilities, library or resources, primarily due to the small initial class sizes.

Technology

Students will have access to the library and Canvas through the library portal—library.uoregon.edu. Students will be authenticated the same way as onsite students: through use of their university-issued credentials.

Lundquist College has built out our Virtual Desktop Infrastructure to allow remote students access to lab software from anywhere with an internet connection.

Panopto, an industry leader in delivering online course content, is handling the storage and dissemination of the course content.⁵ Our Camtasia license covers support for all faculty, while Panopto and WebEx cover support for all faculty, staff and students.

In addition to the support provided by Panopto, Camtasia, and WebEx, technical support for students and faculty will also be available through Lundquist College Information Services and Instructional Technology during regular business hours. Staff in both Eugene and Portland are prepared to be flexible to ensure the proper IT support is available during sessions or for on-line meetings scheduled outside of regular hours to accommodate international students.

Security

Students will be authenticated in Canvas the same way as all other university onsite students, through use of their university credentials.

The SPM program will enlist and set up ProctorU to proctor online exams. Contracts/agreement have not been signed yet, but will be secured and the system in place prior to spring term.

The SPM program is committed to protecting the digital content produced for these courses. Panopto, the system that will deliver our online content, gives us the option to make content downloadable or not. The program has chosen the latter option. Video content will also be watermarked and branded to discourage pirating. Each piece of video content will also have a

⁵ For Panopto, see <https://www.panopto.com/gartner-magic-quadrant-enterprise-video-content-management/>

disclosure at the end stating that the content is owned by the University of Oregon and cannot be redistributed. Both instructors and students will sign an agreement stating their promise to not share or republish any content for any reason.

Physical space

The Naito building in Portland is well equipped with state of the art classrooms, breakout rooms and Innovation Lab for the 4 times students will meet for their residencies.

Services

Students will have access to the same academic and career advising as the SPM onsite students. Academic advising is available through instructor office hours, discussion boards, and synchronous class discussions. Career advising is available over the phone and email, and during the five Portland residencies, including one-on-one conversations with our Industry Engagement team to review resumes, interview prep, and career planning. During the Capstone, students will immerse in industry projects and career development opportunities each week. In addition, each student will be assigned an industry mentor to support their journey and development in career and academics.

e. Anticipated start date.

Spring, 2019. (See Appendix C.)

f. Tuition and Fees

We have been in discussion with Angela Wilhelm, Board of Trustees Office and JP Monroe, Institutional Research Office. To begin this program in Spring 2019, we must follow the fee structure approved by the Board of Trustees on March 2, 2018, meaning we can charge our online students no more **per term** than what we are currently charging our onsite students.

The differences in overall cost of the program is based on the fact that onsite students pay for 5 terms (the 6th term is an internship for which they are not charged tuition), and online students will pay for 8 terms.

Resident Tuition*	\$10,472 per term	x 5 terms = \$52,360	x 8 terms = \$83,776
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Nonresident Tuition*	\$12,139 per term	x 5 terms = \$60,695	x 8 terms = \$97,112
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**fees not included*

We will be drafting a proposal for submission to the TFAB this Fall 2018 regarding minor changes to the tuition structure and fees for consideration, with possible changes being implemented as early as Summer 2019.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The implementation of a fully online MS in Sports Product Management program has the full support of Dean Sarah Nutter and is a key initiative in the current strategic planning document

for the Lundquist College of Business. The college has been working closely with the SPM program to finalize execution plans and budget and supports that this is the right program, at the right time, and in the right place to continue to position the University of Oregon and the Lundquist College as an industry leader in this educational space.

Sport has been a strategic academic focus of the University of Oregon for over two decades. The Lundquist College's Warsaw Sports Marketing Center was the first center of its kind in any business school. The Law School has offered a 5-week Summer Sports Law Institute since 2016. The College of Design offers a Sports Product Design Master's in Portland. In addition, the Master's in Sports Product Management has been offered in Portland since 2015. Aside from the recently decommissioned Applied Information Management Master's (AIM) program, the UO has had no other degree program offered completely online. Since no other universities in the world offer a program like the University of Oregon's Sports Product Management master's degree, an online version gives us a first mover advantage in an increasingly crowded sports education field.

While a big lift, this program has the potential of extending the UO brand to a much broader audience. Our goal is to provide a leading edge online experience with elements modeled after other top online programs, such as online MBA programs at Carnegie-Mellon, University of North Carolina, and Arizona State University.

We also are setting a standard for the UO in the realm of online education, intending to pave the way for other programs and degrees. As educational institutions across the world race to increase online offerings as potential sources of income, we look to this online degree to be the best way to show off our high quality education while meeting the largely unmet demands of the industry.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The SPM online degree is a premier program with the ability to reach a diverse community of students. Diversity of our student population will increase as students can pursue an advanced degree from wherever they live across the globe. This will only build upon the already diverse make-up of the onsite program students. For instance, the class of 2020 cohort (onsite) consists of 50 students. Forty-five percent are female, 49 percent meet diversity qualifications, the average age is 27, and 53 percent have industry experience, including a designer from lululemon and an engineer from Oakley. State of the art online technology, as well as innovative experiential components will also create a naturally inclusive learning environment that will provide students with a quality experience that matches the onsite program.

Oregon and Washington are home to 900 sports and outdoor product companies who are substantial employers and contributors to the economy. The online delivery of this program will allow current employees of these companies a way to improve their skills and abilities in the product creation and management processes.

Students also learn to be innovators through classes and a program-long experiential project. Graduates from the first four years of our onsite program have launched three companies: Whyld River, Odd Lot Labs, and Keefer. Oregon Sports Angels, the first Oregon-based venture capital pool for sports and outdoor companies, launched from the SPM Industry Advisory Board and is focused on funding and mentorship of sport and product companies. Their charter is targeting companies launched by SPM, Lundquist College, and university students and

graduates. We fully expect our online degree to inspire similar levels of innovation within the industry.

This program will also be a valuable resource for companies looking to expand operations and increase their foothold in a competitive market. This program will provide a pipeline of highly skilled workers, supporting these companies' growth, innovative efforts and in turn, general hiring capacity. We do not see the value limited to companies in the Pacific Northwest - graduates are placed globally in internships and careers post-graduation.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

- a. We intend to apply for a waiver from AACSB, due to the fact that at least 50 percent of the degree's courses come from areas other than business, i.e. human physiology, journalism, design, development, etc.

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Starting headcounts in Spring

1. S'19 - 25 students enrolled
2. S'20 - 30 students enrolled
3. S'21 - 40 students enrolled
4. S'22 - 50 students enrolled
5. S'23 - 50 students enrolled

By F'19, we anticipate attrition (20 percent estimate); therefore, the numbers in fall will not match our starting class sizes listed above

1. F'18- No students
2. F'19- 23 students
3. F'20- 20 students + 27 students = 47 students
4. F'21- 24 students + 36 students = 60 students
5. F'22- 32 students + 45 students = 77 students
6. F'23- 40 students + 45 students = 85 students

b. Expected degrees/certificates produced over the next five years.

1. No graduating class of '19
2. No graduating class of '20
3. Graduating class of W'21 - Class starts at 25, **graduating class is 20**
4. Graduating class of W'22- Class Starts at 30, **graduating class is 24**
5. Graduating class of W'23- Class starts at 40, **graduating class is 32**
6. **Total graduates of next 5 years (AY2018-19 through AY 2022-23) is 76.**

c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

We anticipate this degree will serve students who are residents, nonresidents and international. They will be a mix of traditional and nontraditional, part-time students who are pursuing the degree while working full-time.

d. Evidence of market demand.

Target Student: Professionals working in the sports product industry and working professionals seeking to get into this industry.

Consumer Need: SPM is the only formal program offering a degree in sports product management. Typically, industry employees are siloed into a narrow slice of the industry with limited vision of sports product management. Potential students are seeking the knowledge we provide, but not all can move and/or leave their job for the 15-month onsite program. The online program allows them to obtain a Master's of Science degree in Sports Product Management while employed full time.

Market Size: There are approximately 300,000 employees worldwide in the sports product industry. At least 10 percent of those work directly in sports product management. We seek to increase students each year to reach maximum class size of 50 students each year.

Market Interest: From our first industry interviews in 2013 to present requests from companies, the Sports Product Industry Advisory Board and individuals, positive responses were large in number. Within one week of simply announcing this as a potential online degree (no marketing yet), we received 130 "Learn More" clicks, of which 23 percent were international.

Competitive Landscape: Colorado State College launched an online program in Outdoor Sports Product Management this September. On September 24, 2018, Portland State University announced an Athletic & Outdoor certificate (5 courses).

First Mover Advantage: Our program is a first mover in the product management area of sports business education. We have proven record of accomplishment and worldwide reputation. We can further solidify and build the UO brand in this market worldwide with this online program. To lose our position by not moving now would greatly erode our competitive advantage and leadership position.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

This program will not be shared with any other schools. However, per the June 2015 Memorandum of Agreement with Portland State University, we have contacted them to let them know of our intentions to launch the online program and received minimal pushback. See Appendix G.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

In our onsite program, professional placement rates after graduation were 100 percent for the class of 2017, and 92 percent for the class of 2018. For our online program, our numbers will look different, as we expect most students to be employed while enrolled in the program. We expect earning the master's degree will increase their earning potential, opportunities to advance within their company, or secure new positions within the industry. Students will be prepared to enter and advance within the following types of positions in the sports and outdoor products industry: product line management, product development, product merchandising, product innovation management, materials management, product engineering, demand planning, product sourcing and costing, retail management, brand management, factory management, and sustainable supply chain management.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program

- Create foundational knowledge for students through classroom work in accounting, finance, marketing, consumer research, supply chain, sustainability, global business, strategic leadership, design, development, management, and lab work in product-making, materials, manufacturing, merchandising, and commercial.
- Evaluation of students' assimilation of information through an integration project that proceeds through a complete process, including the elements of consumer insight, product brief, product creation, prototyping, testing, manufacturing, marketing, and go-to-marketing.
- Analyze quantitatively and qualitatively, using critical thinking skills to evaluate information, solve problems, and make good business decisions in a sports product creation environment.
- Integrate learnings by demonstrating effective communications (public speaking, writing, etc.).

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Aligning with our onsite Master's program, all online courses that are lecture-based, will include weekly quizzes, individual assignments, feedback on assigned work, mid-term and final exams, and graded team presentations. Formative assessment will be utilized within the asynchronous lecture format using video platform tools. In the extensive integrative project, there will be term-end integrative product reviews lead by the term's instructors, as well as intensive integrative project feedback from faculty and industry experts during the residencies.

From the start, the SPM curriculum has been carefully and continuously monitored by SPM staff to ensure quality and rigor. For example, SPM Director Ellen Schmidt-Devlin and other members of the leadership team sit in on courses throughout the term and provide coaching as needed. Schmidt-Devlin also manages the relationship between the SPM program and the industry, and is well-positioned to ensure the curriculum is current and relevant to industry needs. The Teaching Effectiveness Program (TEP) has put on well-attended workshops for SPM faculty. Each term, a hand-off meeting occurs where the instructors for the current term meet with instructors for the subsequent term to discuss specific areas of concern and students

to help address progress issues. A common syllabus structure is required of all courses. The ID will manage templates for the syllabus and Canvas courses, as well as perform a final check against the QM rubric prior to course launch. Courses are also reviewed by Academic Director Robin Clement to ensure that theory and experiential elements are blended well, and that specific learning objectives are stated and activities are adequate to achieve these. Student feedback is sought after and each instructor has a feedback session with SPM leadership to brainstorm improvements.

As a final measure of quality, the SPM program will seek for all online courses to receive certification by Quality Matters, a nationally recognized organization whose mission is to measure and guarantee the quality of online courses through continuous improvement and integration of standards, rubrics, tool and practices. Courses can be submitted for certification after they have been run two times, and it is our goal to submit each course to this process upon completion of the second offering. After initial certification, QM will review the course every 3-5 years for recertification. This will be in addition to the regular reviews scheduled by UOCC. See Appendix H for the Quality Matters rubric our ID and instructors will be using.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The impact of this program on research lies primarily in applied research and the development of new technologies, products and methods. However, with the online program increasing our ability to build strong relationships with companies, possibilities increase for faculty access to data.

Student Engagement Inventory: SPM On-Site vs. Online

Program Profile	SPM On-Site Program	SPM Online Program	Online Program Comments
Duration	18 months	24 months	
Students	Full Time Student	Full Time Professional	
Terms	5 + internship	8	Includes 2 Summer Terms
Courses Per Term	4	2-4	
Student Credit Hours	65	65	
Class Credit Hours	50	50	42.6% Synchronous / 49.2% asynchronous
Lab Instruction Credit Hours	15	15	80% On-Site + asynchronous
Internship	Yes	Yes	Job related assignments and Asia Trip
Class Size	50	25/30/40/50	Start with 25 and grow to 50 in 4 years
Program Start Date	September	April	

	Student Engagement Inventory	Avg 3 unit course	Avg ONLINE 3 unit course	Online Program Comments
Class Lectures	Onsite Instruction	30 hrs.	2 hrs.	First week is On-Site class
	Online Synchronous		13 hrs.	80 minutes / week
	Online Asynchronous		15 hrs.	90 minutes / week
Experiential Engagement	On-Site labs and engagement	7 hrs.	7 hrs.	Lab Sessions and industry engagement
	Experiential Trips	6 hrs.	6 hrs.	Asia Manufacturing Trip + Company visits
	Team Project	20 hrs.	20 hrs.	2 hours per week per course
	Readings and Case Studies	45 hrs.	45 hrs.	
Student Work	Class Projects	15 hrs.	15 hrs.	1 hour per week on average
	Quizzes (10/course)	1 hrs.	1 hrs.	
	Writing Assignments	10 hrs.	10 hrs.	1 hour per week on average
	TOTAL	134 hrs.	134 hrs.	

Graduate Course: (3 units): Requires a minimum of 120 hours of student engagement. The SPM online version of a typical SPM 3 units course would be taught 42.6% synchronous online, 8.2% synchronous on-site, and 49.2% asynchronous online (online created instructional content)

C/O 2021 Schedule				ONLINE			
SPM Course	Number	Units	Hours	On-site	Synchronous	Asynchronous	Online Hours
SP YR1							
Product Line Management	SBUS 610	3	30	2	13	15	30
Human Physiology & Sports Products	HPHY 610	3	30	2	13	15	30
Integrative Project	SBUS 601	1	10	8		2	10
SU YR 1							
Marketing Research	MKTG 660	3	30		15	15	30
Sports Branding	SBUS 610	3	30		15	15	30
FA YR1							
Sports Product Design	SPD 610	3	30	2	13	15	30
Sports Product Prototyping	SPD 608	1	10		5	5	10
Green Materials	CH 610	3	30	2	13	15	30
Integrative Project	SBUS 601	1	10	8		2	10
WI YR 1							
Strategic Cost Accounting	ACTG 662	4	40		15	25	40
Product Development	MKTG 610	3	30		15	15	30
SP YR 2							
Managing Global Businesses	MGMT 620	3	30	2	13	15	30
Marketing Strategy	MKTG 665	3	30	2	13	15	30
Strategic Management	MGMT 614	3	30	2	13	15	30
Integrative Product	SBUS 601	1	10	8		2	10
SU YR 2							
International Sports Products	SBUS 607	3	30		15	15	30
Supply Chain Operations	QBA 577	4	40		15	25	40
Legal Aspects of Sports Business	SBUS 653	3	30		15	15	30
FA YR 2							
New Venture Planning	MGMT 625	3	30	2	13	15	30
Financial Accounting	ACTG 612	3	30	2	13	15	30
Smart Products	SBUS 608	1	10		5	5	10
Integrative Project: GTM	SBSU 601	1	10	8		2	10
WI YR 2							
Leadership	SBUS 609	3	30		15	15	30
Industry Projects	SBUS 609	3	30		15	15	30
Capstone	SBUS 609	3	30	3	15	12	30
TOTAL		65	650	53	277	320	650
Percent of Program			100%	8.15%	42.62%	49.23%	100%

Course Schedule

	ONSITE PROGRAM			ONLINE PROGRAM					
SPM Masters Courses	Course Credits	Classroom Hours	Engagement Hours	Course Credits	On-Site Hours	Synchronous Hours	Asynchronous Hours	"Classroom" Hours	Engagement Hours
SPM Course – 3 credits	42	420	1,876	42	18	192	210	420	1876
SPM Course – 4 credits	8	80	348	8	0	30	50	80	348
SPM Special Topics -1 credit	2	20	80	2	0	10	10	20	80
Integrative Project- 1 credit	4	40	160	4	32	0	8	40	160
Capstone Integrative – 9 unit	9	90	360	9	3	45	42	90	360
Total	65	650	2,824	65	106	264	280	650	2,824

SPM On-Site vs. Online: The Online program mirrors the On-Site program by courses and credit units per course

SPM Online On-Site: This is 8.2% of the 650 student credit hours. This only includes SPM course instruction and labs other onsite will be integrative team projects work and industry networking events and engagement

SPM Online Synchronous: This is 42.6% of the 650 student credit hours. These are live instructor led sessions. Each of the two courses per term have 80 minutes per week of synchronous learning

SPM Online Asynchronous: This is 49.2% of the 650 student credit hours. This is self paced on demand videos, assignments, quizzes and team projects

Sports Product Management Masters Program

Course Summaries

Spring: 1st Year

SBUS 610 Product Line Management, 3 credit hours. Learn the core principles of product creation and merchandising from concept and ideation to delivery of product to retail and consumer. Students will learn to translate athlete and consumer insights into innovative product solutions and build foundational knowledge for related jobs within the industry.

SBUS 601 Integrative Project, 1 credit. Students will be introduced to the SPM Innovation Lab and start to learn the 'making' process for products. Student teams will be formed and begin to build a brand strategy.

SBUS 608 Smart Products, 1 credit. This course will focus on emerging innovation and smart technologies used in the sports and outdoor product industry, and where the market is headed.

HPHY 631 Human Physiology and Sports Products, 3 credits. This course is a focused exploration of the core sciences of human performance: physiology and kinesiology, which inform the sports and outdoor product industry at the level of product development, product design and marketing. Key challenges to human performance, including balancing work and energy, heat stress, cold stress, water loss, fatigue, and the interplay between the athlete and their clothing, footwear, and equipment in multiple dimensions will be studied from the scientist's perspective and through case studies.

Summer: 1st Year

SBUS 610: Sports Branding, 3 credits. This course is an overview of the marketing research process from a methodological perspective, designed to provide a foundation for effective business decision-making. The key objectives include: understanding different stages of the marketing research process; becoming familiar with research terminology and methodology; developing analytical skills for effective marketing research; and appreciating how marketing research impacts business decisions. It is intended to make students well-informed users of state-of-the-art marketing research. The skills covered in this course are applicable to marketing problems encountered in sports product markets, as well as other types of consumer and business-to-business markets.

MKTG 660. Marketing Research. 3 Credits. Marketing research as a tool for decision-making. Planning research projects; design, measurement, experimental and nonexperimental techniques, analysis and interpretation of data; reporting research results.

Fall: 1st Year

SPD 610, Sports Product Design, 3 credit. Focuses on designing products with an athlete and consumer-focused product brief. The course will include learning about materials, sustainability specifications, as well as how to make a prototype. The main goal of this course is to learn design and production methods for any sports and outdoor product.

CHEM 610 Green Materials, 3 credit. Develop a basic understanding of sustainability frameworks and life-cycle assessment of materials and product manufacturing within the sport and outdoor product industry. Students will explore how green materials and green manufacturing is driving innovation and change within the corporate landscape, as well as material science education that industry experts use to make decisions.

SPD 608 Sports Product Prototyping, 1 credit. Students will learn how to use the SPM Innovation Lab equipment to build sports and outdoor product prototypes. (Equipment includes specialty sewing machines, 3-D printer, vacuum-forming, etc.)

SBUS 601 Integrative Project, 1 credit. Students will be introduced to the SPM Innovation Lab and start to learn the 'making' process for products. Student teams will be formed and begin to build a brand strategy.

Winter: 1st Year

MKTG 610. Experimental Course: [Topic]. 1-5 Credits. Repeatable when the topic changes. Recent topics include New Product Development, Brand Strategy. (Topic: Product Development)

ACTG 662 Strategic Cost Management, 4 credits. Provides an understanding of how cost information supports the creation and implementation of corporate strategies. Topics include customer profitability analysis, value chain and product cost analysis, activity-based management, FOB costs vs. landed costs, costs of quality, environmental cost management, capacity decisions, transfer pricing, and evaluating performance. This course will also include gross margins and profitability for brands, product lines retailers, manufacturers and companies.

Spring: 2nd Year

OBA 577 Supply Chain Management, 4 credits. Strategic and tactical issues pertaining to the distribution and delivery of products and services. Methodologies and systems for designing, tracking, and managing complex global operations. This course also cover global sourcing strategies and the global supply chain used by the sports and outdoor product companies, including the history of sourcing in Asia and the importance of managing sustainability in this process.

MKTG 665 Marketing Strategy, 3 credits Relationship between marketing and other functional areas of a business. Emphasis on case analysis as a means of acquiring both planning and operational skills.

SBUS 601 Integrative Project, 1 credit. Students will be introduced to the SPM Innovation Lab and start to learn the ‘making’ process for products. Student teams will be formed and begin to build a brand strategy.

Summer: 2nd Year

MGMT 614 Strategic Management, 3 credits Students will gain an understanding of organizational and environmental issues and how to manage these contingencies to gain competitive advantages. The focus will be on diagnosing and assessing organization situations and to understand how both large and small firms can be more effective and efficient.

SBUS 607 International Sports Products, 3 credits. Student teams will develop a product design and product development brief for their integrative project to solve a consumer problem. This will influence each team’s project prototype.

Fall: 12nd Year

SBUS 653 Legal Aspects of Sports Business, 3 credits. Examines social responsibility and legal concepts in sports and outdoor product management including, antitrust, labor rights, intellectual property rights including patents, trademarks, copyrights, sponsorships, product and event liability.

ACTG 612 Financial Accounting, 3 credits. Presents how financial accounting information is prepared and reported – one of the fundamental building blocks of a business education. This course is designed to assist students in developing an understanding of financial accounting concepts and techniques, allowing them to become effective and informed users of financial statement information. Students will follow a publicly traded sports or outdoor product company through the term to develop an in depth understanding of the income statement, balance sheet, statement of cash flow and related financial performance metrics.

Winter: 2nd Year

MGMT 620 Managing Global Businesses, 3 credits. Focuses on the problems of operating across multiple political and cultural boundaries. Possible topics include corporate strategy, the role of multinational corporations, and international joint ventures.

MGMT 625. New Venture Planning. 3 Credits. Students identify and research a business opportunity; develop and present a professional start-up business plan that includes market, competitor, cash flow, and financial analyses.

SBUS 609 Capstone, 3 credits. (Lab)

Spring: 2nd Year

SBUS 609 Capstone, 3 credits. (Sports Careers)

SBUS 609 Capstone, 3 credits. (Leadership)

+ June

SBUS 609 Capstone, 3 credits. (Go-To-Market)

COURSE SCHEDULE BY TERM



1

Onsite- 3 days
Product Line Management
Human Physiology
Integrative Project



2

Sports Branding
Market Research*



3

Onsite- 3 days
Sports Product Prototyping
Sports Product Design
Green Materials
Integrative Project



4

Product Development
Strategic Cost Accounting*

5

Onsite- 3 days
Managing Global Business
Marketing Strategy
Strategic Management
Integrative Project

6

Supply Chain Operations*
Legal Aspects of Sport
International Sports Products

7

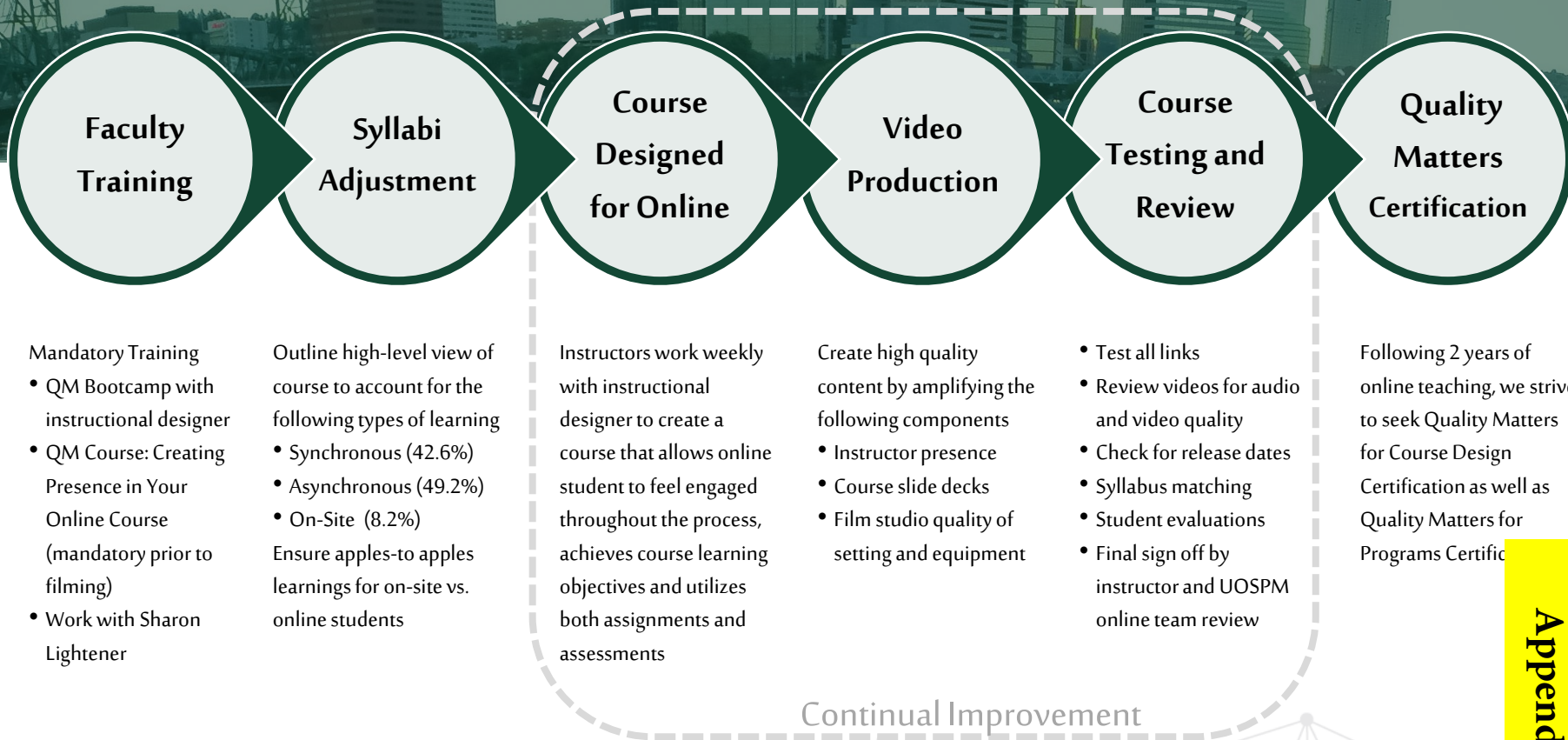
Asia Practicum- 7 days
New Venture Planning
Financial Accounting
Smart Products
Integrative Project

8

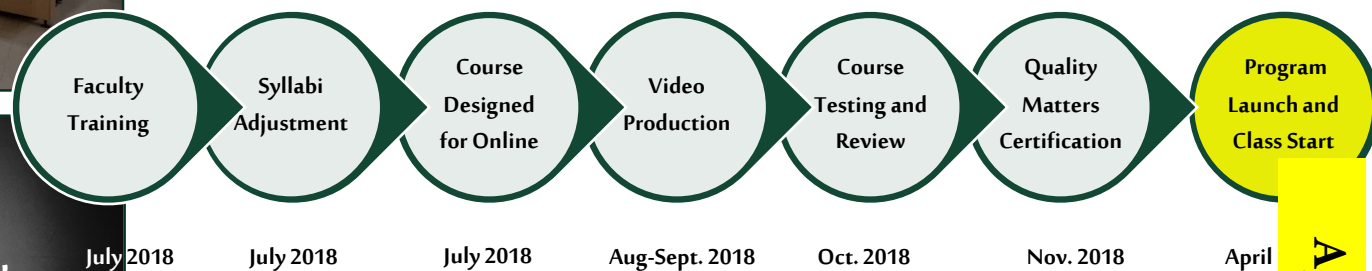
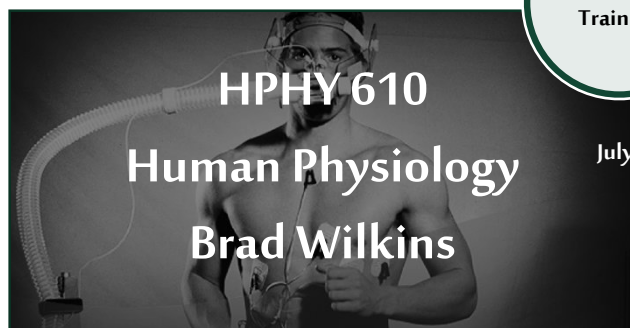
Onsite-3 days
Leadership
Industry Projects
Capstone

Appendix C

Online Course Development Process



First Two Courses For Development and Offering



Course Development Team

Melissa Pool

Quality Matters Course Development

Sharon Lightner

Award Winning Online Instructor with 10+ years of online teaching experience (PhD from UO)

Deb Bauer

LCB Lead Online Course Development

George Reese

Instructional Designer

Elizabeth Brock-Jones & Lindsey Holts

SPM Online Program Manager

Instructor Biographies

Instructor	Course Title	Biography
Nagesh Murthy, Ph.D.	Supply Chain Operations	<p><i>Roger Engemann Professor of Operations and Business Analytics</i></p> <p>Nagesh N. Murthy is an associate professor of operations management & Roger Engemann distinguished research scholar in the department of operations and business analytics at the Lundquist College of Business, University of Oregon. He is also the academic director of the Center for Sustainable Business Practices. He received his Ph.D. and M.A. in business administration, and M.S. in mechanical engineering from The Ohio State University. He also received a Master's in management and a B.S. in mechanical engineering (Hons.) from the Birla Institute of Technology and Science, Pilani. His areas of research include supply chain management, new product development, sustainable operations & supply chain management, revenue management, and operations planning and control. In addition to publishing in premier refereed journals, he has consulted with several Fortune 100 firms and taught in both general and custom executive education programs. Over the years, he has also engaged with senior executives at numerous small, medium, and large firms to offer experiential learning opportunities for students and facilitate summer internships and jobs by incorporating plant tours, guest speakers, and over 150 real-world problem-solving (company sponsored) projects in his operations and supply chain management courses. He has been recognized with numerous awards by his peers in the college and professional community at large.</p>
Michele Henney, Ph.D.	Financial Accounting	<p><i>Bashaw Sr. Instructor II of Accounting</i></p> <p>Michele Henney is a senior lecturer I with the Department of Accounting at the UO Lundquist College of Business. Henney teaches courses in auditing, taxation, financial accounting, international accounting, entrepreneurial accounting and introduction to business. She obtained a masters of taxation in 1988 from Golden Gate University and her doctorate in accounting in 1994 from Oregon. Since the completion of her PhD studies, she has been a faculty member at the University of Colorado Denver and Western Washington University in Bellingham, WA.</p>
Julie Haack, Ph.D.	Green Materials	<p><i>Sr. Instructor II of Chemistry</i></p> <p>Haack began her own career in science at the UO, graduating with a B.S. in chemistry in 1986. She received her Ph.D. in biology at the University of Utah, followed by a postdoc in pharmacology at the University of North Carolina at Chapel Hill. After returning to UO as an Adjunct Assistant Professor and Faculty Fellow in chemistry, she worked with Rick Dahlquist and Carlos Bustamante as a Howard Hughes Research Associate. Before returning to the University as the assistant department head for chemistry, Haack worked as the Director of Research for Emerald Diagnostics, a Eugene start-up company specializing in fine particle and diagnostic technology development and as the Director of Product Development and Design for Nutri-Logics, Inc., a biotech start-up company dedicated to designing nutritional supplements for cancer prevention. She was responsible for coordinating research to develop dietary supplements that could reduce an individual's risk for cancer.</p>

Instructor Biographies

Instructor	Course Title	Biography
Nathan Lillegard	New Venture Planning	<p><i>Instructor of Business</i></p> <p>Nathan Lillegard’s passion is helping entrepreneurs bring their ideas to market. Following early career training in the software industry as a project manager, business analyst, and sales manager, Lillegard received his MBA from the Lundquist College of Business in 2006. Lillegard was founding CEO of Floragenex, a genomics research company based on technology developed at the UO. In his current role leading the Lundquist Center, Lillegard plans and delivers Oregon’s Venture Launch Pathway series of MBA courses, coaches student teams competing in national and international business plan competitions, and also leads the Technology Entrepreneurship Program (TEP).</p>
Damian Vaughn, Ph.D.	Strategic Management	<p><i>Asst. Clinical Professor of Product Mgmt</i></p> <p>As a former NFL player turned entrepreneur, management consultant and media executive, Dr. Damian Vaughn is an assistant clinical professor for the Sports Product Management Program at the UO Lundquist College of Business. He has founded several companies including The Vaughn Center, which has served to develop the leadership and positive social impact of the world’s elite athletes and business leaders. Under the tutelage of Dr. Mihaly Csikszentmihalyi at Claremont Graduate University, Vaughn’s research interests include autotelic personality, autotelic leadership, and the flow state in work and in sport. As Associate Clinical Professor, his teachings are focused on strategic management, branding, international business management and leadership.</p>
	Leadership	
John Eberle	Capstone	<p><i>Instructor of Product Mgmt</i></p> <p>John Eberle enjoyed an outstanding career in the sports product industry—leading product development, marketing, and category general management for running, outdoor, and equipment product lines at both large and small brands around the world. For almost 15 years, Eberle directed international businesses for Nike—including equipment and running—which allowed him to visit or reside in nearly 50 countries during that time. Eberle manages the educational experience for second year master’s program students, including acting as director of the SPM merchandising lab. He teaches four classes per year with an emphasis on international markets, go-to-market, omni-channel retail and students’ capstone projects.</p>
	Managing Global Businesses	

Instructor Biographies

Instructor	Course Title	Biography
Greg Leedy	Integrative Project Labs	<i>Mgr, SPM Innovation Lab</i> Greg Leedy has 20 years of experience in footwear design, development and innovation at Nike. He worked in Nike's Innovation Kitchen for 15 years making custom footwear for professional/elite athletes. Leedy has an industrial design degree with a focus on product design from The Ohio State University. He is the SPM lab manager and managed the lab expansion this summer - greatly increasing the lab's technologies and capabilities.
Krista Martenson		<i>Innovation Lab Instructor</i> Krista Martenson is president of Krista Cary, LLC, a design, development & manufacturing consulting firm for apparel and soft goods working with clients at all levels of product development from initial concept to bulk production. Martenson's design, product development and marketing career spans over 30 years of experience with companies such as Toklat Originals, JakPak, Solstice, Nike, Gerber Legendary Blades, Redington, Hanna Andersson, Jantzen, Go Fish Ltd., Color & Design Exhibits, and Harry & David. She holds an MBA from Southern Oregon University and an AAD - Apparel Design from Bassist College. She has taught classes in marketing, creative problem solving, and apparel development at Bassist College, The Art Institute, and UO SPM. She is a founding and current board member of Open Studios of Beavercreek.
Wilson Smith	Sports Product Design	<i>Sr. Designer, DNA Design Specialist, Nike</i> Wilson W. Smith III is a senior designer and Nike DNA design specialist. During his 33-year tenure at Nike, Smith worked on projects that run the gamut of the design profession—retail, graphics, architecture, footwear, experience and apparel—and designed and developed product for some of the greatest athletes in Nike's history, including Michael Jordan, Serena Williams, Andre' Agassi, Roger Federer. In addition, Wilson is a Professor in Product Design at U of O, where his studio focus is Adaptive Design Enabling Para Athletic Performance. He also co-teaches Intro to Product Design in the UO Sports Product Management graduate program. Graduating in 1980 with an architectural degree from U of O, Wilson initially worked for Skidmore, Owings and Merrill out of Portland. He began his Nike career in 1983, assisting in Corporate Architecture. Transitioning into footwear design his focus became athlete-inspired products in Tennis, Basketball, Cross Training, and Brand Jordan, where he designed Air Jordan XVI & XVII. Black Enterprise Magazine named Wilson one of America's Top Black Designers. What truly defines Wilson is his incredible passion around coaching, teaching and giving back. Wilson's commitment to the next generation of designers and the power of design to positively impact the world has created a presence and legacy that expands beyond his designs at Nike. He is also a worship leader at SouthLake Church, Lake Oswego, Oregon.
	Sports Product Prototyping	
Carlos Gemmell	International Sports Product	<i>Senior Director of Finance, Nike Emerging Markets, Nike</i> Carlos Gemmell, originally from Mexico City, has lived in many countries, including Brazil, Mexico, Australia, Italy, France, Canada and the USA. He has more than 10 years of experience in the sportswear industry working for Nike. He has held several strategic, financial and business planning positions at Nike. He has also worked for Kimberly Clark Corporation and BDO. He has an MBA and a Master in Finance from Anahuac University in Mexico City and Master of Commerce in Marketing from Macquarie University in Sydney, Australia. He was also a professor at the Faculty of Economics and Business at Anahuac University, Mexico.

Instructor Biographies

Instructor	Course Title	Biography
John Notar	Product Line Management	<i>Retired Divisional VP of Global Apparel, Nike</i> John Notar is a creative professional with 30 years' of diverse sport apparel and equipment product creation, management, and leadership experience. He is proven at strategic visioning, team leadership, product execution and serving the world's greatest athletes and teams with innovative product solutions. Notar retired from Nike after 28+ years in key leadership roles including divisional vice-president of global apparel sports categories. Since leaving Nike, he has been an adjunct instructor and assisted with curriculum development for the Sports Product Management Program. He is also a consultant for the sports product industry.
Brad Wilkins, Ph.D.	Human Physiology & Sports Products	<i>Founder and Principal, W124°, LLC</i> Dr. Brad Wilkins is a leader at the intersection of science and business. He has spent the last nine years at Nike discovering innovative solutions that translate exercise and environmental physiology using wearable sensor technology, with the aim of connecting athletes to performance. After graduating from Oregon State University with a bachelor's in exercise science, Dr. Wilkins went on to earn his PhD in human physiology from the UO.
Stuart Redsun	Sports Branding	<i>Advisor, The Stagwell Group</i> A brand marketing veteran, Stu Redsun has held almost every marketing role across his 25 year career. Redsun spent his first 11 years learning marketing at Nike, then led marketing communications for technology brands Gateway, Motorola and Sony (taking each to record sales during his respective tenures). Most recently, Redsun was the top global marketer at Columbia Sportswear Company and before that Under Armour. He is known for implementing a brand's unique story across every consumer touch-point to drive both short-term sales and long-term loyalty. Redsun holds a BA degree from the University of Oregon School of Journalism.
Eric Goldner	Strategic Cost Accounting	<i>Sr. Director Sourcing and Costing Footwear Manufacturing Group, Columbia Sportswear Company</i> Eric Goldner has over 20 years of global supply chain experience with multi-billion dollar consumer goods companies including Nike, Coach, Wolverine, and KEEN Footwear. His expertise includes leading business change and transition, energizing teams around common goals, negotiating mutually beneficial vendor/partner relationships, systematic and integrative thinking, improving supply chain strategies, increasing organizational agility, and leveraging technology.
Elizabeth Brock-Jones	Product Development	<i>Footwear Developer, Nike</i> Elizabeth Brock-Jones is currently a Footwear Developer at Nike where she's worked for the past 4.5 years. During that time, she's worked with NSW, Special Projects and the Global Express teams on projects that range from sandals, boots, ACG, running and the entire Off-White x Nike: The Ten collection. Brock-Jones joined Schmidt-Devlin and Best in 2012 to help launch SPM, start the Innovation lab and work on first-year admissions. Brock-Jones received her BS in kinesiology from Iowa State as well as an MBA in sports marketing from the University of Oregon.
Merryn Roberts-Huntley	Marketing Strategy	<i>Owner, Made To Hire and FIXX Consulting</i> Merryn Roberts-Huntley is a 16-year sports industry veteran with an MBA specializing in sports business from the UO Lundquist College of Business and an undergraduate degree from Canada's McGill University. She has worked for or consulted with Nike, adidas, Columbia Sportswear, Major League Soccer, and more.

Instructor Biographies

Instructor	Course Title	Biography
Stephanie Vardavas, J.D.	Legal Aspects of Sports Business	<p><i>Principal, Law Office of Stephanie J. Vardavas</i></p> <p>Stephanie Vardavas has enjoyed a varied career spanning more than 35 years in the sports business, and is one of a very small number of attorneys who has represented a major sports league, athletes and an athlete representation agency, major sports events, and a major sponsor. She began her career at Major League Baseball in 1979 and retired from Nike in 2011. At Nike, she worked in sports marketing, product safety and regulatory compliance, and trademarks. She has been a board member (and now board member emeritus) of the Sports Lawyers Association since 1995. She has a bachelor's degree from Yale and a J.D. from Fordham Law School. Vardavas is admitted to practice law in both New York and Oregon.</p>
Kathy Long-Holland	Smart Products	<p><i>Owner, Long Sherpa Design</i></p> <p>Kathy Long Holland has an AB in History and Art at the University of Nebraska, MA in Anthropology from the University of Nebraska, and MBA from the University of Oregon with concentrations in Finance and Marketing. Ms. Long Holland is a specialist in the development and launching of new products, strategies and business models. Ms. Long Holland was an executive at Nike for 7 years as the Divisional Head of New Products and Markets. She has run her own business advisory firm, LongSherpa Design, specializing in new businesses and business transitions since 1987. Her work is targeted to helping owners, executives, and managers develop strategies for dealing with transition. These transitions are related to growth, market change, ownership change, and management change. She has worked extensively with small and medium sized businesses, start-up entrepreneurs, cooperatives, corporate environments and not-for-profit organizations. She co-founded ECO-D/OMBI, a not-for-profit publicly funded corporation providing business development and advisory services to innovative enterprises in the start-up and early stages of their development. She is an expert in entrepreneurship and has lectured at Stanford's Graduate School of Business, The School for Entrepreneurial Leadership at the University of California, Berkeley, and is a Lecturer at the University of Oregon Graduate School of Business and Oregon Health Sciences University. In addition, she has presented leadership and entrepreneurship training for the U. S. State Department in the Middle East, and currently facilitates an executive CEO forum for women owned companies. Ms. Long Holland serves on numerous Boards of Directors, both for profit and non-profit.</p>

KEY PLAYERS FOR UOSPM ONLINE APPROVAL

Sports Product Management Team

Ellen Schmidt-Devlin: Executive Director of SPM

Shelly Gourlay: Director of SPM

Lindsey Holts: New Programs Manager

Cadence Stephens: Assistant Director of SPM

Damian Vaughn: Assistant Clinical Professor of SPM

John Eberle: Clinical Professor of SPM

Merryn Roberts-Huntley: Marketing Strategy Instructor

Elizabeth Brock-Jones: Project Manager for Online Program

Theresa Kattula: Marketing Consultant and SPM Alumni

In Eugene:

Robin Clement: Academic Director for SPM

Roger Best: Professor Emeritus and Founding Member of SPM

Connie Brady: Associate Dean for Finance and Administration

Shandon Bates: Director of Information Services and IT

Denita Strietelmeier: Project Manager, Dean's Office

Lundquist College

Sarah Nutter: Dean of the Business School

Connie Brady: Associate Dean for Finance and Administration

Robin Clement: Academic Director for Sports Product Management

Deb Bauer: Lead for LCB Online Learning

Erik Ford: LCB Online Instructor

George Reese: Instructional Designer

University Administration

Mike Schill: University of Oregon President

Scott Pratt: Executive Vice Provost for Academic Affairs

Ron Bramhall: Associate Vice Provost for Academic Excellence

TBA (Fall): Vice Provost for Online Education

Chuck Lillis: Chairman of the Board of Trustees

Angela Wilhems: Supports UO Board and President

Jim Brooks: Associate VP, Director of Financial Aid

University Committees

Committee on Courses

Graduate Council

UO Online Leadership Group

LCB Academic Committee

From: Ellen Schmidt-Devlin
Sent: Tuesday, October 2, 2018 10:56 AM
To: Clifford Allen
Cc: Jennifer Nolfi; Robin Clement; Denita Strietelmeier; Lindsey Holts
Subject: Re: UO Sports Product Management Program-Online

Categories: SPM Online

Cliff,

Thank you and congratulations on the expansion of the A&O program.

Best,

Ellen

On Oct 2, 2018, at 10:30 AM, Clifford Allen <cliffa@pdx.edu> wrote:

Hi Ellen,

Thank you for letting us know in advance, it is very appreciated.

We have no problem with you expanding this program into an online / hybrid offering.

I believe you know we are doing the same with our A&O program.

Best regards,

On Mon, Oct 1, 2018 at 3:14 PM Ellen Schmidt-Devlin <ellens@uoregon.edu> wrote:

Hi Cliff and Jennifer,

Hope all is well. I wanted to reach out, as we are moving toward adding an online version of the MS SPM program. We wanted to notify PSU with this decision to pursue this program. If we receive approval through the college, university and regional processes, we would start April 2019. The online program is 24-months (Cost is planned to be approximately \$86K for Oregon residents, \$99K for non-residents).

Thanks, and let us know if you have any questions or concerns. |

Thank you,

Ellen

--



Cliff Allen

Pronouns (he, him,his)

Dean

Vergil Miller Professor

School of Business Administration

Portland State University

503-725-5053

cliffa@pdx.edu

<https://www.linkedin.com/pub/cliff-allen/a/761/7b5>

Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org

Course Overview Introduction	<p>1.1 Instructions make clear how to get started and where to find various course components.</p> <p>1.2 Learners are introduced to the purpose and structure of the course.</p> <p>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.</p> <p>1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.</p> <p>1.5 Minimum technology requirements are clearly stated and instructions for use provided.</p> <p>1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</p> <p>1.7 Minimum technical skills expected of the learner are clearly stated.</p> <p>1.8 The self-introduction by the instructor is appropriate and is available online.</p> <p>1.9 Learners are asked to introduce themselves to the class.</p>	<p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
Learning Objectives (Competencies)	<p>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</p> <p>2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</p> <p>2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.</p> <p>2.4 The relationship between learning objectives or competencies and course activities is clearly stated.</p> <p>2.5 The learning objectives or competencies are suited to the level of the course.</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>
Assessment and Measurement	<p>3.1 The assessments measure the stated learning objectives or competencies.</p> <p>3.2 The course grading policy is stated clearly.</p> <p>3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.</p> <p>3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.</p> <p>3.5 The course provides learners with multiple opportunities to track their learning progress.</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>
Instructional Materials	<p>4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.</p> <p>4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</p> <p>4.3 All instructional materials used in the course are appropriately cited.</p> <p>4.4 The instructional materials are current.</p> <p>4.5 A variety of instructional materials is used in the course.</p> <p>4.6 The distinction between required and optional materials is clearly explained.</p>	



Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org

Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability*	8.1 Course navigation facilitates ease of use.	
	8.2 Information is provided about the accessibility of all technologies required in the course.	
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	
	8.4 The course design facilitates readability.	
	8.5 Course multimedia facilitate ease of use.	

