

LA&PS (Honours) Bachelor of Sport Management

New Program Proposal

YORK 



Table of Contents

Click on the section titles to navigate

[Sport Management Degree Proposal](#)

[Appendix 1 Curriculum Maps](#)

[Appendix 2 Program Courses](#)

[Appendix 3 Course Progression](#)

[Appendix 4 Academic Calendar](#)

[Appendix 5 Projected Enrollment](#)

[Appendix 6 External Appraisal Report and Proponent's Response](#)

[Appendix 7 Support Statements](#)

York University
New Program Proposal
of the **(Honours) Bachelor of Sport
Management**

October 26, 2021

1. Introduction

1.1 Brief statement of the degree program

The (Honours) Bachelor of Sport Management (SPRT) is an interdisciplinary undergraduate degree designed to educate and train students to become sport management professionals; the degree is proposed by the School of Human Resource Management in the Faculty of Liberal Arts and Professional Studies. The vision of the program is to be a global leader in sport innovation and change. It will serve as a hub for “futuristic” and visionary thinking on the development of both amateur and professional sports in Canada by scholars, students, organizational leaders, and policy makers. This proposal is to both establish a new program and a novel degree type for York University—the (Honours) Bachelor of Sport Management. In addition to being new for York, this degree type is emerging across the postsecondary sector; this proposal integrates multiple sources of feedback from academic and industry sources to establish a relevant and responsive curricular structure informed by leading expertise where currently there are fewer policies to guide program development in this area compared to more established degree types (e.g. BA and BSc). The program intends to use the program rubric SPRT, which was suggested by the Office of the University Registrar and will be proposed under separate cover in accordance with York University procedures.

The program will eventually be housed in a new School of Sport Management in the Faculty of Liberal Arts and Professional Studies and will be offered at the Markham Campus (MC), York University. To give time to propose and establish the new School, the (Honours) Bachelor of Sport Management is proposed to be housed initially, temporarily, within the School of Human Resource Management in the Faculty of Liberal Arts and Professional Studies. SPRT is designed to allow students to complete the program in three (ordinary) or four (honours) years. In addition to the coursework that will cover general education and foundational business-oriented courses, such as sport finance and accounting, and sport and the law, students will be exposed to a core set of courses that emphasize creativity, innovation, and entrepreneurship, as well as experiential education opportunities (or requirements) that help to build competencies and skills in innovation and entrepreneurship.

The (Honours) Bachelor of Sport Management name/degree reflects the focus of the proposed degree: sport management. In some instances, business schools offer a business degree (Bachelor of Commerce, Bachelor of Business Administration, etc.), with a concentration in sport management. In other instances, universities with units in Kinesiology and Human Kinetics may offer a concentration in sport management (see p. 6 of this proposal for more information on comparator programs and an analysis of the proposed program’s differentiation).

In comparison with programs in kinetics/kinesiology, the proposed program is business-oriented and focuses on the managerial and organizational aspects of sports. It will offer a significantly larger array of unique sport management courses, while still maintaining the potential for SPRT students to complete a minor in such areas as

entrepreneurship and business analytics. This more comprehensive choice of sport management courses will better equip graduates with the managerial and business skills and competencies required in the sports industry.

SPRT is aligned with the priorities of advancing social and technological change, innovation, and high-impact experiential learning identified in the York University Academic Plan, 2020-25 and the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26 (see below). The program's courses, which will be developed collegially with existing faculty and new hires who have expertise in the relevant disciplines, integrate these themes. The specificity of the curricular structure to management practice and interdisciplinary approaches to sport are a unique strength of this program compared to more general business and management programs.

Students will be admitted within the normal recruitment and enrollment cycles in LA&PS. The admission requirements will include a high school diploma, with the 4U English and Math requirements (please see pages 21 and 22 of this proposal for more details on the admission, progression, and graduation requirements for the program). SPRT is expected to achieve a steady state of approximately 430 total students by the seventh year after launch (fall 2029). Please see Appendix 5 for more details on the project enrolments for the (Honours) Bachelor of Sport Management at Markham Campus.

1.2 Brief description of the method used of the development and preparation of the New Program Brief

This program brief was initiated by the program lead, Professor Parbudyal Singh, School of Human Resource Management, LA&PS, with advice and input from other full-time faculty who served as steering committee members during the development of the proposal: Professor Marcela Porporato of the Accounting area within the School of Administrative Studies, LA&PS, and Associate Professor Andreas Strebing of the Marketing area within the School of Administrative Studies, LA&PS.

The program was developed after an extensive review of comparative programs in Ontario specifically, and more generally across North America (see page 6 of this proposal for further details and analysis). This was supplemented by consultations with units at York university, employers, and sports professionals (see Appendix 7 for support statements). More specifically, initial consultations were internally held with the School of Administrative Studies, LA&PS, the Faculty of Health, the School of Human Resource Management, the Sociology Department, and the Communications and Media Department (please see relevant letters in the Appendices). Externally, an Employer Forum was held that included several potential employers, such as Athletics Ontario, Field Hockey Ontario, Baseball Canada, Football Ontario, and Ontario Para Network. They provided input on the skills and competencies needed by sports management and business professionals and offered input into the curriculum. Separate consultations were held with individuals in the sports sector, including the Executive Director of Field Hockey Ontario, and the CEO of Athletics Ontario. An external reviewer also provided feedback and advice on the proposed program.

1.3 Faculty/unit in which the program will be housed.

SPRT will be housed in the Faculty of Liberal Arts and Professional Studies, initially within the School of Human Resource Management and eventually in the School of Sport Management (please see Appendix 7 for a support statements from the School of Human Resource Management, School of Kinesiology & Health Sciences, well as the Dean confirming the Faculty's support of the plans for housing the degree.

LA&PS is ideally suited to house this program seeing that:

1. LA&PS houses both professional and liberal arts programs. These programs will help lay the foundations for competencies not only in management and business, but areas such as sociology, economics, and the media.
2. There are faculty members in LA&PS who already teach in sports areas, including sports and history/society; sports media, and sports sociology. Other have done research and publish in top sports management journals, such as Journal of Sport Management and Sociology of Sports Journal.
3. LA&PS has a core strength in equity, diversity and inclusion.

1.4 Location/campus of the new program.

It will be offered at the Markham Campus (MC).

2. General Objectives of the Program

2.1 Brief description of the general objectives of the program.

The vision of the program is to be a global leader in the field of sport management as a vehicle for sport innovation and professional excellence. This will be achieved through a combination of established/foundational courses in the field and other courses that are vision-oriented, as well as practical training. Learning will focus on three core areas: creativity and innovation in the world of recreational, amateur and professional sport, technological skills and competencies for the evolving context of management practice, and experiential learning.

The general objectives of this program are to enable students to:

1. Demonstrate foundational knowledge and understanding of fundamental principles requisite for success in the sport management profession. These include, but are not limited to, theories and practice of strategic management, sport law, sport marketing, sport communication, human resource management, operations and event management, accounting practices, sport finance, sport governance, and information technology tools.
2. Incorporate an understanding of ethical, legal, technological, and socio-cultural issues in managerial decision making and policy determinations in sports.
3. Utilize critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making.
4. Develop oral, written and research skills in sport management.
5. Demonstrate practical knowledge of issues and operations in the sports industry through hands-on exposure and experiential learning.
6. Develop creative and entrepreneurship thinking and skills for the development of the sports industry.
7. Articulate the global scope of sport and recognize diversity and inclusionary issues in sport management.

2.2 Alignment between the general objectives of the program with the University and Faculty missions and academic plans.

The general objectives and vision of the program are integrally aligned to the York University Academic Plan, 2020-25; the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26; the York University Strategic Mandate Agreement III with the Province of Ontario; and, the University's planning principles for Markham Campus.

SPRT aligns to the following principles outlined in the UAP: "entrepreneurial innovation and the public good" coupled with "continually reinvent[ing] our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross disciplinary thinking;" the goal that "every York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant;" and, that programs should "...build entailed 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media." The world of sports, like other areas, has experienced the transformative and disruptive effects of technology, the use of artificial intelligence (AI), and big data. SPRT will equip students with the knowledge and skills needed to navigate this environment.

SPRT also aligns to the principles of the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26. Specifically, SPRT involves innovations in programming as per principles 1a, 2a, 2c, and 4b: “engaged in a sustained effort to enhance the academic experience of LA&PS students, supported by co-curricular and extra-curricular initiatives, including those led by the colleges, and build up students’ skills in critical thinking, effective communication, digital fluencies, information literacies, and evidence based scholarly inquiry;” to “build on a our shared history to encourage integration ‘across the ampersand’ of LA&PS while also recognizing the specific strengths and needs of both the liberal arts and professional studies areas of the Faculty;” to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact of the communities we serve;” and, to “promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all program.”

The SPRT program aims to be Canada’s leading sports management program, with an integral focus to help the Greater Toronto Area, Ontario, and Canada in achieving the potential for sports as a mechanism for inclusivity and pride of our communities. The program will help to drive change in the practices and policies around diversity and inclusivity, globalization of sports, community outreach, and interdisciplinarity, all of which are among York University’s six priorities in the University Academic Plan (viz., : equipping graduates with knowledge and transferable skills and values to navigate the 21st century; innovation and interdisciplinarity; working with the university’s communities; diversity and inclusivity; advancing global engagement; and living well together). In understanding the historical, socio-cultural and economic factors that have been integral in society and, by extension, in sports, students will be encouraged to apply critical and problem-solving skills in addressing the need for change and social justice"

The proposed SPRT program also aligns to the SMA III priority of “continued growth in programs clustered around themes of technology, health, entrepreneurship, across multiple disciplines.” The SMA III also recognizes that the new Markham Campus “will allow us to meet the growing demand for graduates with technology and entrepreneurship skills”. This includes “skills in critical thinking, problem-solving, communications and teamwork” as provided for in this SPRT proposal. Additionally, if “a key priority for York is to ensure we provide all of our graduates with the knowledge, experience and transferable skills they need to adapt and thrive in a rapidly changing future labour market. We are focused on teaching durable skills and competencies that employers consistently identify as important,” and SPRT is well positioned to contribute on this front where “York has chosen to focus on the support it provides to start-up ventures, including for-profit, non-profit and social enterprises, as one specific, measurable indicator of economic impact.” Diversity and inclusion are at the heart of York’s strategic documents.

The Bachelor of Sport Management Program will help the university achieve these goals by exposing students to the need for/benefits of diversity and inclusion on several fronts, including academic programming/curriculum, practical and experiential experiences, and high-quality scholarly research by faculty, students, and other stakeholders. Please see Section 4.2 for more details on the Markham market.

2.3. Appropriateness of the degree nomenclature.

As a new degree type, the (Honours) Bachelor of Sport Management will enhance the image and potential of the program and reflects the two completion options of honour (120-credit) and ordinary (90-credit) which expands access to students by creating a completion pathway. The (Honours) Bachelor of Sport Management is a degree nomenclature that has been used by several universities with sport management programs globally, such as Brock University (Canada), Massey University (New Zealand), Victoria University and Bond University (Australia), and Ohio University, New York University, and the University of Kansas (United States).

This nomenclature will help the program for branding and funding purposes, locally and internationally. It will also help the School of Sport Management build a high-quality image in the market that will allow for the development of graduate degrees in sport management in the future. SPRT will help with positioning the sport management area as a unique field of interdisciplinary study, separate from the disciplines in traditional Bachelors of Arts, Commerce, or Human Kinetics. The new SPRT degree type will also help to distinguish the program from York's highly regarded BA/BSc program in Kinesiology.

3. Need and Demand

3.1 Similar programs offered at York and/or by other Ontario universities

York University: There is no similar program at York University. While the Faculty of Health offers a Bachelor of Science and Bachelor of Arts in kinesiology and health science, with a specialization in sport management, this program has a significantly different focus. That is, the health degree focuses on "human movement and the relationship between physical activity and health", whereas SPRT focuses exclusively on sport management and business. Health's existing program is not slated for offering at Markham Campus. The specialization in sport management offers kinesiology students a few courses in sport management, but the range of courses offered is limited as it is a specialization. There is, however, potential for both programs to develop symbiotically through the future development of degree combinations as need and opportunity permit. The Markham Campus will host programs that are not at the Keele Campus, thus the Bachelor of Sport Management will be the only sports-related program on that campus.

Other Ontario Universities: There are several programs in Ontario, mostly focusing on sports through kinesiology and human kinetics programs, or concentrations in business programs. See: <https://www.nassm.com/node/131>

The closest comparator in Ontario are the Sport Management programs offered by Brock University and the University of Guelph. Brock University has a sport management degree offered through the Faculty of Applied Health Sciences. University of Guelph offers a major in sport management in the Bachelor of Commerce degree, with a narrower range in the courses offered versus the proposed SPRT program. Similarly, Laurentian University also offers a Bachelor of Commerce with a sports administration concentration.

University of Ottawa offers a specialization in sport management through the School of Human Kinetics, Faculty of Health Sciences. The University of Windsor offers a similar degree (Sports Management and Leadership) through the Faculty of Kinetics. Western University offers a sport management concentration in the School of Kinesiology, Faculty of Health Sciences. It is important to note that all the university-based sport degree programs are outside of Toronto/Greater Toronto Area. That is, SPRT will be the only such degree in the GTA.

Two colleges in Ontario also offer advanced diplomas in relevant areas: Niagara College and St. Clair College. The Sport Management program at Niagara College is administered through the School of Hospitality, Tourism and Sport, while the Sport and Recreation Management program at St. Clair is housed in the School of Business and Information Technology. These are not degree programs but are three-year credentials that focus on employment training, for example, in a community recreational centre. They do not offer the same breadth or depth of courses as degree-level curriculum. While these programs are not direct competitors with SPRT, they do offer a relevant pathway to students who begin their postsecondary education in the college sector and then decide either to upgrade after completion of the advanced diploma or to transfer into the degree midway through their studies.

The SPRT program focuses on three core aspects of the University's mission, including the priorities articulated for the establishment of the Markham Campus: innovation and change, new technologies, and a heavy emphasis on experiential learning. These priorities will be addressed through a wide array of sport management courses – both foundational and those that are more closely aligned with the three areas (see Section 4 below); opportunities for students to complete minors in complementary areas, for instance, in entrepreneurship; and, applied learning.

3.2 Brief description of the need and demand for the proposed program

Toronto/Greater Toronto Area is the only large metropolitan sports area in North America (that is, with three or more professional sports teams) without a university level sports management program. The proposed program will fill the void in the Toronto/GTA market. In this high demand/considerable student interest situation, it would not be difficult to achieve a steady state of close to 500 students in seven years, especially that the target student recruitment catchment area will be global. As an exemplar, the Sports Management MSc program at Columbia University in New York

City leverages its connections with the major sports teams in the New York area through direct access to industry events, panels, and speakers, as well as relationships with several of the sports teams such as the Yankees, Knicks, and Mets. These networking opportunities, as well as internships and employment opportunities have helped the students and the program. Geographical proximity to these resources is critical to their success.

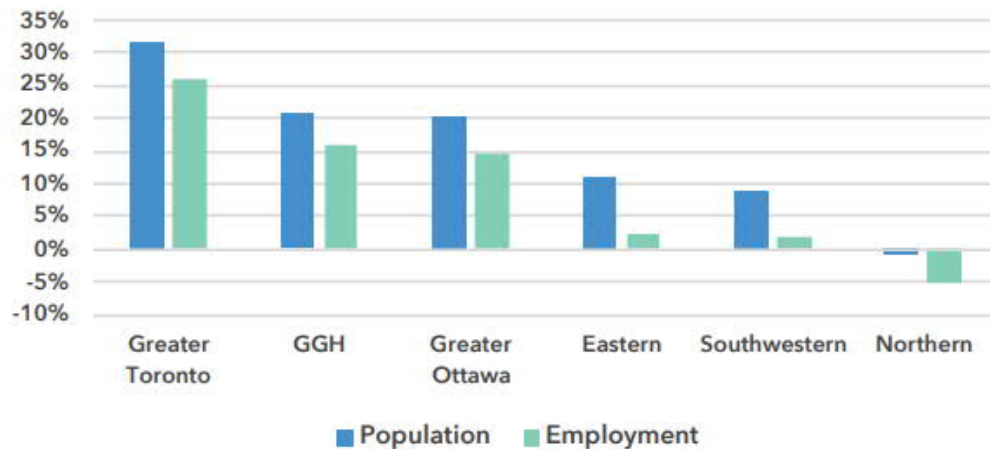
York's new campus will be located in Markham, a part of York Region. The Economic Development Action Plan 2020-2023 of the Region Municipality of York states among its initiatives "Engaging in further post-secondary attraction efforts will help increase talent in the Region, creating new opportunities for research and innovation and supporting business growth" and more specifically indicates that "based on the 2016 census, collectively, the tourism, arts and cultural sectors account for over 81,000 jobs in the Region" where sports-based shows and events are an integral part.



Figure 1: York Region status and initiatives (Source: York Region. The Economic Development Action Plan 2020-2023)

Of particular interest for this academic proposal are the estimates of the weight of the sports sector in the economy. The Ministry of Heritage, Sport, Tourism and Culture Industries reports on its website that “Sport and recreation are important sectors to the physical, emotional and economic well-being of Ontarians. Ontario’s total

Figure 2: Change in Employment and Population, 2003-2018



Note: GGH excludes GTA. Eastern excludes Greater Ottawa.

Source: Statistics Canada. 2018. “Labour force characteristics by province, territory and economic region, annual” (Table 14-10-0090-01). <https://www150.statcan.gc.ca/t1/tbl1/en/rv.action?pid=1410009001>.

household spending on amateur sport was estimated to be \$12.6 billion in 2013. In 2012, the average Canadian household spent \$3,773 on recreation. Approximately 98% of Canadians believe that recreation and parks are essential services. In the summer of 2015 Ontario hosted the Pan Am/Parapan Am Games, the largest multi-sport event ever held in this country. At the 2016 Olympics in Rio, Ontario athletes represented 45% of the Canadian Olympic Team.” Further on, it documented the extensive number of people involved in various roles: “in Ontario, there are 121,000 coaches and 58,000 officials.¹ In this context, the Ontario Chamber of Commerce report titled “The Great Mosaic: Reviving Ontario’s Regional Economies” recognizes the GTA as the most dynamic in the province.

There are new and emerging needs of the sports industry that SPRT will address. For instance, issues related to mental health, as exemplified with the recent experiences by Simone Biles and Naomi Osaka, point to a need for further course-based research and scholarly examination of this issue. In terms of event and financial management, the recent PanAm Games in Toronto/Ontario were plagued by managerial issues and cost overruns. More recently, a study on varsity sports in Ontario reported “rampant systemic racism”², with whites comprising about three quarters of the province’s

¹ <http://www.mtc.gov.on.ca/en/sport/game-on-the-ontario-governments-sport-plan.shtml>

² <https://www.cp24.com/news/ontario-university-sports-are-overwhelmingly-white-report-finds-1.5637077>; https://kpe.utoronto.ca/sites/default/files/oua_anti-racism_report-final.pdf

administrators and about two-thirds of the student athletes. The report also found that there are “low rates of recruiting, hiring, retention, and promotion of racialized student, staff, and faculty, despite large pools of candidates to draw from”. The SPRT program help students and professors study these issues within a context of proactive change by systematically incorporating them into the courses/curriculum, as well as student and faculty research, and partnerships with community organizations, other universities, and the government.

Interviews were conducted with sports leaders and those heading amateur and professional organizations, including Field Hockey and Athletics Ontario (Appendix 6). Having assessed the state of the market, these organizations have concluded that this program will be successful.

Recent job postings by popular sites such as Indeed, LinkedIn, and Glassdoor, among others, suggest that there are labour market needs for post-secondary graduates in the field of sport management and related areas. For instance, in a search that was restricted to the Greater Toronto Area, there were 290, 980, and 350 job listings on Indeed, LinkedIn, and Glassdoor³, respectively (accessed on October 15, 2021). While several jobs were cross advertised on these sites, this evidence suggests a significant job market for graduates. The employment opportunities are for graduates in such areas as:

- College and university athletics in sports information, rules compliance, marketing, academic advising, ticket operations, facility and event management, or general administration.
- Professional sports teams working in ticket sales, community relations, corporate sponsorship, facility management or financial operations.
- Sports associations and federations, such as the Canadian Olympic Committee, Athletics Canada, and Canadian Tennis Association, among others, that govern amateur sport.
- Outdoor adventure industry.
- Recreational programs with clubs, sports and community centres, and programs in higher education.
- The sport equipment industry, including manufacturing, advertising and sale of sports equipment and apparel.
- Sport Entrepreneurship, such as sporting goods stores, gyms, and sporting domes.

Typical jobs include the following:

- Marketing Manager
- Analytics Coordinator

³ https://www.glassdoor.ca/Job/toronto-sports-jobs-SRCH_IL.0,7_IC2281069_KO8,14.htm
<https://ca.indeed.com/Sports-jobs-in-Toronto,-ON?vjk=2aeedcddd0a7c5bd>
<https://www.linkedin.com/jobs/sports-jobs-toronto-on?originalSubdomain=ca&position=1&pageNum=0>

- Athlete Development Specialist
- Corporate Partnerships Manager
- Business Development Coordinator
- Contract Administrator
- Contract Negotiation Manager
- Event Coordinator
- Sales Adviser
- Facilities Manager
- Client Experience Coordinator
- Financial Analyst
- Marketing Consultant
- Operations Manager
- Public Relations Manager
- Sales Coordinator

4. Program Curriculum

4.1 Program requirements and program innovations/creative components.

SPRT will be offered as an honours degree program (120 credits). The ordinary degree will be completed through the curriculum requirements from Years 1-3 (90 credits), and the fourth year courses will contribute to the honours degree.

The degree will satisfy LA&PS/MC curriculum requirements, viz., 21 credits of general education and a minimum of 18 credits outside the major.

More specifically, the curriculum will be structured as follows:

Year 1: General Education – 21 credits; core foundational courses (major) 9 credits

Year 2: Major 15 credits (core 9 credits; electives 6 credits); Minor or Additional 15 credits

Year 3: Major 15 credits (core 9 credits; electives 6 credits); Minor or Additional 15 credits

Year 4: Major 21 credits (core 9 credits; electives 12 credits); Minor or Additional 9 credits

In the first year of the program, there are three SPRT courses listed to be delivered: Introduction to Sport Mgmt, Sport in Society, and Sport and Psychology (see Appendix 2). All three courses will be fully developed before the start of classes in Fall, 2023, by current faculty (Dr. Singh, Dr. McPherson, and Dr. Ducharme, respectively). In the second year, the program will have a complement of four FT faculty dedicated to Sport Mgmt (two in Year 1 and 2 in Year 2). They will fully develop the three core and three elective SPRT courses. Courses in the third and fourth year will be fully developed in Years 1 and 2 of the program. By Year 4, the program will have an FT complement of seven faculty.

It is expected that all the sports courses will include experiential components, including the combination of case studies, simulations, and site visits/field studies.

Students will have access to two, high-impact experiential learning opportunities with a sports-related establishment/organization. The first placement will expose the student to a sports environment where they can apply their skills and knowledge and learn from the organization. Students will be exposed to key issues in both amateur, recreational, and professional sports organizations through a hands-on approach.

The second opportunity will be an internship aimed at concretizing the first placement, either at the first workplace or another, with the goal of long-term employment.

The program uses a blend of courses that are established in the sport management discipline and those that focus on three vision-related themes at York University/Markham Campus to make it unique and innovative. The three integrated areas are:

- Innovation and entrepreneurship in sports: this is done through core courses in entrepreneurship and innovation, as well as courses that integrate these themes, such as Sport Leadership, and Sport Communications and Community Relations.
- Technological Change: This material will be implicit in almost all the courses, and explicit in several courses, such as Sport Analytics and E-Sports.
- Experiential Learning: many courses have significant components that are experientially oriented including the Capstone Course/Strategic Sport Management, Sport Marketing, and Sport Finance and Accounting; additionally, two employer- and community-focused EE opportunities are geared to hands-on learning.

The SPRT program aims to drive innovation and entrepreneurship in the sport management field.

The required courses cover four broad areas: sports foundations, business/management, transformational technology, and innovation (please see progression chart attached). Experiential learning is integrated into these courses. Please see attached chart (Appendix 2).

4.2 List of courses that will be offered in support of the program.

Please see Appendix 2 for a table of program courses and Appendix 3 for course progression.

4.3 Anticipated class sizes.

Class sizes will be typical for the core university and faculty general education courses at York. For the sport management courses, when the steady state is achieved, the size will vary from 30-40 in third- and fourth-year courses, to 60-70 in the first- and second-year courses. Please see Appendix 5 for the projected enrollments.

4.4 Program requirements as they will appear in the Undergraduate or Graduate Academic Calendar.

Please see attached Appendix 4.

5. Program Structure, Learning Outcomes and Assessment

5.1 Program Learning Outcomes and Assessment

a) Program learning outcomes

Upon successful completion of the SPRT degree, graduates will be able to:

- LO1. Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, financial, sociological, and psychological underpinnings and issues.
- LO2. Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovative and creative solutions to present and future industry challenges based on these connections.
- LO3. Apply an understanding of business and management foundations to sports-related situations, products, and brands, especially as related to the local and national contexts.
- LO4. Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues.
- LO5. Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences.
- LO6. Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sport management practices
- LO7. Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employ those skills in real world situations such as developing an entrepreneurship and marketing plan for a new product or service

These objectives align with objectives from similar programs as well as as the needs indicated in recent job ads in the Greater Toronto Area and beyond⁴ and feedback from stakeholders:

In reference to the degree level expectations proposed by the Ontario Universities Council on Quality Assurance, our learning outcomes provide Depth and Breadth of Knowledge (LO1, LO2, LO6), Knowledge of Methodologies (LO2, LO7); Application of Knowledge (LO2, LO3, LO4), Communication Skills (LO2, LO5, LO7), Awareness and Limits of Knowledge (LO4, LO6), and Autonomy and Professional Capacity (LO3, LO6, LO7). See Appendix 1 for an outcome map that demonstrates this.

⁴ <https://ca.indeed.com/Sports-jobs-in-Toronto,-ON?vjk=9f6f07765d15baa5>
<https://www.linkedin.com/jobs/sports-jobs-toronto-on?originalSubdomain=ca&position=1&pageNum=0>

b) Describe how the program curriculum and structure supports achievement of the program learning outcomes.

The learning outcomes will be achieved through the curriculum via classes, special projects, and internships. Relevant reading material will be included in the various courses; research projects will be integrated into coursework; and field exercises, simulations, and case studies, for instance, will be employed to help with deep learning.

An integrated field project will also be included in the Strategic Sport Management/Capstone course. This will help students demonstrate achievement of the learning objectives in a holistic manner. This project will involve students getting immersed with a “realworld issue” facing an organization (or organizations) and then doing an in-depth empirical study of the issue drawing from the key areas of the program, including innovation and change. For instance, new ways of addressing racism in sports in a specific organizational context. Further, courses will be developed to support the development and application of specific business and management skills. For instance, for sport entrepreneurship course, students should be able to develop a financing plan within the timeframe of the course to secure at least \$10,000 in funding for a project. Similarly, for the Sport Analytics course, students should be able to use historical and current team and league data in the Major Leagues to predict the top five teams (in terms of overall points standings) in the next season.

Please see Appendix 1 for the program curriculum map to demonstrate the above.

c) Describe how student achievement of each of the program learning outcomes is assessed, how that assessment is documented and how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes.

The program learning outcomes will be assessed through a variety of methods, taking into consideration the skills and competencies required by the sport sector. First, academic-only courses especially those at the lower level that introduce and develop foundational knowledge and skills for scaffolding to upperlevel courses (e.g. smaller writing assignments at the 1000-and 2000-level that prepare students for more complex case work in upper-level courses). Learning will therefore be assessed mostly by traditional means—i.e. a combination of assignments, quizzes, tests and exams, with each such assessment instrument mapped to course learning outcomes. Second, as a mechanism to allow students to be assessed for larger projects where they need to present verbally, document context and outcomes, and propose solutions.

For courses that require field placement, the learning outcomes will be further assessed through reports from the students' field supervisors and individual papers/reports by students on their experiences, linking the field material with related theory and research.

There are also many more coursework assignments than exams, again reflecting a professional orientation.

Formative assessment will be used throughout and takes a wide variety of forms e.g. interaction in class; peer feedback on in-class presentations; workshop activity with feedback; online quizzes, and instructor feedback on project work.

The curriculum maps presented in Appendix 1 show that program learning outcomes are assessed throughout all years of the program to reflect that these courses provide students with opportunities to demonstrate higher-order learning—such as the ability to synthesize diverse concepts—in a culminating way (i.e. which requires students to have integrated what they have learned throughout the program to be successful in the third and fourth years).

d) Describe how the program will document and demonstrate that, upon graduation, students will have achieved all degree level expectations as specified by the program learning outcomes. How will this information be used to inform continuous improvement of the program?

(For more information: <https://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-6-a-and-b/>)

To document and demonstrate that, upon graduation, students of the Sport Management program have achieved the degree-level expectations as specified by the program learning outcomes, there are several mechanisms available. First, the curriculum maps in Appendix 1 show the relationship of the courses to program outcomes and the degree-level expectations. As discussed previously, program courses will be designed to integrate assessment methods that are appropriate to the outcomes and expectations being assessed in students. Assessment design and implementation for the program will also be supported by the Faculty's Teaching and Learning portfolio, in which there are instructional design and program evaluation specialists who can both support the formative review of student success in the program between CPR years as well as collaborate with instructors and faculty to innovate assessment strategies that are aligned to the University's Grading Scheme Policy, sensitive to principles of academic integrity (including natural justice), and that integrate new technologies as appropriate.

These documents, once approved as part of this proposal, will be included in the program's cyclical program review as the program and its curriculum evolve and receive external feedback. The Faculty also gathers anonymized student data regarding course enrolment patterns throughout the Faculty to visualize and analyze trends. In terms of the degree level expectations, these dashboards can help program leaders to identify grading outcomes in individual courses or programs by criteria such as year or term, year-level, section, major/minor of the student, etc. This information, when reviewed routinely, is helpful in a number of ways. First, it is easier to identify from a global view of the program and Faculty courses where students may struggle academically. Combined with additional student success measures in place within the Faculty—such as the early alert system—measures can be taken to both proactively support students currently enrolled

in the program courses as well as to review those courses against other criteria (delivery mode and schedule, for example) to determine when and what type of curricular renewal or pedagogical strategies might better situate the course to prepare students to meet the program's outcomes and the degree-level expectations.

e) Include a description of the progression requirements for the degree program and the graduation requirements.

Please see Appendix 3 for the progression chart and the link to the program's core areas. Progression and graduation requirements for the program align to the University's current Grading Scheme Policy, which is detailed below. It is important to note that a foundational revision to the University's grading scheme is the transition from a 9.00 GPA scale to a 4-point scale.

The following is the current progression requirements for Honours programs:

1. students who have earned between 0-53 credits remain in their honours program provided they meet the University and program minimums
2. At 53 earned credits, students must have at least a 5.00 CGPA to continue in the honours program; if the CGPA is between 4.00, the student may continue on a warning for a review period of 30 credits; and, if the CGPA falls below 4.00 by 53 credits, the student is exited from the honours and switched to the 90-credit program
3. At 83 credits, the student must have at least a 5.00 CGPA to continue; if the CGPA is less than 5.00, the student is exited from the honours program and switched to the 90-credit program

Graduation Requirements:

Graduation requirements are set out by the Faculty Rules for all undergraduate programs in the Faculty of Liberal Arts & Professional Studies and align to relevant University policies such as the established grading schemes.

- Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University;
- Graduation requirement: students must successfully complete (pass) at least 90 (ordinary) and 120 (honors) credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00;
- General education: to fulfill the liberal arts & professional studies general education requirements students must take 21 credits of general education including: 6.00 credits in natural science (NATS); A 9.00 credit approved general education course in the social science or humanities categories; and a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in the social science or humanities already taken.

- Major/minor credits: as defined by the specific program; a minimum of 42 credits (honours) or 30 credits (ordinary), including at least 18 credits at the 4000 level;
- Upper-level credits: at least 36 credits at the 3000 or 4000 level including at least 18 credits at the 4000 level (honours); at least 18 credits at the upper level (normally taken at 3000-level). these totals include upper-level credits within the major.
- Credits outside the major: at least 18 credits.

5.2 Proposed mode(s) of delivery

The program is course-based, with internships in Year 3 and year 4. The material will be delivered in classroom (or online, if necessary) settings through structured course work. This will vary by course, as per the learning outcomes. While some courses will use primarily classroom instruction, other courses will be infused with significant experiential learning, including case analysis and discussion, simulations, and field visits. These delivery methods will help students achieve the learning outcomes.

Experiential education is a core element of the SPRT degree. It will include, among other pedagogical tools and methods:

- Case studies: this will include studies on successful and not-so-successful sports organizations based on published material. Students will be required to apply their sport management knowledge to “solve” cases, in a legal, ethical, and socially responsible manner.
- Simulations: These “games”, representing “real-world” scenarios, will be developed/used to test students’ knowledge using data related to, among other things, finance, economics, markets, events, consumer trends, fans’ preferences, and crowd control.
- Internships: These placements will be organized through LA&PS Internships Office. Students will be required to work in sports settings, such as sports stores, stadia, professional teams and clubs, professional associations, and in the media. Their experiences and learning will be assessed through logs, reports, and term papers.
- An entrepreneurial project: Students will be required to conceptualize and develop a plan for a small business in sports. This may include sports gadgets, specialty sports stores, niche clothing, and training programs and facilities. This will be part of the coursework for the entrepreneurship course and can be further developed in an entrepreneurship minor.

5.3 The Markham Campus is committed to providing students with professional career education and work-integrated learning opportunities where they interact directly with employers and community partners in both the classroom and the workforce, and through both individual and project-based learning. Resources and support have been available during the program development phase to inform faculty colleagues about experiential education activities, skill development and self-reflection and mechanisms for scaffolding these through an intentional course work progression to support student success throughout the academic journey. Ongoing support will ensure that students are supervised and assessed according to leading practices in work-integrated learning and experiential education in order to equip them with the

confidence in their ability to manage their future careers in a world where the only constant is change.

The program will benefit from a dedicated team of Work Integrated Learning and Experiential Education professional staff and leadership at Markham Campus, as well as from expertise and collaboration with Keele campus. A collaborative approach to employer and partner engagement will strengthen York's relationships within the community and encourage the type of innovative, interdisciplinary connections required to solve today's most complex challenges. This vision will be achieved through a centrally coordinated strategy, leadership and supports that are locally delivered within the program context.

6. Admission Requirements

6.1 Admission requirements

- Ontario Secondary School Diploma (OSSD)
- 12U English (ENG4U)
- 12U Math (either MHF4U or MDM4U)
- And four additional 4U or M courses

6.2. Appropriateness of requirements for the achievement of the program learning outcomes.

Because of the management component of the program, the proposed admission requirements reflect the current requirements for entry into the Honours Bachelor of Disaster and Emergency Management in the School of Administrative Studies at York. As a non-commerce management degree situated similarly within the same School but outside of the BCom, the proposed requirements will ensure that students have the academic preparation (particularly in terms of the level of math they will have completed), but with more flexibility to promote access to the program.

7. Resources

7.1. Strength and expertise of the faculty

While this is a new program, there are many scholars at York University who possess the relevant expertise to deliver the program and further develop it. The core courses and those in the minors will be taught by current and new faculty. The proposed new courses will be taught by both current full-time faculty who [would help/have helped] to develop these courses, as well as contract faculty (see below). The current faculty in business and human resource management, for instance, teach and conduct high-level research in their fields. They have published in top journals in business, written books used in university curricula, and won tri-council and other grants.

There will be a need to hire at least three new faculty members, over a three-year period, in the following areas: Sport Analytics; and Sport Management and Leadership.

While staff can be shared with other Markham programs in the beginning, there will also be a need for a Program Assistant over the longer term.

7.2. Anticipated role of retired faculty and contract instructors in the delivery of the program.

Given the applied nature of the proposed program, there will be substantial input from contract faculty in several areas/courses, including Event Management, and Facility Management. Contract faculty will be professionals currently working in the field who will teach one or two courses per year and provide experiential education opportunities by bringing their daily work into the classroom (in line with the current practice at the School of Human Resources Management and the School of Administrative Studies).

7.3. Lab Space requirements.

All programs of instruction and fields of research will be accommodated in a new 10-storey building. The top two storeys of this building totaling 60,000 square feet will be shelled only. It is expected that as new spaces are required these floors will be developed to fulfill those emerging needs.

The plans currently include one instructional laboratory in each of the Physics, Biology, and Chemistry disciplines as well as a robust suite of preparation and support spaces. There are four state-of-the-art computer labs for instruction in Computer Science and Digital Technology designed specifically to support the Lassonde School of Engineering (LSE). Two additional computer labs will support other computational instruction.

There are two Maker Spaces, one in the Library and the other associated with Arts Media and Performance Design (AMPD) with comprehensive equipment suites in each which support the creation of content and objects using various digital and analog means. Both the Library and AMPD also house content creation and editing suites with well-equipped lending libraries of equipment for digital, film and sound. The Library also has a Gaming Lab, equipped with a large wall-to-wall multiscreen display and a comprehensive array of inputs and digital components permitting gaming and game development in almost any format.

AMPD has several studio spaces assigned. There are two Trans Media Studios which, as the name suggests, support creation and presentation of content in many media. These are intended for teaching and research use. There is a Physical Studio which can act as a black box Theatre, Dance Studio and/or multimedia performance. There is a Presentation Room for small group seminars and presentation of film/video. Finally on the main floor there is a Gallery for presentation of work in any media.

Faculty research project spaces have been provided for LSE and AMPD. A small server room has been included to support LSE researchers. Research activities by groups in

the Faculty of Liberal Arts and Professional Studies (LA&PS) will be supported in the Office Suite provided on floor 8, to the faculty.

There is also an Experiential Education Hub on floor 3 intended to provide administrative space and support for upper year student work on Capstone Projects and act as an intersection for work with Industry partners, students, and faculty.

7.4. Other Space Requirements.

Laboratory and general research space have been described in section 7.3 above. It is worth noting that as new research clusters are formed it is expected that they will be accommodated within space assigned to Faculty Offices or should the demand require it other spaces will be reassigned to this purpose until growth requires fit out of floors 9 and 10 to house larger groups.

Every Faculty has a suite of offices for faculty members and administrative staff. Each of these suites has access to meeting rooms of various sizes, networking lounge space, kitchenettes and various filing and storage facilities. Science, AMPD and LSE share the 7th floor. LA&PS occupies almost the entire 8th floor which is equipped as the other Faculties on floor 7 but also offers separate enclosed lounge/ study spaces for graduate and undergraduate students.

There are several large study areas in the Library to support varying degrees of activity and quiet. Rooms are furnished and designated to permit collaborative work, quiet study and mixed-use including study and socializing. Every floor in the building except floors 7 and 8 has informal student lounge and study space off the main corridors. On the classroom floors 4 and 5 there is also significant bench seating installed in corridors, equipped with power to allow students to connect their devices while filling in time between their classes.

Faculty administrative support is lodged with the faculty office spaces on floors 7 and 8. There is also a suite of offices for the Deputy Provost functions on floor 7. All faculty and staff offices are on floor 3 with the Library collection, study spaces, editing suites, Gaming lab and Maker space. All student Service functions including Advising, Counseling, Alternate Exam facilities, Supplemental Instruction and Tutoring are located on floors 1 and 2.

It is important to note the vast array of high-quality sports facilities available for students in this program. These include, among others, a professional football stadium, a professional soccer pitch and stadium, Olympics/Pan Am games level track and field facilities (both at the Keele Campus and in the City of Markham), and indoor hockey and swimming facilities. Arguably, these facilities are among the best at any university in Canada.

7.5. Academic supports and services

The proposed program will be supported and supplemented by a suite of academic success supports and services that contribute to the quality of the program and the success of students. They include academic advising, accessibility services, general learning skills (eg. time management, critical thinking, reading and note-taking), discipline specific supports (e.g. writing and numeracy skills), and peer-based learning supports such as peer tutoring and Supplemental Instruction. Students' sense of belonging and community within their program is strengthened through a robust first year orientation and transition program, the active involvement of peer mentors, and a program specific student club/organization. To round out the student experience, students will have access to both in-person and remote student services delivered by staff based at Markham and Keele campuses. Wholistic student services include registrarial services, student finances and bursaries, health and wellness support and programs, and student activities and involvement programs.

The SPRT will be adequately served by York's technology personnel, at the Keele campus and in Markham. Students and faculty will have access to appropriate computers, software, and accessories. They will also have access to the university's libraries and recreational facilities.

7.6 Advisory Council

An advisory council constituted by sport professionals, employers, and faculty will be established. This body will offer advice on curriculum and other issues. It will help to ensure advancements in the field and appropriateness of the program over time.

7.6 Program Funding

The program will be funded through student fees and governmental transfers as per other regulated programs on campus. The fees will be similar to other professional programs in LA&PS.

Table 1 – Listing of Faculty

Full-time faculty is to be announced.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
New Faculty	School of Sport Management, LA&PS	Sport Analytics
New Faculty	School of Sport Management, LA&PS	Sport Administration/Management
New Faculty	School of Sport Management, LA&PS	Sport Communications
Parbudyal Singh, Professor	School of HRM, LA&PS	Human resource management
David Doorey, Associate Professor	School of HRM, LA&PS	Sports Law

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Andreas Strebinger	Assistant Professor School of Admin Studies, LA&PS	Sport Marketing
Hyunwoo Lim	School of Admin Studies, Sport Marketing, LA&PS	Sport Marketing, Sport Data Analytics
Mary Jo Ducharme, Associate Professor	School of HRM, LA&PS	Sport Psychology
Estee Fresco, Assistant Professor	School of Communications and Media Studies, LA&PS	Sport Communications
Tracy Supruniuk, Contract Faculty	Department of Sociology, LA&PS	Sport Sociology
Kathryn McPherson, Professor	History Department, LA&PS	Sport and Society, Sport History

8. Enrolment Projections

8.1 The proposed program will be launched in September 2023. Annual enrolments will average around 100-125 in 2023-2026, for a steady state of approximately 430 in Year 6/7 (2028/29).

9. Support Statements

See Appendix 7

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

10. Curricula Vitae of the Faculty

Current CVs should be submitted along with the new program proposal *as an independent document* compiled in a PDF document, in alphabetical order, with a table of contents. Where appropriate, a program may have separate sections for faculty members who hold full-time (including CLAs) positions at York, retirees, and adjunct appointments. CVs should be submitted in the format relevant to the proposed program.

Appendix 1
Curriculum Map
Degree in Sport Management

Both the general and honours degree requirements are mapped to show they both meet all the PLOs and DLEs

		A	B	C	D	E	F
		Depth and Breadth of Knowledge	Knowledge of Methodologies	Application of Knowledge	Communication Skills	Awareness of Limits of Knowledge	Autonomy and Professional Capacity
LO1	Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, cultural, financial, sociological, and psychological underpinnings and issues	1					
LO2	Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovation, creative solutions to present and future industry challenges based on these connections	1	1	1	1		
LO3	Apply an understanding of business and management foundations to sports-related situations, products, facilities, and brands, especially as related to the local and national contexts			1			1
LO4	Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues			1		1	
LO5	Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences				1		
LO6	Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sports management practices	1				1	1
LO7	Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employee those skills in real world situations such as developing an entrepreneurship and marketing plan for a new product or service		1		1		1

SPORTS MANAGEMENT COURSE MAPPING		Year 1			Year 2						Year 3						Count of Outcomes Year 1-3	Honors								Count Outcome
		Introduction to Sports Management	Sports and the Legal Environment	Sports in Society	Sports Marketing and Public	Facility Design and Management	Governance and Policy in Sport	Management of Sports Industries	Sports Communication	Sociology of Sports	Sports Analytics	Esports	Sports Finance	Sports Entrepreneurship	Sports Management Internship I	Sports and Psychology		The Economics of Sports	International Sports Management	Sports Leadership	Sports Ethics	Development of Canadian Sports	Sport Event Management	Sports Management Capstone	Sports Management Internship II	
LO1	Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, cultural, financial, sociological, and psychological underpinnings and issues	1	1	1						1			1			1	6	1	1			1	1	1	11	
LO2	Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovation, creative solutions to present and future industry challenges based on these connections			1	1	1	1							1	1		6	1		1				1	1	10
LO3	Apply an understanding of business and management foundations to sports-related situations, products, facilities, and brands, especially as related to the local and national contexts					1	1	1	1		1	1	1	1	1	1	10	1				1		1	1	14
LO4	Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues	1	1	1				1	1								5			1	1			1		8
LO5	Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences				1				1	1		1	1				5						1	1	1	8
LO6	Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sports management practices	1	1							1							9		1		1	1		1		7
LO7	Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employee those skills in real world situations such as developing an entrepreneurship and	1			1			1	1			1	1		1		7			1			1	1		10
Subcount of outcomes per course		4	3	3	3	2	3	4	3	2	2	2	3	2	3	2	13	3	2	3	2	3	3	7	3	21

Appendix 2

Program Courses

Course	Unit	Course#	Credits	Short Course Description	Existing (E) or New (N)
Year 1					
General Education/ First Year Experience	MC Courses		Up to 21	Students choose from existing courses in the sciences, technology, business, liberal arts, etc. at MC that satisfy Gen ed in LAPS	Offered at MC
Major/ Core	Bachelor of Sport Mngt	SPRT1010	3	Introduction to Sport Management: Historical and philosophical aspects of sport management are covered together with an overview of current issues, and career opportunities in sport management. Basic management and business principles to be covered.	N
Major/ Core	SPRT	SPRT1020	3	Sport in Society: This course is intended to provide an in-depth study of sport in society. The course includes gender and pay equity, Black Lives Matter and sports, Sports and the MeToo Movement and sports, race and culture, economics and social class, and the role of the media.	N
Major/ Elective	SPRT	SPRT1030	3	Sport and Psychology: The focus is on how people behave in sport settings: motivation, anger, fear, and how such emotions affect performance; how emotions can be moderated and how behaviors can be made more effective are covered. Issues related to stress, burnout and depression in sports will be addressed.	
Yr 1Credits			30		
Year 2					
Major/ Core	SPRT	SPRT2010	3	Sport Marketing: This course introduces students to marketing concepts and theories. . The course	N

				specifically focuses on theories and methods sport marketers can utilize to build relationships with consumers in sport industry. Topics include sport consumer behavior, market analysis, situational analysis, marketing plan processes, promotional activities, advertising, and corporate sponsorship. Students should leave this course knowing how to develop an integrated marketing plan.	
Major/ Core	SPRT	SPRT2020	3	Management of Sport Industries: This course builds on Introduction to Sport Management and provides students with a more in-depth discussion of the principles of management applicable to the administration of sport organizations and innovations, including planning, controlling, organizing, staffing, and directing of the various activities necessary for organizational effectiveness. Students will also discuss the breadth of career opportunities within the sport industry.	N
Major/ Core	SPRT	SPRT2030	3	Facility Design and Management: This course is designed to introduce students to facility design and management in the sport industry. The course will discuss theories and concepts utilized in the planning, construction, and management of new and existing sport facilities as well as guidelines for evaluating the sustainability and life cycle of existing facilities.	N
Major/ Elective	SPRT	SPRT2040	3	Governance and Policy in Sport: This course is an examination of the integration of management theory with sport governance and policy development practice. The course provides	N

				students with an understanding of the authority, organizational structures, and function of the major governing bodies in the various segments of professional and amateur sport organizations at the local, national, and global levels. The study of policy development in educational, non-profit, professional, and international sport organizations in relation to governance issues will also be addressed.	
Major/ Elective	SPRT	SPRT2050	3	Sociology of Sports: Sport sociology provides tools through which to develop informed insight into the matters that are at the foundation of contemporary policies and debates about sport. This course introduces students to the uses of sociological ideas and methods in the analysis of contemporary sport issues, including gender and race	
Major/ Elective	SPRT	SPRT2060	3	Sport Communications and Community Relations: This course examines the application of communication theories to the sport industry. Various media are explored in detail with a focus on message development, image building and crisis management for sports through these media. Strategies for the acquisition, storage, analysis, and use of customer and supporter data will be covered. The use of social and digital media and their relationship with innovation will be emphasized.	N
Minor/ Electives or Additional	MC courses		15	5 courses/15 credits Entrepreneurship Business Analytics Accounting	N/E

				Finance, etc.	
Yr 2 Credits			30 (15 in the major, 9 core and up to 6 electives; 15 minor or additional)		
Year 3					
Major/ Core	SPRT	SPRT3040	3	Sport and the Legal Environment: Legal aspects as they relate to professional and amateur sport institutions. An analysis of legal problems and issues confronting sport executives such as: intentional torts, negligence, contract law, employment law, and other issues that can be found in youth sport, college/university, and professional sport. The course will focus on the application of legal concepts in sport settings.	N
Major/ Core	SPRT	SPRT3010	3	Sport Finance & Accounting: This course examines financial and accounting considerations relative to Sport Management, including: budgeting, fundraising, financial statements and accounting, and the economic impact of sport events. Emphasis will be placed on hands-on learning and practical finance and accounting skills for sports professionals.	N
Major/ Core	SPRT	SPRT3020	3	Sport Entrepreneurship: This course is an introduction to sport entrepreneurship principles, including product development, sales and distribution, social media, fundraising, valuation, and exit strategies.	N

Major/ Core	SPRT	SPRT3030	3	Sport Management Internship I: This course is designed to provide sport management students with practical work experience in a sport management environment.	N
Major/ Elective	SPRT	SPRT3050	3	Sport Management Analytics: This course provides a review of financial, statistical, and mathematical models as they relate to sports team performance, administration, marketing, and business management. Students will work with data and models relating to sports team performance, tactics, and strategy. Students employ modeling methods in studying player and team valuation, sports media, ticket pricing, game-day events management, loyalty and sponsorship program development, and customer relationship management. Issues around data acquisition, analysis, protection, and usage as well as privacy will also be covered.	N
Major/ Elective	SPRT	SPRT3060	3	E-sports: This course provides students with knowledge and skills required in the gaming industry and electronic sports (E-Sports). Students are introduced to the growth and structure of the esports industry, esports design, and management. Students will gain hands-on experience hosting esports events and develop knowledge and skills required by the sport and esports industries.	N
Major/ Elective	SPRT	SPRT3070	3	The Economics of Sports: The goal of this course is to apply basic economic tools to specific questions	

				critically examined through theory and practice. Topics such as creating and sustaining inclusive-ness; and intersectional axes of inequality.	
Yr 3 Credits			30: Major 15 credits (core 9 credits; electives 6 credits); 15 Minor or Additional credits		
Year 4					
Major/ Core	SPRT	SPRT4010	3	Sport Management Internship II: This course is designed to provide sport management students with practical work experience in a sport business setting. This supervised internship builds upon Internship I to provide the student with additional exposure to the sport industry. Written assignments are required components of the internship experience.	N
Major/ Core	SPRT	SPRT4020	3	Strategic Sport Management Capstone: An integrated approach to sport management using case studies and experiential exercises. A strategic approach to all aspects of sports management. This course will include an experiential project where students integrate relevant key aspects of the course in a holistic manner.	N
Major/ Core	SPRT	SPRT4030	3	Equity, Diversity and Inclusion and Sports: Provides an understanding of diversity and inclusion practices in sport organizations and society. Issues of inequality and discrimination are	N

				and problems in the sports industries. These tools include supply and demand analysis, basic game theory, wage determination in competitive and monopsonistic models, theories of the firm, models of imperfect competition, and probability.	
Major/ Elective	SPRT	SPRT4040	3	Sport Leadership: This course provides an in-depth study of leadership styles and their importance in the field of sport. It will focus on theories and practice of effective leadership, with a focus on the innovation and creativity in the sports sector.	N
Major/ Elective	SPRT	SPRT4050	3	Sport Ethics: This course will focus on the exploration of contemporary values, issues, and controversies associated with sport and sport management. Current issues, ethical dilemmas in the sport environment, race and gender, organizational responsibility, and professional ethics will be discussed.	N
Major/ Elective	SPRT	SPRT4060	3	Event Management: This course will help students develop the skills necessary to manage sporting events, including contingency planning, logistics, working with vendors, financing, ticketing and admissions, seating design and controls, sponsor and supplier agreements, risk management and insurance, marketing events and licensed merchandise, finding sponsorship, working with governmental agencies, and scheduling tournaments and matches.	N
Major/ Elective	SPRT	SPRT4070	3	Risk Management: This course provides students with an overview of legal liability and negligence in	N

				the sport industry. Students learn how to identify risks in their work, well as techniques to manage and minimize the potential for harm. These skills are needed to help minimize the likelihood of liability lawsuits.	
Minor/ Electives			9	9 credits	
		Special Topics		Topics such as: Advanced sport law; Sports tourism; Sport Human Resource Management, and Advanced Data Analytics.	
Yr 4 Credits			30 (21 major: 9 core and 12 electives; and 9 electives or additional courses		
Overall Total			120 credits		

Appendix 3

Degree Progression

Degree in Sport Management

Course Progression Chart

	Sports Foundations	Business/Management	Innovation	Technology and Analytics
Year 1	Intro to Sport Mgmt	Intro to Sports Mgmt	Intro to Sport Mgmt	Intro to Sport Mgmt
	Sport and the Legal Environment			
	Sport in Society			Sport in Society
	Sport and Psychology			
Year 2		Sport Marketing		
	Facility Design & Mgmt			
	Development of Canadian Sports			
		Mgmt of Sports Industries		
	Sport Communications & Community Relations			Sport Communications & Community Relations
Year 3	Sociology of Sports			
		Sport Finance and Accounting		
	Economics of Sports		Economics of Sports	
			Sport Entrepreneurship	
		Sport Mgmt Internship I		
	Sport and the Legal Environment			
	Equity, Diversity and Inclusion and Sports			
Year 4	Governance and Policy in Sports			
		Sport Leadership	Creativity and Innovation in Sports	
			Sport Leadership	Sport Leadership
	Sport Ethics			
	Sport Psychology			
			Esports	Esports
				Sport Management Analytics
	Event Management			
		Strategic Sport Mgmt	Strategic Sport Mgmt	Strategic Sports Mgmt
		Internship II	Internship II	Internship II
				Special Topics

Appendix 4
Academic Calendar
Degree in Sport Management

Academic Calendar

Program Requirements (Calendar Copy)

The School of Sport Management offers an Honours Bachelor of Sport Management (120 credit), which is offered at Markham Campus.

Honours Program (120 credits)

The honours program core (36 credits) is defined as: AP/SPRT 1010 3.00; AP/SPRT 1020 3.00; AP/SPRT 2010 3.00; AP/SPRT 2020 3.00; AP/SPRT 2030 3.00; AP/SPRT 3010 3.00; AP/SPRT 3020 3.00; AP/SPRT 3030 3.00; AP/SPRT 4010 3.00; AP/SPRT 4020 3.00; AP/SPRT 4030 3.00

A. General education (21 credits):

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

B. Major Requirements

- The program core, as specified above (36 credits);
- 6 credits from: AP/SPRT 2040 3.00; AP/SPRT 2050 3.00, AP/SPRT 2060 3.00;
- 6 credits from: AP/SPRT 3040 3.00; AP/SPRT 3050 3.00; AP/SPRT 3060 3.00; AP/SPRT 3070 3.00; and,
- 12 credits from: AP/SPRT 4040 3.00; AP/SPRT 4050 3.00; AP/SPRT 4060 3.00; AP/SPRT 4070 3.00

C. Additional credits

- 39 credits of elective courses
- At least 18 credits of the above 39 must be in courses outside of Sport Management (SPRT)

D. Upper Level Requirement

- At least 36 credits of the 120-credit degree need to be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Ordinary Program (90 credits):

The ordinary program core (27 credits) is defined as: AP/SPRT 1010 3.00; AP/SPRT 1020 3.00; AP/SPRT 2010 3.00; AP/SPRT 2020 3.00; AP/SPRT 2030 3.00; AP/SPRT 3010 3.00; AP/SPRT 3020 3.00; AP/SPRT 3030 3.00; AP/SPRT 3070 3.00;

General education (21 credits):

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories

- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

E. Major Requirements

- The ordinary program core, as specified above (27 credits);
- 6 credits from: AP/SPRT 2040 3.00; AP/SPRT 2050 3.00, AP/SPRT 2060 3.00; and,
- 6 credits from: AP/SPRT 3040 3.00; AP/SPRT 3050 3.00; AP/SPRT 3060 3.00;

F. Additional credits

- 30 credits of elective courses
- At least 18 credits of the 30 stated above must be from outside Sports Management (SPRT)

G. Upper Level Requirement

- At least 18 credits of the 90-credit degree must be taken at the 3000 or 4000 level

Appendix 5

Projected Enrollment Table

Degree in Sport Management

Projected Enrolments- (Honours) Bachelor of Sport Management

Domestic Students

Bachelor in Sports Management	Year-Level 1	Year-Level 2	Year-Level 3	Year-Level 4	Total
Markham Yr. 1	80	0	0	0	80
Markham Yr. 2	88	58	0	0	146
Markham Yr. 3	97	64	47	0	207
Markham Yr. 4	106	70	51	29	257
Markham Yr. 5	117	77	56	31	282
Markham Yr. 6	129	85	62	35	310
Markham Yr. 7	142	94	68	38	342

Visa Students

Bachelor in Sports Management	Year-Level 1	Year-Level 2	Year-Level 3	Year-Level 4	Total
Markham Yr. 1	20	0	0	0	20
Markham Yr. 2	22	16	0	0	38
Markham Yr. 3	24	17	13	0	55
Markham Yr. 4	27	19	15	7	67
Markham Yr. 5	29	21	16	8	74
Markham Yr. 6	32	23	18	8	81
Markham Yr. 7	35	25	19	9	89

Total Students

Bachelor in Sports Management	Year-Level 1	Year-Level 2	Year-Level 3	Year-Level 4	Total
Markham Yr. 1	100	0	0	0	100
Markham Yr. 2	110	74	0	0	184
Markham Yr. 3	121	81	60	0	262
Markham Yr. 4	133	89	66	36	324
Markham Yr. 5	146	98	72	39	356
Markham Yr. 6	161	108	80	43	392
Markham Yr. 7	177	119	87	47	431

Appendix 6

External Appraisal Report

Summary of Changes in Response to External Appraisal Report

Degree in Sport Management

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

External Appraisal Report on the Proposed New B.A. Degree in Sports Management

Please provide feedback, as appropriate, on the evaluation criteria provided below.

October 4, 2021

External Reviewer(s)

Gil Fried, J.D.
Professor and Department Chair
Administration & Law Department
University of West Florida
gfried@uwf.edu
203-606-4523

1. Outline of the Visit

- Who was interviewed?

Zoom interviews were conducted on September 23, 2021, with:
Lyndon Martin, Vice Provost Academics
Alice Pitt, Senior Advisor
Parbudyal Singh, Director/Professor of Human Resource Management
John-Justin McMurty, Dean, Liberal Arts and Professional Studies
Sean Kheraj, Associate Dean Programs (LA&PS)
Anita Lam, Associate Dean, Teaching and Learning (LA&PS)

- What facilities were seen

Due to the Covid related restrictions no facilities were viewed. I was sent photos and learned about the facility being built.

- Any other activities relevant to the appraisal

I examined curriculum from other programs in the United States. While curriculum for sport management programs in Canada are slightly different than those in the United States, programs in the United States are often perceived as leading the industry since so many sport related businesses and entities are based in the United States. It should be noted that most United States degree are four years degrees, and the proposed degree is three years. However, I also ran a three-year accelerated program at the University of New Haven.

2. General Objectives of the Program

- Is/are the program name and degree designation(s) appropriate?

Many programs in the United States are BS programs rather than BA programs. This is especially true in business school based programs. Most students would not know the difference and the BA vs. BS distinction should not impact the degree. The degree is called sports management. The plural version of sports is frowned upon by many sport management educators. This is especially acute in Canada where Canadian members of the North American Society of Sport Management (NASSM) have often raised the distinction. Thus, I would recommend calling it sport management in the singular. If the name were to be changed, I think it might be refreshing to explore a brand new moniker to distinguish the program such as Sport Entrepreneurship or Strategic Sport Business- as examples.

- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?

N/A

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

I found the objective clear and they seemed to be consistent with the University and Faculty missions and academic plans. I was a bit concerned with such a large focus on social justice in the proposal. While this might be a current part of the Faculty's academic plans, things could change quickly and tying the curriculum to a given perspective could be dangerous and turn-off some students. The proposal mentions at one point pay equity for women's sports. This is a timely and important topic, but nothing to build a curriculum around as knowing basic legal and ethical requirements would address such issues from a theoretical perspective, but on a day-to-day basis most sport management graduates would never deal with this topic. It is similar to how some curricula in the United States examine antitrust law in professional sport, but students would only deal with this issue if they went to law school and worked for a handful of top tier law firms, and no sport experience is necessary to handle those types of claims.

3. Need and Demand

- Is there sufficient explanation of need/demand for the program?

There was sufficient explanation of the demands for the programs. The Toronto area is a large metropolitan area with a large number of sport related businesses. Based on York's location and the lack of serious local competition in this space I think the program can leverage the existing location. However, the sport world is very small and York will not be just competing and leveraging the Toronto market. There are programs in other areas of Canada, throughout the United States, and a number of international programs-especially in Europe that also represent a potential challenge. While this challenge will primarily relate to those pursuing a master's degree, there will be those who want to study soccer/football in Europe or esports in California as an example. That is why the program will need to have a dedicated focus that will not just attract local students, but draw students from throughout Canada (and further) due to the innovative degree and direction.

I am not sure if there is a demand for 500 students and how the program can prove the high demand. Reference is made in the proposal to other programs such as Columbia University's program (which is a graduate program in continuing education) and how it can leverage the New York market. I helped launch the program at Columbia and it has become a money maker. The teaching quality though is very weak because they exclusively use adjuncts who do not have the time to really spend time with students and help them with their job search.

I would encourage the program to explore job listings in the sport market to help prove the case for how many jobs are out there and what degrees are needed for those jobs. Are more advanced degrees required? Most entry positions do not even require college experience and advanced positions often require an MBA or similar advanced degree.

4. Program Content and Curriculum

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.
- The faculty spent a lot of time developing the curriculum. I am not trying to bash them. I just felt the curriculum was plain vanilla. There was nothing that stood out that the curriculum was innovative or a "wow" course or series of courses. For examples, there were two classes focused on sport sociology. Why so much emphasis? Most programs in the United States have only one such course, and that course is often taught outside a sport department (such as in a sociology faculty rather than business). There are some classes I think can be great such as sport entrepreneurship and creativity and innovation is sports (remember that besides the program name the courses should also be sport in the singular). However, the course descriptions need to focus on hard skills students will learn rather than appearing to be survey courses with no teeth. It also appears that the curriculum was designed to cover as many bases as possible while several courses could be folded together. For example, sport ethics could be included in the sociology, sport law, and other courses rather than having a standalone sport ethics class.

- For undergraduate programs, comment on the appropriateness of the anticipated class sizes. For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?

I am for smaller class size. Having 60-70 students in the entry classes can lead to weeding out some students, but it also makes covering the topics that much more difficult. The 30-40 class size is much better for hands on learning. The scale envisioned by this program will require a bit of faculty. While some classes can be larger classes, some classes are better in a smaller format. This is especially true with high impact classes such as event management or capstone classes where you will need much smaller classes. One strategy I used at my prior institution was to have a class focused on event management principles and then a separate capstone class where students actually had to run real events. This is where they were able to apply everything they learned from throughout the program. They were able to apply concepts such as how to design an event, how to market for sponsorship, what insurance requirements existed, how to develop and follow a budget, etc.... The way the class was taught required each faculty member to review with the students what they covered in a prior course. Thus, when the students were looking at the budget, I would come in and refresh their memory as to what we covered, and then we would work on the budget. The faculty member who taught marketing would do the same thing as well as the faculty member who taught facility management. Thus, we were able to integrate what was covered in eight prior classes into a real capstone to summarize everything that had previously been covered, but now in an applied manner. This can only be done in small groups of 4-5 students. It might be beneficial to develop several cohorts of smaller students that have similar professional interests to create a more collaborative and engaging learning environment.

5. Program Structure, Learning Outcomes and Assessment

- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?

I felt the learning goals and objectives for the program were not as focused as I would like. They seemed very basic and trying to address multiple audiences rather than identifying a key market and explaining why this program will deliver something unique and creative. The emphasis on how to use sport innovation as a vehicle for social change is a unique selling proposition- but the question I have is- selling what? Those working in the sport space can talk about social change, but at the end of the day sport administrators need to develop and execute programs that engage customers/athletes, are conducted in a safe manner, generate publicity, sell items, and come in under budget. Those are industry specific skills. Yes, it would be great if these activities can be done with a social change agenda, but at the end of the day these are business focused skills that need to be honed in classes.

I understand that York's University Academic Plan (2020-2025) has an emphasis on innovation and social change, but find it hard to quantify those into SMART goals. I would have liked to have seen some detailed examples of how this could be executed, such as a program goal to develop youth sport leagues in underserved populations that increase participation by 25% after four years. I know that is specific- but that is something concrete around which a program can help build some exciting courses that develop real change. Right now the curriculum does not spark any concrete way to help reach the goal of innovation and social change.

Another example is the sentence- "[d]emonstrate foundational knowledge and understanding of fundamental principles requisite for success in the sport management profession." I found this sentence to be really "academic language" rather than what anyone from the industry would write. Be specific. What are the foundational knowledge elements? What are the fundamental principles? What are the positions undertaken by sport management professionals? These are the key questions and the more specific the language the easier it is to focus the program on really adding value. Several areas are mentioned such as sport law, sport marketing, and human resources- but very few people are hired because of their knowledge associated with HR or sport risk management. People are hired in this space because they can help make/save money or can execute planning/running events. Only more advanced executives are engaged in strategy or managing people. Most sport organizations are very lean at the top.

The other goals sound good- such as critical thinking; abstract reasoning; oral, written, and research skills; global scope; and entrepreneurship. These are important skills. They do not distinguish the program and many of the basic goals will not attract any new students as they are goals mentioned in almost every program. I would have loved to have seen a concrete goal such as design and then execute an event that will raise \$1,000. That is something where you can incorporate a number of different learning elements, especially experiential learning and high impact learning practices.

- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).

As previously stated, I think there could be more focus on the curriculum. It is currently too broad with too many classes for which I would think a good 4-5 classes could be consolidated for a more focused curriculum on hard skills. Currently the degree has 60 credit hours in the major. This is typical for many programs when they have a strong foundation in other areas (such as physical education or business). At my prior institution there were 10 sport management classes and 10 business classes for the 60 credits. Thus, the students had a strong business foundation and almost 50% of our graduates (from the BS program) did not work in the sports field but had a basic business background with several specialized sport business classes. My current program has ten sport management classes,

I really like the two internships. I would like to see if that was 150-200 contact hours. I would also like to see some element of professional development where students are taught what it means to be a professional and work in the field. The sport management capstone class is a great idea. Case studies though are one thing, but nothing beats the real-world experience rather than trying to solve problems from a written case where there are no consequences or interaction with industry professionals. One model that I have seen, and think might work is to assign students to work on real world problems for dedicated "clients." This could be local teams where students have to develop and help execute a theme night to working with a sport membership program where they have to increase membership by a certain percentage. This is different than what is currently planned- which is more of an empirical study of a real-world organization.

- Are the methods and criteria for assessing student achievement of learning outcomes and documenting those are appropriate and effective?
I did not really see much of an assessment model other than classroom work, case study, capstone, and internships.
- For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.
N/A
- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.
Classroom delivery is appropriate. The best sport management learning for certain courses entails being in the field. Classes such as facility management really require students to visit facilities and see how a 50,000-gallon chiller plants really operates- as an example.
- Comment on the appropriateness of the experiential education component of the program, if applicable.
Experiential learning is critical in sport management, and I think having three or more experiences is a good number (capstones and internships).

6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning outcomes?

The admission requirements are reasonable and appropriate. One item I would like to mention is that it is important to get students into the basic sport management courses as soon as possible. Especially for a three-year degree. Many students have an idea about sport management, but that idea is often flawed. That is why it is so important to have students exposed to the topic early so they can make up their mind if they want to stay in the degree.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?
N/A

7. Resources

For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program. It appears that the resources are there- or will be there. My conversation with leaders shows a commitment and that commitment should translate into resources.
- Appropriateness of the collective faculty expertise to contribute substantively to the program. There is a nice mix of existing faculty who can possibly cover some classes. There will need to be several new faculty members hired with a specific focus such as teaching expertise and those with industry experience. Industry experience will be key for internships and capstone projects.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record. It is too early for me to comment on qualification of faculty members specifically in sport management. It will be important in the lead up to launching the program for faculty to publish- not just in peer review journals- but industry publications and to develop a connection with the industry.
- Evidence that there are adequate resources (e.g. library, laboratory, studio space, equipment) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

There appears to be adequate resources. Sport management does not require a lot of resources such as databases or books. The key resource is faculty and their ability to connect students with industry. One concern is the launch of a center, laboratory, and incubators. These will require a lot of resources and time. It is unclear if external funds can be generated or not for these efforts.

Additional criteria for undergraduate programs only

- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

I did not see a detailed plan for faculty growth other than hiring three new faculty members. I would not concentrate on the new faculty's specific skills or focus areas until a program focus is developed. Sport law faculty are very easy to find. Sport administration/management faculty is a very broad area and does not give a lot of guidance. Sport communication and media is also very broad. Will York be looking for someone who is a sport media person- such as a publicity or sport journalist? I think if York is looking for an innovative person than someone experienced in social media and streaming/Twitch, and other "new media" would be a better fit.

Additional criteria for graduate programs only

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

8. Quality of Student Experience

- Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

There is a plan for a research center, laboratory, and incubator. While these elements can add value for faculty and students, I feel that it is too early to explore these options. These options can be developed over time with the right faculty and can serve as a valuable tool to help students undertake research. It should be noted that there is very little applied students intellectual work in this space. Most of the research seen is surveys and analyzing data associated with fan behavior or participant in given sports. There could be some fertile ground for sport innovation research. For example, how are people using wearable technology and what will be the impact on sport performance. Social change has been researched extensively in this space.

There is no detailed view of the faculty since it really does yet exist. I would be cautious hiring faculty as there are some great researchers and writers out there, but often they are looked down upon by the industry if they cannot engage and connect with those working in the trenches. The more industry focused the faculty, the stronger the program will be.

Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

9. Other Issues

I would encourage the program to immediately start connecting with industry through developing a board of advisors and starting to invite industry members to campus for various presentations that are applicable to the industry members and help them do their job more effectively.

10. Summary and Recommendations *(Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee of Quality Council. Individual reviewers are asked to refrain from making recommendations in this respect.)*

I think there is a market for York University in the sport management space. I think there can be some great opportunity for the program to distinguish itself. To that end, I would make the following recommendations:

- 1) develop an advisory board to help the program going forward and to help develop a direction.
- 2) develop, based on industry interviews, what are the most important skills and issues faced by the Toronto and broader Canadian sport market. This material can then help the program develop its core focus that will distinguish themselves.
- 3) Once you identify what topics/issues/skills you want to focus on then you can start developing classes to meet those objectives. That can then lead to the type of faculty members you will need.
- 4) Start promoting your unique industry position and how you will distinguish York in the mind of the industry and potential students.

If you have any questions, please do not hesitate to contact me. It was an honor reviewing your proposal and I wish York well in this exciting opportunity.

Sincerely,

Gil Fried

Gil Fried
850-474-3426

Summary of Changes/Responses to the Reviewer's Comments

1. Program Name and General Objectives

As suggested, we changed to name to Bachelor of Sport Management (singular). It is a new degree (not BA or BS). The proposed program is for a 4-year period (honours) and 3-year (ordinary).

2. Focus on Social Change

The reviewer found the objectives to be clear and consistent with the University and Faculty strategic plans. However, he noted that students may not deal with this focus on social change on an everyday basis. While we agree with this to some degree, we feel that it is important for several reasons. First, it is a core aspect of the Faculty and University's strategic plans, and program alignment with institutional goals is important. Secondly, graduates from the program need to understand the wider role of sports in society – and as a vehicle for social change. Thus, while they may not have to deal with this issue on an everyday basis, it is important for their education and long-term development. Third, the Canadian and US environments may be different in how sports and society interact. Nevertheless, we have de-emphasized social change as a primary focus of the program but kept some aspects of it in the curriculum.

3. Demand for the Program

The reviewer noted that there is sufficient explanation for the need/demand for the program. He stated that competition for the graduate market was global, so we need to better focus the program. While we are not in the graduate market (as yet), this is good advice. Accordingly, we have re-focused the proposal to highlight strengths in entrepreneurship and innovation, and to deal with new technologies and data analytics. We have also added data to support the moderate annual enrolment targets (70-100 students). As the reviewer suggested, we have also taken another "survey" of jobs in the market, all of which require undergraduate/college level qualifications.

4. Program Content and Curriculum

The reviewer noted that the program was designed to cover as many bases as possible, but that it was "plain vanilla". He also stated that we may not need two courses in sociology/societal issues and that some courses could be folded, including sport ethics. To address these issues, we have defined more clearly the "innovation and entrepreneurship" focus of the program, without losing the fundamentals of the discipline. We have also dropped one of the sociology-related courses as a core course. We also included the sport ethics course as an elective, versus a core course.

The reviewer also recommended that we include the “hard skills” needed by employers. This is good advice. Based on a review of job advertisements on major job/recruitment sites and feedback from employers and other stakeholders, we have identified specific skills and abilities for the sport sector (see Program Brief and below).

5. Class sizes

The reviewer expressed a desire to have the upper-level classes to be smaller. At York and LA&PS, 30-40 students per class in the upper years is not unusual. To address the underlying issues with larger classes, including curriculum and career advising, we plan to leverage the resources at the Markham Campus (MC) that will help with these issues, including the Student Services unit (see section on services in the Program Brief).

6. Learning Outcomes and Goals

The reviewer suggested that the program should have more specific goals, versus the higher-level learning outcomes. To address this issue, we have layered another level of outcomes. That is, we identify more specific goals and skills associated with the learning outcomes. These skills are:

- Extensive knowledge and skills related to computer systems and software, including Microsoft Office (Word, EXCEL, etc.).
- Demonstrated problem solving and organizational skills.
- Strong finance, budgeting, and accounting skills and competencies.
- Strong communication and coordination skills.
- Strong negotiation skills as required when dealing with internal and external clients.
- Strong planning and project management skills.
- Ability to work to a variety of deadlines from long to very short term, and to prioritize and balance several ongoing projects at any one time.
- Ability to exercise independent judgment and initiative, as well as working with teams.
- Strong interpersonal skills.
- Proficiency with Social Media platforms, such as Facebook, Instagram and LinkedIn.
- Ability to be a generalist; that is serving in multiple capacities in sports associations.
- Strong data management and data analytical skills.
- Ability to develop an entrepreneurship and marketing plan for a new product or service.

As per the reviewer suggestion, we also included examples of how SMART goals can be tied to the program at the course level.

7. Appropriateness of Curriculum

As the reviewer noted, 60 credits for the major is normal in the field. To create more options for students, we have further defined 30 credits as core, and 30 as electives (from

a larger number of electives to give some choice). The reviewer lauded the inclusion of two internships and a capstone course.

8. Timing of Sport Management courses in the program

The reviewer suggested that students should be exposed to sport management courses early in the program. Accordingly, we have the Introductory, plus two other sport management courses in the first year.

9. Resources

The reviewer noted that resources seem to be adequate, as "...sport management programs do not require a lot of resources...". He suggested that we should hire faculty in "new media". This is good advice; it can be done as the faculty complement plan envisages hiring faculty in communications and media. He also suggested hiring faculty with industry experience, which is planned.

10. Quality of Student Experience

The reviewer felt that the ideas for a sport laboratory, business incubator, and research centre can add value to the students' experience; however, it may be too early to focus on them, and that they should be developed over time. As a result, we have dropped these ideas from the Program Brief. These initiatives will be explored over time.

11. Other Issues

As the reviewer suggested, we will consider an Advisory Board (this is now included in the Brief)

Appendix 7

Support Statements

Degree in Sport Management


Memorandum

**YORK UNIVERSITY
LIBRARIES**

Office of the Dean

516 Scott Library
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5601
F 416 736 5451
www.library.yorku.ca

To: Parbudyal Singh

From: Joy Kirchner, Dean of Libraries 

Date: October 8, 2021

Subject: Bachelors of Sports Management Program Support Letter

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the proposed Bachelors of Sports Management program at York University's Markham Campus. As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this interdisciplinary program. I draw your attention in particular to the new Markham Campus Centre Library (MCCL) spaces that will provide immersive, technology enhanced spaces that lends itself well to your program. I also highlight YUL's curriculum integration offerings, digital literacy programs, our business collections, business elearning modules, and specialized programming offered through our digital scholarship centre. YUL also offer broad and deep knowledge and infrastructure to support emerging curricular needs around sports management, such as financial, marketing and entrepreneurship literacies.

We look forward to contributing to the success of students and faculty in the Bachelors of Sports Management program at the Markham Campus of York University.

cc: Patti Ryan, Director, Content Development and Analysis,
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
Andrea Kosavic, Associate Dean of Libraries, Digital Engagement and Strategy

This statement of library support for the proposed Bachelors of Sports Management has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes some of the services and levels of support that York University Libraries (YUL) will be able to provide to students and faculty at the Markham Centre Campus. YUL supports all programs through immersive spaces, diverse collections, instructional services, research assistance, access to knowledge resources, expertise with research dissemination and adaptive services.

This new Bachelors of Sports Management program provides academic and research opportunities in line with the Markham Campus' focus on technology, entrepreneurship, management and communications. York University Libraries embraces this approach with Markham Centre Campus Library (MCCL) programs and services that support multimodal learning through program-integrated offerings of technology, space and expertise. MCCL embeds library instruction and proficiency with immersive spaces including media capture and editing suites, a makerspace, VR capabilities, a gaming lab, and a visualization wall, all developed to support creative collaborations for teaching, learning, research and community partnerships. From a rich and diverse collection of print and electronic resources and tools, to one-on-one consultation services, instructional sessions, co-curricular offerings and group study spaces, the Libraries are well-positioned to support student success in what promises to be a rich, intensive program of study.

An overview of relevant York University Libraries services and resources for students and faculty is provided in subsequent sections.

Library Curriculum Integration for Degree in Sports Management

Information Literacy (IL) encompasses the skills to find, retrieve, evaluate, use and produce academic and creative work. It enables students to participate fully in a university environment and a disciplinary culture. IL integration strengthens alignment with Degree Level Expectations and the seven defined categories of broad knowledge and skills integral to Ontario's Quality Assurance Framework.

Scaffolding IL instruction is most effective when organized at the program level as it eliminates duplication, improves assignment outcomes, and enables students to apply their learning. IL instruction spans many areas including digital methods, digital tools, data visualization, copyright, privacy and security. Based on [ACRL's Framework for IL for Higher Education](#), and years of experience, we suggest integrating library instruction into the introduction to the discipline course (such as Introduction to

Sports Management: BAS101/KINE2380), the research methods course (Sports and the Legal Environment: BAS102) and the capstone course (Strategic Sports Management Capstone: BAS407).

Instructors are encouraged to take advantage of dedicated, in-class sessions that can be tailored to course material or assignments. A wide range of programming is available, including digital and information literacy, blended learning modules, co-curricular programming, open educational resources and student seminars. In-class sessions should be organized and booked in advance of each semester's offerings, and requests can be submitted at <https://classrequests.library.yorku.ca/>

Digital Scholarship Centre and Specialized Programming

To discuss curriculum integration in the areas of digital scholarship, digital cultures and pedagogy, data management, open education, or scholarly publishing, YUL welcomes faculty to contact the [Digital Scholarship Centre](#). The Digital Scholarship Centre (DSC) at York University Libraries houses knowledge in a range of digital tools and methods for web crawling and scraping, data cleaning, data curation, text processing and analytics, social graph analysis, data visualization, and linked open data applications, with an emphasis on sustainable, low-barrier approaches and open-source tools. The Digital Scholarship Centre draws expertise from a variety of departments within York University Libraries. The Digital Scholarship Infrastructure (DSI) supports students and faculty seeking assistance with [digital scholarship and digital humanities projects](#), open repositories, [digitization best practices](#), digital preservation, [research project design](#), eLearning, and [Open Educational Resources](#). The department also hosts [scholar-led journals](#) and can also consult on the development of course assignments working with unique digital collections stewarded by the Libraries. The Open Scholarship department (OS) supports student and faculty needs around [open access publishing](#), retaining author rights, [improving research visibility](#), [research data management](#), and adopting open science workflows. The department also hosts a [data services team](#) that can provide guidance on how to find and evaluate aggregated data and microdata sources for research projects as well as on how to document, publish, and preserve research data objects.

Immersive Spaces at Markham Centre Campus Library

The **Media Creation Spaces at MCCL** offer equitable access to library expertise and media creation spaces including audio and video recording equipment, audio-visual media creation spaces and editing suites, portable virtual reality headsets, and workstations for hands-on digital media production work. The [Digital Scholarship Centre](#) offers resources for faculty members seeking to integrate audio- and video-based assignments and activities into their courses and enables media literacy skills development in support of coursework and capstone projects. In addition, it serves faculty needs for equipment and recording space as they are developing their own eLearning Open Educational Resource materials.

The **Makerspace at MCCL** is a site for critical making, offering a research and learning environment where students and researchers have access to 3D printers, electronic textiles, sewing machines, electronics and robotics. This large space is configured as a teaching environment and can accommodate in-class learning. Library makerspace programming fosters key digital, social, and cross-disciplinary

fluencies such as critical and creative thinking, research skills, project planning and management, professional communication, the ability to work in multidisciplinary teams, and adaptability to new contexts and circumstances.

The **Visualization Wall, Gaming Lab and Virtual Reality (VR) Lab** are in a single dynamic, configurable space, with the Visualization Wall augmenting VR and gaming experiences. The Visualization Wall, with a massive viewable area of 28 x 14 feet, allows for enhanced research and teaching applications such as the visualization of large data sets, immersive spatial experiences, engagement with sophisticated software platforms, and detailed viewing and modelling of complex structures. The gaming capabilities of the space are leveraged to factor in backwards compatibility for legacy equipment for instructors and allow multiple users to concurrently engage with the visualization wall in a variety of configurations. This infrastructure enables faculty to use VR as a teaching tool by narrating a student's VR experiences as projected on the visualization wall to a class of students. VR applications intensify connection to place and create an extraordinary opportunity to build empathy through lived experiences. Library programming includes introductory instruction in the creation of VR environments.

Library Resources

York University Libraries have robust and multidisciplinary collections that are responsive to emerging curriculum and research needs. We have adopted an "e-preferred" approach for new content, meaning that any requests for new titles will be fulfilled with e-book purchases whenever available or affordable, and with as few access restrictions as publishers will allow. YUL also participates in consortia such as the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL) Scholars Portal, both of which provide access to a growing collection of electronic content that can be discovered through OMNI, our primary search interface.

Print materials relevant to the programs can also be found via OMNI, and York community members can arrange to have materials held at any of our libraries. Aside from York's collection, our partnership with the OMNI network provides students and faculty members with access to print materials housed at any of our 14 partner institutions across Ontario.

Interlibrary Loans (RACER) Interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

Apart from print and electronic materials, York University Libraries hosts a large collection of government documents and microfilms, a wide range of audio-visual resources through the Sound and Moving Image Library, a broad collection of maps, and a rich range of primary source material at the Clara Thomas Archives & Special Collections including manuscripts, rare books and primary source materials to support research and learning by the university's faculty, students, and a community of

international scholars. Archivists will host subject-specific workshops and provide individual consultations on archival material.

Relevant collections include Gale Primary Sources and Mergent Archives for primary source materials; Curio (CBC Online), Films on Demand: Business and Economics, Kanopy, National Film Board of Canada, PsycTherapy and Sage Video for streaming videos; Ebook Central, E-Books at Scholars Portal, and EBSCO eBooks for eBook collections.

Open Content

As part of its commitment to Open Access and Open Education, York University Libraries is placing increased emphasis on openly licensed and public domain materials for teaching and learning, including sources of open data. In addition, an increasingly wide range of Open Educational Resources (OER) are available through York University Libraries, and we have a guide to finding and evaluating these resources at <https://researchguides.library.yorku.ca/OER>.

The Libraries is also pleased to provide support for members interested in creating OER for the benefit of the Bachelor of Sports Management programs. Complementing our own Pressbooks publishing platform for open textbooks, we encourage faculty members to explore and use eCampusOntario's OER tools, including their Pressbooks platform and their H5P platform for creating open, interactive course content. Learn more about eCampusOntario's commitment to open education at <https://www.ecampusontario.ca/open-education-resources/>.

Relevant Databases, Indexes, and Data Sources

Many of the courses in the program will focus on diverse topics of the managerial aspects of sports in which students will be exploring various fields of study including but not limited to theories and practice of strategic management, sport law, sport marketing, sport communication, human resource management, operations and event management, accounting practices, sport finance and sport governance. To inform their work, students will benefit from access to business databases available through the Libraries such as Mergent Online, Mergent Intellect, FitchConnect, Gartner Group IntraWeb, IBISWorld, MarketLine, Nexis Uni, Passport, ProcurementIQ, Statista, Sustainalytics, TaxFind, TaxNotes, and TaxNotes International. The breadth of the program spans many disciplines, all of which can be addressed with elements of the York University Libraries collections.

The Libraries provide access to hundreds of thousands of journals, the vast majority of which are accessible online. Articles are discoverable through OMNI or through the Libraries' extensive set of article databases such as Proquest Business, Business Source Complete, Scholars Portal Journals, PsycINFO and Factiva, among others. Students in the Sports Management program will also benefit from a range of more domain-specific tools and platforms including specialized finance tools such as S&P Capital IQ, Bloomberg, Datastream via Eikon, SDC Platinum, WRDS, and MorningStar Direct. Legal research databases such as LegalTrac, HeinOnline, QuickLaw, Legal Source and Canadian Business & Current Affairs Database (CBCA) may also be useful to students in this program.

Program-Related Research Guides

York University Libraries publishes research guides related to disciplines and topics addressed by York programs. Existing guides of interest to this program are:

Business Articles: <https://researchguides.library.yorku.ca/businessarticles>

Business Plans: <https://researchguides.library.yorku.ca/businessplan>

Health Industry Management: <https://researchguides.library.yorku.ca/healthindustrymanagement>

Human Resource Management: <https://researchguides.library.yorku.ca/hrm>

Market Research: <https://researchguides.library.yorku.ca/marketingresearch>

Email, Chat, and Consultation Services

In-person assistance with research, citation and other information is readily available from York University Libraries. Currently, online support is available through text messaging, email or through our online chat or drop-in zoom service. Chat and reference support services are accessible every day, with some reduced availability in the quieter Spring and Summer terms. Post-pandemic, librarians and staff will be available onsite at all branches, to provide tailored support for graduate students.

Students in this program may also take advantage of our consultation service, where individuals or groups meet with a subject specialist or data services librarian to discuss specific, assignment- or research-related questions about information sources, search strategies, data storage and preservation questions, data analysis and visualization tools, and more. These consultations are available at regular hours throughout the week, and can be booked online at <https://www.library.yorku.ca/web/ask-services/book-a-consultation-with-a-librarian/>

Conclusion

York University Libraries welcome the opportunity to support the curricular and research needs of students and faculty in the proposed Degree in Sports Management. Our external partnerships program-integrated offerings of technology, space and expertise, and collaborative, multi-institutional collection building and the many programs and services mentioned above will contribute to the success of this program in the years to come.

September 27, 2021

Professor Parbudyal Singh
School of Human Resources Management
150B Atkinson College

Email: singhp@yorku.ca

Dear Professor Singh:

Re: Decanal Support for the (Honours) Bachelor of Sport Management Proposal

I am pleased to provide you with a letter of support for the (Honours) Bachelor of Sport Management proposal.

The proposed program aligns closely to the priorities and principles outlined in the University Academic Plan, 2020-25. First, in creating a professional degree program that combines hands-on management training in a growing field with interdisciplinary approaches to sport research and theory, the proposed program meets several points under the UAP priorities of 21st Century Learning and Working in Partnership, including: to “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking;” to “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media;” and, in “connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario.”

The proposed program also aligns to the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. By proposing to develop experiential learning opportunities for students in a multi-disciplinary program with expert input from your colleagues in the School of Administrative Studies and the Faculty of Health, to be offered at Markham Campus, the proposal aligns to the following points under Principle 2 and Principle 4: to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve;” to “promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all programs;” and, to “support opportunities for professional development and curricular collaboration, where colleagues from different units can advance their skills and work together on options to enhance student engagement.”

Finally, by preparing students for further study and employment in one of Ontario’s fastest expanding labour markets, the proposed program also aligns to the point in SMA 3 that York University has “expanded our program offerings in areas of increasing need in Ontario- health sciences, engineering, computer science and technology, digital media and business and professional programs”

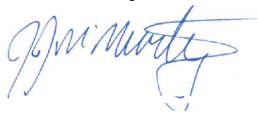


(from the graduate employment rate in a related field metric). The designation of the program as an (Honours) Bachelor of Sport Management—a new degree type in LA&PS and across the University—provides the necessary curricular structure to ensure that the academic programming is both specific and nimble enough to adequately prepare students for business management career paths within the context of sport and performance. Given that the Greater Toronto Area is home to several professional sports teams, large sporting and entertainment venues, community athletics programming, and athletics corporations, the proposed program will be well situated at York University to provide students with diverse opportunities and choices within these professional and educational contexts.

In terms of the resources and infrastructure needed to deliver this program, I am pleased to note that LA&PS will commit to offering several supports. First, we are willing to resource the following hiring plan for full-time, tenure or tenure-track YUFA appointments to Sports Management: two hires in 2021, two hires in 2022, one each in years 2023 through 2027. Rank and area of expertise prioritized for each posting will be confirmed collaboratively between the Dean's Office and the program's home academic unit during each year's recruitment cycle. Second, space planning at Markham Campus for LA&PS programs was undertaken to ensure that there would be adequate office and collaborative space for faculty members to conduct research and meet with students; there are also centrally managed computer labs, classrooms, and student space planned for the new campus. Both the LA&PS-specific spaces and the centrally managed ones will meet the needs for space set out in the proposal. Administrative and service supports for students and faculty in the program are also organized through a central collaborative effort and are adequate to ensure successful delivery of the (Honours) Bachelor of Sport Management, which I am excited to see launch.

In sum, this is a high-quality proposal of an important strategic academic initiative that I support in full.

Sincerely,



J.J. McMurtry
Dean
Faculty of Liberal Arts & Professional Studies

cc: Alice Pitt, Senior Advisor, Markham Academic Strategic Planning

November 2021

To Whom It May Concern:

My name is Shauna Bookal and I am the Executive Director of Field Hockey Ontario. I am writing this letter of support for York University offering a Bachelor of Sport Management Program.

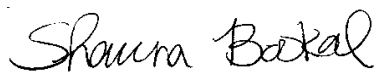
For over 20 years, I have participated/worked/volunteered at sporting events ranging from grassroots to intercollegiate to international competitions that have taken place at York University annually. For example, the National Bank Open (formally the Rogers Cup), takes place on campus every July or August. York is sitting on a gold mine with all these events taking place on campus - students do not have to travel far to gain experience! Other universities that offer Sport Management degree programs do not have this luxury.

Sport Management students from colleges and universities not only across the country, but internationally, travel to York every year to volunteer at these events. This proposal in my opinion is six years overdue. When the Pan Am / Para Pan Am Games were at York, this program should have started. But you know what they say, it's not how you start the race, but how you finish!

With so many international sporting events looking to take place in Canada over the next few decades (specifically the GTA), when sport organizations approach York University for a facilities partnership, the Sport Management program should also be in these discussions. This program will offer graduates the skills and experience needed in the sport industry. Currently, with all the relationships the university possesses in the sport industry, York University will become one of the top counters in the Sport Management field.

I am looking forward to seeing this program on York's campus in the near future. Please do not hesitate to contact me if you need more information.

Yours in Sport,



Shauna Bookal
Executive Director
E: executivedirector@fieldhockeyontario.com

January 25, 2022

Dear L.A. & P.S. Curriculum Committee,

I am writing this letter with regards to the proposal for an Undergraduate degree in Sport Management being put forward for consideration. We have consulted with the group proposing this change. The School of Kinesiology and Health Science finds several strengths to this proposal including:

1. Addresses a need. As mentioned in the proposal KINE has offered a certificate around this in the past.
2. Addition of business specific component of sport (human resources, accounting, analytics, legal, etc.), areas that do not currently exist at the University (to my knowledge).
3. There was consultation externally with employers who provided input on skills and competencies, and offered input into the curriculum.
4. This will be the only degree of its type in the GTA.

During consultation with Drs. Kheraj and Singh we identified several concerns, mostly around overlapping course content and expertise. The School of Kinesiology and Health Science welcomes and looks forward to continued/ongoing consultation around program design. The end goal being exploring pathways to develop and implement the strongest possible Sport Management undergraduate degree, creating a destination program of this type at the Markham campus.

Sincerely,



Michael Connor, Ph.D.
Associate Professor and Undergraduate Program Director
School of Kinesiology & Health Science



*Mr. Parbudyal Singh, PhD
Professor
School of Human Resource Management
York University
singhp@yorku.ca*

January 24, 2022

Re: York University New Program Proposal of the (Honours) Bachelor of Sport Management

Dear Mr. Singh,

As the provincial sports organization for Athletics in Ontario, we are thrilled at the prospect of York University developing a new (Honours) Bachelor of Sport Management undergraduate degree and fully support this proposal.

Athletics Ontario (AO) is a Provincial Sport Organization (PSO) in the Province of Ontario. AO is recognized by the Province as the Governing Body for the Sport of Athletics and is a provincially funded not-for-profit organization that is athlete-centered.

Athletics Ontario provides competition structures and programs from grassroots to elite levels and beyond and operates under an affiliated member club system.

Amateur sport is drastically underfunded in Ontario and generally in Canada. A major contributor to this underfunding is a lack of Professional leadership within the grass roots/amateur levels of our sport. With more higher education opportunities there will be more ability to create strong leaders to develop amateur sport. More professionally run organizations will ultimately result in increased program capacities through sound business models and programs and reduce the reliance on government funding, that most PSO organizations rely on.

As the PSO for the sport of athletics, we fully support this proposal for a new (Honours) Bachelor of Sport Management program at York University.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Osland', is positioned above the printed name.

Paul Osland
Chief Executive Officer
3701 Danforth Avenue, Scarborough, ON M1N 2G2
paul.osland@athleticsontario.ca
Phone: (647) 352 – 7219

To whom it may concern,

This letter is to convey Mr. Óscar Mayo's enthusiastic support of York University's development of the Bachelor in Sports Management program.

The BSM is an undergraduate program designed to train future leaders and game changers in the sports, recreation and leisure industry.

Óscar Mayo wants to acknowledge the university leadership team for recognizing the need to better understand the industry and how different players contribute to entertainment and physical/mental wellbeing of large portions of the society. He also fundamentally believes the need for academia to merge sports and recreation with business skills in order for graduates to meet industry needs for the future and prepare students for an emerging job market.

It is our intent to support the BSM program at York University in the following ways:

1. Collaborate with York University in further developments/improvements of the curriculum to ensure that relevant topics are covered and appropriate pedagogical approaches are employed.
2. Based on availability, solicit qualified XXX personnel to deliver guest lectures and teaching or co-teaching certain courses.

In summary, Mr. Mayo strongly supports York University's development of the Bachelor of Sports Management program because of its strong alignment to his interest and priorities.

We look forward to actively supporting York University on this initiative.

Regards,



Óscar Mayo

Executive General Director

LaLiga



Calle Torrelaguna 60 | 28043 Madrid
T +34 912 055 000 | LaLiga.es



**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

DEPARTMENT OF
COMMUNICATION
& MEDIA STUDIES

3004 VICTOR PHILLIP
DAHDALEH BUILDING
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5057
F 416 736 5392
lapscomn@yorku.ca
www.yorku.ca

Toronto, Feb. 18, 2022

To Whom It May Concern:

I write this letter on behalf of the Department of Communication and Media Studies in support of Bachelor of Sport Management at the Markham Campus. A consultation meeting took place on Feb. 17 with Prof. Parbudyal Singh (Human Resource Management), Prof. Rob Heynen (UPD, Communication and Media Studies), Prof. Estée Fresco (Communication and Media Studies, Sport Media), Prof. Rianka Singh and Prof. Kelly Bergstrom (both Communication and Media Studies, Markham) and me.

The purpose of the meeting was to explore the common area of sport media, as the Sport Management program is proposing 1st (Sport and Society), 2nd (Sport Communication and Community Relations) and 3rd year courses (Sport Media) and as the Communication and Media Studies program currently offers a 1st year lecture in Sport Media and a 4th year seminar in Sport, Media and Society. Both the Communication and Sport Management programs share common interests in examining the intersections of sport and social issues such as racism, gender disparities, and consumerism among others, and in exploring the political economy of the sport media industry.

It therefore makes sense that the Communication and Media Studies program be involved in the development of the Sport Management curriculum as it pertains to Sport Media, including potential for e-Sport courses. Prof. Fresco who teaches and researches Sport Media has agreed to be listed on the Sport Management faculty and will be collaborating on the development of the Sport Management courses. Prof. Bergstrom and Singh are also willing to explore and build further collaborations between Sport Management and the Communication, Social Media and PR stream at the Markham campus, including elective courses and potential minors.

Overall, the Department of Communication and Media Studies supports the creation of such an ambitious and interdisciplinary Sport Management BA and looks forward to a close collaboration.

Ganaele Langlois
Chair, Department of Communication and Media Studies

A handwritten signature in black ink, appearing to be 'Ganaele Langlois'.





**FACULTY OF
LIBERAL ARTS AND
PROFESSIONAL
STUDIES**

**School of
Administrative
Studies**

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 123 4567
EXT 12345
F 416 123 4567
sasupd@yorku.ca
www.yorku.ca

Wednesday, December 08, 2021

Re: Letter of support- Bachelor of Sports Management.

TO whom it may concern.

I write on behalf of the School of Administrative Studies in support of the proposal for a new *Bachelor of Sports Management* to be offered at the new Markham Campus, York University.

The School of Administrative Studies has been consulted since the early stages of the development of this new program and there is no significant overlapping of curricula between the proposed program and the programs offered at the School of Administrative Studies.

The new program opens exciting possibilities for further involvement of School of Administrative Studies with additional courses in several areas such as Management, Marketing and Data Analytics. We are happy to continue the conversation with the Sports Management program leadership on how our school can further contribute to the new program.

We fully support the development of the Bachelor of Sports Management at the Markham Campus, York University. We look forward to continued conversations between our two units regarding future opportunities for collaboration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'N. Waweru'.

Nelson Waweru CMA, CPA, PhD
Professor of Accounting
Director, School of Administrative Studies
York University



13 December 2021

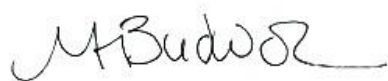
On behalf of the School of Human Resources Management (SHRM), I am pleased to support the new program proposal for the inception of a (Honours) Bachelor of Sport Management.

SHRM has agreed to temporarily host this degree until the School of Sports Management at Markham is established. As such, we are the responsible unit for reviewing and sponsoring the curriculum.

At the SHRM School meeting on 18 November 2021, the School appointment an Ad Hoc committee to oversee matters related to the School of Sports Management during the time that it is situated within SHRM. The Bachelor of Sport Management curriculum was reviewed by this committee with consultation with the Chair of the SHRM Curriculum Committee. Revised curriculum was then circulated to all colleagues within SHRM for consideration.

At this time, I am pleased to confirm that the Bachelor of Sport Management curriculum has the support of the School of Human Resources Management.

Sincerely,



Marie-Hélène Budworth

Associate Professor, HRM

Director, School of Human Resource Management

