

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	<ul style="list-style-type: none"> a. BSc (Honors) in Sports Management b. BSc Ordinary in Sports Management c. Diploma of Higher Education in Sports Management d. Certificate of Higher Education in Sports Management
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	
Next revalidation	
Credit points for the award	BSc (Hons) in Sports Management: 360
UCAS Code	
Programme start date	September 2014
Underpinning QAA subject benchmark(s)	Hospitality, Leisure, Sport and Tourism General Business and Management
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 3 years
Dual accreditation (if applicable)	NEASC Accredited
Date of production/revision of this specification	January 2014

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Mission

In congruence with the mission of the College, the BSc (Hons) in Sports Management aims to develop students into knowledgeable, ethically responsible and competent sports management professionals. The program, international in nature and immersed in the values of the Olympic spirit, fosters the intellectual, personal and professional growth of each student through a rigorous sports management education, enhanced by a required internship in a sports related setting that facilitates the blending of practical and theoretical competence.

Educational Aims and Objectives

The Sports Management programme aims at imparting to students a thorough knowledge and understanding of sports business management, as well as key professional and transferrable skills that will enable them to launch successful careers as future managers and entrepreneurs in the sports industry or pursue post-graduate degrees in related fields. Also, the Sports Management programme aims at instilling in students those academic qualities that will enable them to think critically and develop as informed and responsible citizens that will contribute, both as citizens and working professionals, to the wider community and the organizations which they will serve.

In particular, the general objectives of the BSc in Sports Management are to:

- develop students' knowledge and understanding of general business management, including its key theories, concepts and techniques and their application to the management of sports organizations
- develop students' understanding of the international environment in which the sports business operates and of the implications that this brings to sports business management
- develop students' critical awareness and understanding of sports as an important area of study and economic activity and the significance of sports for modern societies and economies at local, regional and international levels
- develop students' awareness of and sensitivity to ethical issues in sports, including fair play, respect, mutual understanding, inclusion, as well as the Olympic ideals and the impact of commercialization on the integrity of sports
- develop students' critical awareness and understanding of the historical, socio-cultural and political dimensions of sports and of their impacts on the development and differentiation of sports throughout society and on sports participation and regulation
- develop students' awareness and understanding of the nature and characteristics of the consumption of sports products and services and of the centrality of the emotional attachment of 'fans' in sports participation, development and regulation
- develop students' specialized knowledge in the field of sports that will enable them to embark on managerial careers in sports organizations or to successfully launch, promote and manage new sports business ventures
- develop students' practical and professional competencies and transferable skills through a work-based learning internship experience that will enable them to function effectively as working professionals in the sports industry
- develop students as informed and knowledgeable sports professionals and life-long learners

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme that consists of 41 modules, comprising 15 General Education modules, 11 modules offered by departments in the School of Business, 10 Concentration modules, 2 modules of School of Business Electives, 2 modules of Electives and 1 work-based learning internship-placement.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding										
Learning outcomes:	Learning and teaching strategy/ assessment methods									
<p>A.1. Demonstrate knowledge and understanding of theories and concepts from management and economics that apply to sports organizations.</p> <p>A.1.1. Understand the concept of economic value. Demonstrate knowledge of basic economic theory and macro-economic concepts and policies and their impact on micro-level analysis (Level 4).</p>	<p><u>Taught in:</u> EC 1101, Principles of Macroeconomics (15 UK Credits – Compulsory)</p> <p>The role of the government in a mixed economy. National income accounts. Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as assessed coursework. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. ➤ Peer tutoring is also available to students who choose to get additional help. <p><u>Assessment Methods:</u> Student performance in EC 1101 is assessed as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">In-class, 1-hour, "diagnostic" test - formative</td> <td style="text-align: center; padding: 2px;">0</td> <td style="padding: 2px;">Problems/essay questions combination</td> </tr> <tr> <td style="padding: 2px;">In-class 1-hour midterm examination - summative</td> <td style="text-align: center; padding: 2px;">40</td> <td style="padding: 2px;">Problems/essay questions combination</td> </tr> <tr> <td style="padding: 2px;">Final examination (2-hour, comprehensive) - summative</td> <td style="text-align: center; padding: 2px;">60</td> <td style="padding: 2px;">Problems/essay questions combination</td> </tr> </table>	In-class, 1-hour, "diagnostic" test - formative	0	Problems/essay questions combination	In-class 1-hour midterm examination - summative	40	Problems/essay questions combination	Final examination (2-hour, comprehensive) - summative	60	Problems/essay questions combination
In-class, 1-hour, "diagnostic" test - formative	0	Problems/essay questions combination								
In-class 1-hour midterm examination - summative	40	Problems/essay questions combination								
Final examination (2-hour, comprehensive) - summative	60	Problems/essay questions combination								

A.1.2. Describe and discuss the nature of managerial work, the various management theories, concepts, principles and practices. Distinguish between an organization's internal and external environments, and recognize the importance of organizational change (Level 4).

Taught in: MG 2003, Management Principles **(15 UK Credits - Compulsory)**

Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined.

Learning and Teaching Strategy:

- Class lectures.
- Case studies (written and oral).
- Experiential exercises.
- Interactive learning during class through students' analyses and discussions of assigned cases and experiential exercises.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.

Assessment Methods:

Coursework - formative	0	case studies, experiential exercises, in-class quizzes
In class one hour midterm examination - summative	40	essay-type
Common final examination (2-hour comprehensive) - summative	60	essay-type

A.1.3. Analyze and assess an organization's internal environment, with particular reference to individual behavior and processes, team processes and organizational processes, and the interaction with the external environment; develop an in-depth understanding of principles, concepts, processes, policies and practices in human resource management (Level 5).

Taught in: MG 2034, Organizational Behavior and Human Resource Management **(15 UK Credits - Compulsory)**

Major theories of organizational behavior and the emergence of strategic human resource management as a mechanism for managing people at work in organizations. Concepts of leadership, motivation, communication, interpersonal relations, strategic planning, problem solving, organizing communities of people, managing change. Processes and practices involved in implementing human resource strategy. Practical skills associated with managerial success.

Learning and Teaching Strategy:

- Class lectures.
- Case studies.
- Experiential exercises and self-assessments.
- Interactive learning during class through students' analyses and discussions of assigned cases and experiential exercises.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.
- Written project which is presented also orally in class.

Assessment Methods:

Coursework - formative	0	case studies, experiential exercises, in-class quizzes
Major written project - summative	40	
Final examination (2-hour comprehensive) - summative	60	essay-type

A.2. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making (Level 5).

Taught in: PH 2005, Business Ethics **(15 UK Credits – Compulsory)**

Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.

Learning and Teaching Strategy:

- Classes consist of lectures and interactive learning (class discussions of contemporary articles, as well as of case studies assigned by the instructor). Emphasis is put on the application of moral theoretical tools in business decision making.
- Use of video presentations.
- Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.
- Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.
- Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final exam.

Assessment Methods:

Home assignment or In-class, 1-hour “diagnostic” test – formative	0	Short-essay type questions
In-class midterm examination (1-hour) – summative	40	Short-essay type questions
Final examination (2-hour, comprehensive) – summative	60	Short-essay type questions

Also taught throughout the curriculum.

A.3. Demonstrate knowledge and understanding of key managerial functions and processes.

A.3.1. Analyze, record and summarize accounting transactions of an economic entity using US GAAP (Generally Accepted Accounting Principles). Prepare non-complex financial statements which are used either by internal or external decision-makers (Level 4).

Taught in: AF 2006, Financial Accounting **(20 UK Credits – Compulsory)**

Basic principles and procedures of financial accounting, the preparation and interpretation of financial statements.

Learning and Teaching Strategy:

- Class lecture, interactive learning and practical problems solved in class.
- Exercises assigned as homework.
- IT sessions in labs, where the student practices on recording transactions using special accounting software.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of the Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.
- A tutoring service provided by the College is also available to students who choose to get additional help.

Assessment Methods:

Diagnostic Coursework - formative	0	Exercises / Lab work
In class 1-hour midterm examination - summative	40%	Numerical problems & short theoretical questions
Final Examination (2-hour, comprehensive) - summative	60%	Numerical problems & short theoretical questions

A.3.2. Calculate financial ratios and prepare cash budgets. Understand and apply the concept of leverage and cost of capital and assess the company's working capital management (Level 5).

Taught in: AF 3105, Principles of Finance **(15 UK Credits – Compulsory)**

Basic principles, methods and techniques of financial management and their application to the operations of a business firm. Fundamentals of working capital management, cost of capital and capital budgeting.

Learning and Teaching Strategy:

- Class lecture, interactive learning and practical problems solved in class.
- Exercises assigned as homework.
- Students analyze the financial statements of a public company. They then compare the performance of the company they analyzed with the performance of other companies in the same industry.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of the Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.
- A tutoring service provided by the College is also available to students who choose to get additional help.

Assessment Methods:

Diagnostic Coursework - formative	0	Exercises/Case Study / Interpretation of results
In class 1-hour midterm examination - summative	40%	Numerical problems & short answers to essay-type questions
Final Examination (2-hour, comprehensive) - summative	60%	Numerical problems & short answers to essay-type questions

A.3.3 Analyze and assess management accounting processes and procedures in issues of management decision-making, performance evaluation and control (Level 5).

Taught in: AF 3116, Managerial Accounting for Decision Making **(15 UK Credits – Compulsory)**

Managerial accounting concepts and their application in business decisions. Evaluation of the management accounting processes and procedures in decision-making on issues such as cost information, income determination, and performance evaluation.

Learning and Teaching Strategy:

- Class lecture, interactive learning and practical problems solved in class.
- Exercises assigned as homework.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of the Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.
- A tutoring service provided by the College is also available to students who choose to get additional help.

Assessment Methods:

Diagnostic Coursework - formative	0	Assignments/ Case studies
In class 1-hour midterm examination - summative	40%	Numerical problems & short answers to essay-type questions
Final Examination (2-hour, comprehensive) - summative	60%	Numerical problems & short answers to essay-type questions

A.3.4 Demonstrate knowledge and understanding of business functional and cross-functional information systems and the ways in which they support business operations, improve management decision-making, and help businesses gain competitive advantage, in either local or global context. (Level 5).

Taught in: CS2179, Business Information Systems **(15 UK Credits – Compulsory)**

Business information systems concepts. Categories and types. Trends. The strategic impact of information systems and technologies on the business functions and the decision making process. Data resource management. Ethical and security issues. Global information systems.

Learning and Teaching Strategy:

- Lectures, class discussions, and review of real world cases based on theoretical concepts. Laboratory practical sessions.
- Office hours held by the instructor to provide further assistance to students.
- Use of the Blackboard Learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

In-class, 1-hour, "diagnostic" test - formative	0	short answers to essay questions
Coursework - summative	40	case problems
Final examination (2-hour, comprehensive) - summative	60	short answers to essay questions

A.3.5 Demonstrate comprehensive knowledge and understanding of theories, principles and practices in public relations, and critically assess a variety of communication activities required for diverse audiences and organizational stakeholders. (Level 6).

Taught in: MG 3266, Public Relations **(15 UK Credits – Compulsory)**

Principles, practices, and theories of public relations. Methodology of identifying problem areas, public issues, target publics. Campaign planning and implementation as part of integrated marketing communications. Corporate image, public opinion, crisis management, risk communication theories and practice. Use of writing tools, staged events and news conferences to create publicity.

Learning and Teaching Strategy:

- Class lectures
- Case studies and oral class discussion
- Major written group project on a topic assigned by the instructor
- Assessed homework on course related topics assigned by the instructor
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.

Assessment Methods:

Coursework - formative	0%	Short assignments on public relations issues, case studies
Major Written Project - summative	40%	
Final Examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.3.6 Analyze and interpret the financial statements of a company using ratio analysis. Assess the efficiency of a company as measured by its profitability in relation to the risks incurred. (Level 6).

Taught in: AF 3223, Financial Statement Analysis **(15 UK Credits – Compulsory)**

Use of ratio analysis, common size, and trend statements for the assessment of company efficiency as measured by its profitability in relation to risk incurred. Preparation and analysis of pro forma financial statements.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Homework assignments: Practice problems.
- Project: Students prepare group projects using ratio analysis as to analyze and evaluate companies, in terms of their risk-return trade-off.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

Coursework - formative	0%	Case studies
Project - summative	40%	Data Collection/Methodology/ Interpretation
Final Examination (2-hour, comprehensive) - summative	60%	Problems & Essay Question combination

A.3.7 In-depth knowledge and understanding of Internet as a channel of distribution and communication, as well as the marketing opportunities to conduct business on-line. Understand and apply marketing principles and practices in the development and evaluation of electronic channels of communication/distribution as well as their integration in the overall marketing plan. (Level 6).

Taught in: MK 3104, Internet Marketing **(15 UK Credits – Compulsory)**

Study of marketing on the Internet; how marketers can take advantage of the opportunities made possible by the Internet and the World Wide Web to conduct business online.

Learning and Teaching Strategy:

- Class lectures, class participation and discussions of cases (case analyses).
- Project: Assess internet presence of a specific company in terms of differentiation, customer segments served and value creation using secondary research. Develop company strategic plan for internet and new media presence.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions on lectures and project concerns, and see their exam papers.
- Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.

Assessment Methods:

Coursework - formative	0%	Case discussion, assignments, "diagnostic" test
Project - summative	40%	Evaluate internet presence for a specific brand
Final Examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.3.8 Demonstrate comprehensive knowledge and understanding of principles, practices and theories in business negotiation. (Level 6).

Taught in: MG 3123, Business Negotiation **(15 UK Credits – Compulsory)**

The negotiation process, negotiation and management, and the concepts of power and influence at work and in other settings. Negotiation and the development of international business agreements, corporate diplomacy, and the dynamics of bargaining in national and international contexts. Macro, micro and crisis decisions. Emphasis is on developing knowledge of negotiating approaches and practical skills in applying that knowledge to a variety of situations.

Learning and Teaching Strategy:

- Class lectures
- Case studies, simulation exercises and oral class discussion
- Major written project presented in class
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.

Assessment Methods:

Coursework - formative	0%	Case studies, simulation exercises, in-class presentations, diagnostic quizzes
Major Written Project - summative	40%	Describe a managerial conflict and select a negotiation strategy to resolve it
Final examination (2-hour comprehensive) - summative	60%	Essay-type questions

A.4. Demonstrate knowledge and understanding of key managerial functions and processes in sports organizations.

A.4.1. Demonstrate knowledge and understanding of the internal functions and processes underpinning sports operations and the management of sports facilities, including quality, safety and risk management systems. (Level 5).

Taught in: SM 3005, Sports Operations and Facilities Management **(15 UK Credits - Compulsory)**

Planning, development, and maintenance of sport and leisure facilities, including latest trends in international sports facilities and operations, and respective managerial aspects.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Major Written Project (individual): A literature review of a contemporary issue of sports operations and facilities management will be conducted, with extensive use of library resources and an application component in a sports management environment.
- Analysis and discussion of short cases related to sports operations and facilities management.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material
- Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.

Assessment Methods:

In-class, 1-hour diagnostic test - formative	0%	Essay-type questions
Coursework - formative	0%	Assignments and case studies
Major Written Project - summative	40%	Individual, 2000 words
Final Examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.4.2. Demonstrate knowledge and understanding of the principal concepts and theories of sports marketing and their impact on marketing strategy in sports. (Level 5).

Taught in: SM 3002, Sports Marketing **(15 UK Credits - Compulsory)**

Marketing concepts and processes, and their relationship to the sports industry; key marketing decision areas in product/service/brand development, pricing, distribution and promotion as they relate to sports marketing.

Learning and Teaching Strategy:

- Class lectures.
- Analysis and discussion of cases and assignments on sports marketing issues.
- Major Written Project (individual): Students develop a marketing plan for a selected sports product or service.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material, case studies or project.
- Use of a Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

Coursework - formative	0%	Discussion of cases and articles
Diagnostic test - formative	0%	Essay-type questions
Major Written Project - summative	40%	Individual, 2500 words
Final Examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.4.3 Demonstrate knowledge and understanding of concepts and processes relating to sports communication and promotion, including social media and their impact on communication strategy in sports. (Level 6).

Taught in: SM 4108, Sports Promotion and Social Media **(15 UK Credits – Compulsory)**

Theories and methods in the broad field of sport communication; sports consumer and business markets; sports sponsorship and partnership; marketing in traditional (offline) and digital (web marketing, social media and mobile applications) modes to create integrated communication plans.

Learning and Teaching Strategy:

- Class lectures.
- Analysis and discussion of cases and assignments on sports marketing issues.
- Major Written Project (individual): Students develop a communication strategy and plan for a selected product in the sports industry (a team or a product brand, as selected by the instructor)
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material, case studies or project.
- Use of a Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

In-class, 1-hour, "diagnostic" test - formative	0%	Essay-type questions
Coursework - formative	0%	Discussion of cases and articles
Major Written Project - summative	50%	Individual, 3000 words
Final Examination (2-hour, comprehensive) - summative	50%	Essay-type questions

A.4.4 Demonstrate understanding of the components of the organization and management of hospitality events, including administration, design, operations, human resource management and marketing. Analyze and evaluate critical success factors in the organization and management of effective events at both the strategic and operational level. (Level 6).

Taught in: HT 4332, Event Management for the Hospitality Industry **(15 UK Credits – Compulsory)**

Overview of the events industry and of key management components including event organization, marketing and promotion, customer satisfaction and event evaluation. Emphasis on the emergence of the experience industry and the design of the event experience within the hospitality industry.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Individual project: The students should develop and propose a plan of a special event, by including all parameters that influence the success of the event, such as venue selection, accommodation and catering arrangements, transportation, spouses program, etc. The project should include: Critical Path Model, risk analysis, event’s communication campaign, budget and a proposition for possible evaluation methods. The event must be related to the hospitality industry.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of the Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.

Assessment Methods:

Coursework - formative	0%	Case studies, project presentation
Major written project - summative	50%	Individual, 2500 words
Final examination (2-hour comprehensive) - summative	50%	Essay-type questions

A.5. Demonstrate knowledge and understanding of the historical evolution of sport and the nature and structure of the contemporary sports industry.

A.5.1 Demonstrate knowledge and understanding of the historical, social, political and economic context of sport and the evolving sport management environment with an emphasis on the business functions applied to sport. (Level 4).

Taught in: SM 2001, Introduction to Sport Management **(15 UK Credits – Compulsory)**

Introduction to sport management; definition and history of sport, the social and cultural dimension of sport, the sport industry including sport media and sports events, the main functions of sport management and legal and ethical issues in sport; professional, amateur and community sports.

Learning and Teaching Strategy:

- Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

In-class, 1-hour, "diagnostic" test - formative	0%	Essay-type questions
Midterm Examination (1-hour) - summative	40%	Essay-type questions
Final Examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.5.2 Demonstrate knowledge and understanding of the organization and management of the Olympic Games and sports mega events, including their economic and political significance in contemporary society and their historical evolution. (Level 5).

Taught in: SM 3003, Olympic Games and Sports Mega Events **(15 UK Credits – Compulsory)**

Planning, development, and organizational aspects of sports mega events; workforce issues, venues, marketing, promotion, leadership, fundraising, ethical challenges, as well as the sociological, economic, and political significance of bids for, and the hosting of, Sports Mega Events and the Olympic Games; historical development of the Olympic Games and their evolution to modern Olympics.

Learning and Teaching Strategy:

- Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills.
- Major Written Project: A literature review of a contemporary issue of Sports Mega Events will be conducted, with extensive use of library resources.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Coursework - formative	0%	Case study analysis of Sports Mega Events
Major Written Project - summative	40%	Individual, 2000 words
Final Examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.6. Demonstrate knowledge and understanding of the economic, socio-cultural, legal and political environments within which sports organizations operate, and their impacts on sport and sports organizations.

A.6.1 Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries. (Level 4).

Taught in: BU 2002, Business Legal Issues **(10 UK credits – Compulsory)**

The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property.

Learning and Teaching Strategy:

- Class lectures.
- Interactive learning during class through students' analyses and discussions of assigned cases.
- *Ad hoc* presentations by senior guest speakers from the legal sphere.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.

Assessment Methods:

Two in-class quizzes - formative	0	essay-type
In-class 1-hour midterm examination - summative	40	essay-type
Final examination (2-hour, comprehensive) - summative	60	essay-type

A.6.2. Recognize and define the principal economic theories in international business; the major international organizations and regional alliances; the contexts impacting on corporate internationalization; and discuss the business implications of cross-cultural behaviors in a wide variety of settings and frameworks (Level 4).

Taught in: IB 2006, International Business **(15 UK Credits - Compulsory)**

Essentials of international business. Understanding of the increasingly global nature of the world business. Insight into the international business environment, international business law, cross-cultural interaction, international accounting, international finance, comparative management, international marketing, and global corporations.

Learning and Teaching Strategy:

- Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. (Discussions and collaborative in-class small projects reinforce students' cognitive and key transferrable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills).
- Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.
- Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. By using this interface effectively, students are also provided with the opportunity to retrieve, process, analyze and communicate information.

Assessment Methods:

In-class, 1-hour, "diagnostic" test - formative	0 %	Essay-type questions
In-class midterm examination (1-hour) - summative	40%	Essay-type questions
Final examination (2-hour, comprehensive) - summative	60%	Essay-type questions

A.6.3. Analyse theoretical debates related to the social and cultural meanings associated with sport participation, examine social challenges associated with sports activity, and discuss the resulting implications for sport policy and management. (Level 5).

Taught in: SM 3004, Social Issues in Sports **(15 UK Credits - Compulsory)**

The wider social dimensions of sport; personal and social benefits associated with sport development and participation; challenges, and concomitant management and policy implications, of issues such as violence and social exclusion.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Cases and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Individual project: Students engage in research of relevant academic literature and actual examples of practices in the sports industry in order to demonstrate their understanding and critical awareness of relevant issues and challenges in the course focus area.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Coursework – formative	0%	Discussion of case studies, articles and other sources
Major Written Project - summative	40%	Individual, 2000 words
Final Examination (2-hour comprehensive) - summative	60%	Essay-type questions

A.6.4. Critically discuss the issues and challenges associated with sports policy and the governance and regulation of sports activity at a national and international level, and demonstrate a critical understanding of the social, political, legal and ethical dimensions of the application of good governance principles in the context of the sport movement. (Level 6).

Taught in: SM 4107, Sport Governance, Policy and Legal Issues **(15 UK Credits - Compulsory)**

Sport-specific governance principles applicable in national and international contexts. The role of public policy in establishing regulatory frameworks of relevance to the sports movement; the development of sport according to imperatives such as transparency, accountability, ethical values, public confidence, and respect for the environment.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Cases and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Major written project (individual): Students engage in research of relevant academic literature and actual examples of practices in the sports governance and policy arenas in order to demonstrate their understanding in the course focus area.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Coursework - formative	0%	Discussion of case studies
Major written project - summative	50%	Individual, 2500 words
Final examination (2-hour comprehensive) - summative	50%	Essay-type questions

A.7. Demonstrate basic knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in the field of sports.

A.7.1 Demonstrate knowledge and understanding of statistical techniques including data analysis and apply them to business problems. (Level 4).

Taught in: MA 2118, Statistics for Business and Economics **(15 UK Credits – Compulsory)**

MA 2118: Organizing and summarizing data. Probability distributions: binomial, hypergeometric, Poisson, normal, t-distribution, chi-square. Sampling and sampling distribution of the mean. Confidence intervals for the population mean, standard deviation and proportion.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussion, group work), video presentations, and practical problems solved in class.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of the blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.
- Peer tutoring is also available to students who choose to get additional help.

Assessment Methods:

In-class, 1-hour, "diagnostic" test - formative	0%	Problems/essay questions combination
In-class 1-hour midterm examination - summative	40%	Problems/essay questions combination
Final examination (2-hour, comprehensive) - summative	60%	Problems/essay questions combination

A.7.2 Demonstrate knowledge and understanding of methodological approaches and tools in conducting research in a sports management context. (Level 4).

Taught in: SM 4206, Research Issues in Sport Management (**15 UK Credits – Compulsory**)

Tools and methodologies to conduct research on contemporary sports management. Integration and synthesis of prior sports management knowledge.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions) and practical problems solved in class.
- Lectures: Lectures provide students with applied methodological knowledge to conduct research in sports management. A substantial amount of time is devoted to supervising student projects individually.
- Major Written Project (individual): Students conduct research into a contemporary topic in sports management broadly related to the commercial and social dimensions of sport. Research topics must be approved by the course instructor. The fieldwork may include research among key stakeholders (e.g. athletes, managers, board members) in professional or amateur sport organizations. Implications for the management of these organizations must be discussed.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Project Proposal - formative	0%	Individual, 500 words
Draft submission of research project components - formative	0%	Individual
Midterm Examination (1-hour) - summative	30%	Essay-type questions
Major Written Project - summative	70%	Individual, 4000 words

A.8. Employ strategic planning skills in analysing, understanding and addressing the development needs of sport organisations and develop appropriate policies and strategies for sports organizations within a changing internal and external environment to meet stakeholders' interests. (Level 6).

Taught in: SM 4710, Strategy and Strategic Issues in Sport Management **(15 UK Credits – Compulsory)**

Integration of key concepts and theories in business administration and sports management; strategic management; application to the context of sports with emphasis on professional sport organizations.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Major Research Project (individual): Students will be required to complete a major research project for a sport organization. The research project should include a field research component and collection and analysis of primary qualitative data. The subject of the project must directly relate to a strategic problem faced by a sport organization.
- Complex case studies - analyses and presentations, both orally and in writing.
- Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Project Proposal - formative	0%	Individual, 500 words
Coursework - formative	0%	Case study analysis
Midterm Examination (1-hour) - summative	30%	Essay-type questions
Major Research Project - summative	70%	Individual, 5000 words

3B. Cognitive skills

Learning outcomes:

B.1. Locate, extract, analyze data from library and other resources including the acknowledgement and referencing of sources (Levels 4, 5 and 6).

Learning and teaching strategy/ assessment methods

Taught and/or assessed in the following courses:

- **MG 2003, Management Principles (15 UK Credits – Compulsory)**
Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out assigned case studies and other experiential exercises. This coursework contributes to the development of these cognitive skills; assessment is formative.

- **SM 3002, Sports Marketing (15 UK Credits – Compulsory)**
Marketing concepts and processes, and their relationship to the sports industry; key marketing decision areas in product/service/brand development, pricing, distribution and promotion as they relate to sports marketing.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library databases and other resources in carrying out the assigned major written project. This coursework contributes to the development of these cognitive skills; assessment is summative.

3B. Cognitive skills

- AF 3105, Principles of Finance (**15 UK Credits – Compulsory**)
Basic principles, methods and techniques of financial management and their application to the operations of a business firm. Fundamentals of working capital management, cost of capital and capital budgeting.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students are assigned a project whereby they analyze the financial statements of a public company. The statements are available at various on-line sources, such as iMentor (web-based, financial data base system) or yahoo finance, Reuters and so forth. They then compare the performance of the company they analyzed with the performance of peer companies or industry average ratios from the respective sources.

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- MG 2034, Organizational Behavior and Human Resource Management (**15 UK Credits – Compulsory**)
Major theories of organizational behavior and the emergence of strategic human resource management as a mechanism for managing people at work in organizations. Concepts of leadership, motivation, communication, interpersonal relations, strategic planning, problem solving, organizing communities of people, managing change. Processes and practices involved in implementing human resource strategy. Practical skills associated with managerial success.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out assigned case studies and other experiential exercises. This coursework contributes to the development of these cognitive skills; assessment is formative.

3B. Cognitive skills

- SM 3005, Sports Operations and Facilities Management **(15 UK Credits – Compulsory)**

Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out the major written project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

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- SM 3004, Social Issues in Sports **(15 UK Credits – Compulsory)**

The wider social dimensions of sport; personal and social benefits associated with sport development and participation; challenges, and concomitant management and policy implications, of issues such as violence and social exclusion.

The wider social dimensions of sport; personal and social benefits associated with sport development and participation; challenges, and concomitant management and policy implications, of issues such as violence and social exclusion.

Learning and Teaching Strategy:

Students use library and other resources in carrying out the major written project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

3B. Cognitive skills

➤ SM 3003, Olympic Games and Sports Mega Events **(15 UK Credits – Compulsory)**

Planning, development, and organizational aspects of sports mega events; workforce issues, venues, marketing, promotion, leadership, fundraising, ethical challenges, as well as the sociological, economic, and political significance of bids for, and the hosting of, Sports Mega Events and the Olympic Games; historical development of the Olympic Games and their evolution to modern Olympics.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out the major written project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

➤ SM 4107, Sport Governance, Policy and Legal Issues **(15 UK Credits – Compulsory)**

Sport-specific governance principles applicable in national and international contexts. The role of public policy in establishing regulatory frameworks of relevance to the sports movement; the development of sport according to imperatives such as transparency, accountability, ethical values, public confidence, and respect for the environment.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out the major written project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

3B. Cognitive skills

- SM 4108, Sports Promotion and Social Media **(15 UK Credits – Compulsory)**

Theories and methods in the broad field of sport communication; sports consumer and business markets; sports sponsorship and partnership; marketing in traditional (offline) and digital (web marketing, social media and mobile applications) modes to create integrated communication plans.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out the major written project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

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- SM 4206, Research Issues in Sport Management **(15 UK Credits – Compulsory)**

Tools and methodologies to conduct research on contemporary sports management. Integration and synthesis of prior sports management knowledge.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out the major research project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

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- SM 4710, Strategy and Strategic Issues in Sports Management **(15 UK Credits – Compulsory)**

Integration of key concepts and theories in business administration and sports management; strategic management; application to the

3B. Cognitive skills

context of sports with emphasis on professional sport organizations.

Develop skills in the location, extraction, analysis and use of data and information from library and other resources using appropriate documentation.

Learning and Teaching Strategy:

Students use library and other resources in carrying out the capstone research project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

Also reinforced through project work in optional Level 6 modules:

- AF 3223 Financial Statement Analysis
- HT 4332 Event Management for the Hospitality Industry
- MG 3123 Business Negotiation
- MK 3104 Internet Marketing
- MK/MG 3266 Public Relations

B.2. Interpret, analyze, and solve structured problems, and to a limited extent unstructured problems, from a generated data set (Levels 4, 5 and 6).

Taught and/or assessed in the following courses:

- BU 2002, Business Legal Issues (**10 UK Credits – Compulsory**)
The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property.

Analyze, interpret and evaluate legal problems from non-complex cases pertaining to business activity.

Learning and Teaching Strategy:

Students analyze the legal issues involved in non-complex cases pertaining to business activity, interpret the impact of the legal issues on the business, and evaluate the proposed outcome(s).

	<p>➤ MG 2003, Management Principles (15 UK Credits – Compulsory) Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined.</p> <p>Critically apply management theories, concepts, principles and practices in diagnosing, analyzing and formulating effective solutions to business and management problems.</p> <p><u>Learning and Teaching Strategy:</u> Students develop cognitive skills through the completion of experiential exercises and non-complex case studies pertaining to business, management and related issues.</p> <hr/> <p>➤ IB 2006, International Business (15 UK Credits – Compulsory) Essentials of international business. Understanding of the increasingly global nature of the world business Insight into the international business environment, international business law, cross-cultural interaction, international accounting, international finance, comparative management, international marketing and global corporations.</p> <p><u>Learning and Teaching Strategy:</u> Students develop cognitive skills through the discussion of the role of the four key actors involved in international business and the future trends of the global marketplace.</p> <hr/> <p>➤ CS 2179, Business Information Systems (15 UK Credits – Compulsory) Business information systems concepts. Categories and types. Trends. The strategic impact of information systems and technologies on the business functions and the decision making process. Data resource management. Ethical and security issues. Global information systems.</p> <p><u>Learning and Teaching Strategy:</u> Students determine factors leading to the use of specific information systems and technology based on functional needs.</p> <hr/>
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	<p>➤ MA 2118, Statistics for Business and Economics I (15 UK Credits – Compulsory) Organizing and summarizing data. Probability distributions: binomial, hypergeometric, Poisson, normal, t-distribution, chi-square. Sampling and sampling distribution of the mean. Confidence intervals for the population mean, standard deviation and proportion.</p> <p><u>Learning and Teaching Strategy:</u> Students collect, analyze and interpret quantitative data in the business environment and justify decisions on the basis of these data.</p> <hr/> <p>➤ AF 3105, Principles of Finance (15 UK Credits – Compulsory) Basic principles, methods and techniques of financial management and their application to the operations of a business firm. Fundamentals of working capital management, cost of capital and capital budgeting.</p> <p><u>Learning and Teaching Strategy:</u> Students analyze the financial statements of public companies by preparing trend analysis and by comparing to industry averages using ratio analysis. Following the analysis (ratios and comparisons to industry) the student has to discuss and interpret the results.</p> <hr/> <p>➤ SM 4107, Sport Governance, Policy and Legal Issues (15 UK Credits – Compulsory) Sport-specific governance principles applicable in national and international contexts. The role of public policy in establishing regulatory frameworks of relevance to the sports movement; the development of sport according to imperatives such as transparency, accountability, ethical values, public confidence, and respect for the environment.</p> <p><u>Learning and Teaching Strategy:</u> Students analyze the legal issues involved in non-complex cases pertaining to sports activity, interpret the impact of the legal issues on the sports business, and evaluate the proposed outcome(s).</p> <hr/> <p>➤ SM 4206, Research Issues in Sport Management (15 UK Credits – Compulsory) Tools and methodologies to conduct research on contemporary sports</p>
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	<p>management. Integration and synthesis of prior sports management knowledge.</p> <p><u>Learning and Teaching Strategy:</u> Students collect, analyze and interpret primary data in the field of sports and make recommendations to sports management on the basis of these data.</p> <hr/> <p>➤ SM 4710, Strategy and Strategic Issues In Sports Management (15 UK Credits – Compulsory) Integration of key concepts and theories in business administration and sports management; strategic management; application to the context of sports with emphasis on professional sport organizations.</p> <p><u>Learning and Teaching Strategy:</u> For their capstone research project students collect, analyze and interpret qualitative data in the field of sports and make recommendations to sports management on the basis of these data.</p> <hr/> <p>Also taught and assessed through coursework and other assignments in:</p> <ul style="list-style-type: none"> ➤ EC 1101, Principles of Macroeconomics ➤ AF 2006, Financial Accounting ➤ AF 3116, Managerial Accounting for Decision Making
<p>B.3. Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic (Levels 5 and 6).</p>	<p><u>Taught and/or assessed in the following courses:</u></p> <ul style="list-style-type: none"> ➤ AF 3105, Principles of Finance (15 UK Credits – Compulsory) Basic principles, methods and techniques of financial management and their application to the operations of a business firm. Fundamentals of working capital management; cost of capital and capital budgeting. <p><u>Learning and Teaching Strategy:</u> Students analyze the financial statements of a public company. They then compare the performance of the company they analyzed with the performance of other companies in the same industry or prepare trend analysis of the same company.</p> <hr/>

	<p>➤ MG 2034, Organizational Behavior and Human Resource Management (15 UK Credits – Compulsory)</p> <p>Major theories of organizational behavior and the emergence of strategic human resource management as a mechanism for managing people at work in organizations. Concepts of leadership, motivation, communication, interpersonal relations, strategic planning, problem solving, organizing communities of people, managing change. Processes and practices involved in implementing human resource strategy. Practical skills associated with managerial success.</p> <p>Critically apply organizational behavior theories and processes in recognizing, predicting and influencing organizational events.</p> <p><u>Learning and Teaching Strategy:</u> Students apply theory and processes, and develop critical thought through the completion of case studies, homework assignments and the written project.</p> <hr/> <p>➤ AF 3116, Managerial Accounting for Decision Making (15 UK Credits – Compulsory)</p> <p>Managerial accounting concepts and their application in business decisions. Evaluation of the management accounting processes and procedures in decision-making on issues such as cost information, income determination, and performance evaluation.</p> <p><u>Learning and Teaching Strategy:</u> Students apply theory and processes and are introduced into developing critical thought through the completion of case studies or/and homework assignments.</p> <hr/> <p>➤ SM 3004, Social Issues in Sports (15 UK Credits – Compulsory)</p> <p>The wider social dimensions of sport; personal and social benefits associated with sport development and participation; challenges, and concomitant management and policy implications, of issues such as violence and social exclusion.</p> <p>The wider social dimensions of sport; personal and social benefits associated with sport development and participation; challenges, and concomitant management and policy implications, of issues such as</p>
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violence and social exclusion.

Learning and Teaching Strategy:

Students develop critical thought through the completion of case studies, homework assignments and the written project.

- SM 4107, Sport Governance, Policy and Legal Issues **(15 UK Credits – Compulsory)**

Sport-specific governance principles applicable in national and international contexts. The role of public policy in establishing regulatory frameworks of relevance to the sports movement; the development of sport according to imperatives such as transparency, accountability, ethical values, public confidence, and respect for the environment.

Learning and Teaching Strategy:

Students develop critical thought through the completion of case studies, homework assignments and the written project.

- SM 4206, Research Issues in Sport Management **(15 UK Credits – Compulsory)**

Tools and methodologies to conduct research on contemporary sports management. Integration and synthesis of prior sports management knowledge.

Learning and Teaching Strategy:

Students develop critical thought through the completion of case studies and the major research project.

- SM 4710, Strategy and Strategic Issues in Sports Management **(15 UK Credits – Compulsory)**

Integration of key concepts and theories in business administration and sports management; strategic management; application to the context of sports with emphasis on professional sport organizations.

Learning and Teaching Strategy:

Students develop critical thought through the completion of case studies and the capstone research project.

	<p>Also reinforced through project work in optional Level 6 modules:</p> <ul style="list-style-type: none"> ➤ AF 3223 Financial Statement Analysis ➤ MG 3123 Business Negotiation
<p>B4. Analyze and evaluate ethical choices. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making (Levels 4, 5 and 6).</p>	<p><u>Taught and/or assessed in the following courses:</u></p> <ul style="list-style-type: none"> ➤ PH 2005, Business Ethics (15 UK Credits – Compulsory) Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context. <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Learning activities include lectures, class discussions, and case analysis. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➤ Use of the Blackboard platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u></p> <ul style="list-style-type: none"> ➤ Formative Assessment : In-class, 1-hour "diagnostic" test on a case study (the case study will be given to students at least a week earlier, and the test will consist of essay type questions regarding the application of ethical theories to the resolution of business issues/problems) ➤ Summative Assessment : <ul style="list-style-type: none"> ○ In-class, 1-hour midterm exam (40%): It will consist of short essay-type questions of both an informative and argumentative character. ○ In-class, 2-hours final exam (60%): It will be comprehensive, and will also consist of short essay-type questions of an

informative and argumentative character.

➤ **SM 2001, Introduction to Sport Management (15 UK Credits – Compulsory)**

Introduction to sport management; definition and history of sport, the social and cultural dimension of sport, the sport industry including sport media and sports events, the main functions of sport management and legal and ethical issues in sport; professional, amateur and community sports.

Learning and Teaching Strategy:

Students discuss in-class ethical issues associated with sport and their implications for the management of sport organizations. These are assessed in the final examination.

➤ **SM 3004, Social Issues in Sports (15 UK Credits – Compulsory)**

The wider social dimensions of sport; personal and social benefits associated with sport development and participation; challenges, and concomitant management and policy implications, of issues such as violence and social exclusion.

Learning and Teaching Strategy:

Students analyze the ethical dimension of social issues in sports through the completion of case studies, homework assignments and the written project.

➤ **SM 3003, Olympic Games and Mega Sports Events (15 UK Credits – Compulsory)**

Planning, development, and organizational aspects of sports mega events; workforce issues, venues, marketing, promotion, leadership, fundraising, ethical challenges, as well as the sociological, economic, and political significance of bids for, and the hosting of, Sports Mega Events and the Olympic Games; historical development of the Olympic Games and their evolution to modern Olympics.

Learning and Teaching Strategy:

Students analyze the ethical repercussions arising from the increasing commercialization of the Olympic Games and mega sports events through the completion of case studies, homework assignments and the

written project.

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- **SM 4107, Sport Governance, Policy and Legal Issues (15 UK Credits – Compulsory)**
Sport-specific governance principles applicable in national and international contexts. The role of public policy in establishing regulatory frameworks of relevance to the sports movement; the development of sport according to imperatives such as transparency, accountability, ethical values, public confidence, and respect for the environment.

Learning and Teaching Strategy:

Students analyze ethical issues arising from sports governance and policy and legal issues in sports through the completion of case studies, homework assignments and the written project.

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- **SM 4206, Research Issues in Sport Management (15 UK Credits – Compulsory)**
Tools and methodologies to conduct research on contemporary sports management. Integration and synthesis of prior sports management knowledge.

Learning and Teaching Strategy:

Students analyze ethical issues pertaining to the execution of their major research project.

Also taught and/or assessed in:

- BU 2002, Business Legal Issues
- CS 2179, Business Information Systems
- IB 2006, International Business
- MG 2003, Management Principles
- MG 2034, Organizational Behavior and Human Resource Management
- MG/MK 3266, Public Relations
- SM 3005, Sports Operations and Facilities Management
- SM 3002, Sports Marketing
- SM 4108, Sports Promotion and Social Media
- SM 4710, Strategy and Strategic Issues in Sport Management

	Discussion of ethical choices is embedded in almost all Business courses.
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<p>B5. Apply critical thinking to create, evaluate and assess a range of options in solving complex problem (Levels 5 and 6).</p>	<p><u>Taught and/or assessed in the following courses:</u></p> <ul style="list-style-type: none"> ➤ AF 3116, Managerial Accounting for Decision Making (15 UK Credits – Compulsory) Managerial accounting concepts and their application in business decisions. Evaluation of the management accounting processes and procedures in decision-making on issues such as cost information, income determination, and performance evaluation. <u>Learning and Teaching Strategy:</u> In order to solve related managerial accounting decision-making problems e.g. accept an order at a special price, the student has to apply critical thought. <hr/> ➤ SM 3002, Sports Marketing (15 UK Credits – Compulsory) Marketing concepts and processes, and their relationship to the sports industry; key marketing decision areas in product/service /brand development, pricing, distribution and promotion as they relate to sports marketing. <u>Learning and Teaching Strategy:</u> Students use critical thinking in order to develop a marketing plan for a selected sports product or service. <hr/> ➤ SM 3005, Sports Operations and Facilities Management (15 UK Credits – Compulsory) Planning, development, and maintenance of sport and leisure facilities, including latest trends in international sports facilities and operations, and respective managerial aspects. <u>Learning and Teaching Strategy:</u> Students conduct a literature review of a contemporary issue pertaining
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to sports operations and facilities management, which is used to analyze the operations of a real sports organisation.

- **SM 4107, Sport Governance, Policy and Legal Issues (15 UK Credits – Compulsory)**
Sport-specific governance principles applicable in national and international contexts. The role of public policy in establishing regulatory frameworks of relevance to the sports movement; the development of sport according to imperatives such as transparency, accountability, ethical values, public confidence, and respect for the environment.

Learning and Teaching Strategy:

Students engage in research of relevant academic literature and actual examples of practices in the sports governance and policy arenas.

- **SM 4108, Sports Promotion And Social Media (15 UK Credits – Compulsory)**
Theories and methods in the broad field of sport communication; sports consumer and business markets; sports sponsorship and partnership; marketing in traditional (offline) and digital (web marketing, social media and mobile applications) modes to create integrated communication plans.

Learning and Teaching Strategy:

Students develop a communication strategy and plan for a selected product in the sports industry (a team or a product brand, as selected by the instructor).

- **SM 4206, Research Issues in Sport Management (15 UK Credits – Compulsory)**
Tools and methodologies to conduct research on contemporary sports management. Integration and synthesis of prior sports management knowledge.

Learning and Teaching Strategy:

Students apply critical thinking in researching a problem in the field of sports by evaluating theory and industry practice.

	<ul style="list-style-type: none"> ➤ SM 4710, Strategy and Strategic Issues in Sports Management (15 UK Credits – Compulsory) Integration of key concepts and theories in business administration and sports management; strategic management; application to the context of sports with emphasis on professional sport organizations. <p><u>Learning and Teaching Strategy:</u> Students carry out a major research project, which relates to a strategic problem faced by a sport organization.</p>
<p>B6. Apply research skills and techniques in the sports field.</p>	<p><u>Taught and/or assessed in the following courses:</u></p> <ul style="list-style-type: none"> ➤ MA 2118, Statistics for Business and Economics I (15 UK Credits – Compulsory) Methods for summarizing data (frequency distribution, statistical descriptions). Distribution functions, including the binomial, hypergeometric, Poisson, normal and the t-and chi-square distributions. Sampling and sampling distribution of the mean. Confidence intervals for the population mean, standard deviation and proportion. <p><u>Learning and Teaching Strategy:</u> Students collect, analyze and interpret quantitative data in the business environment and justify decisions on the basis of these data.</p> <hr/> <ul style="list-style-type: none"> ➤ SM 4206, Research Issues in Sport Management (15 UK Credits – Compulsory) Tools and methodologies to conduct research on contemporary sports management. Integration and synthesis of prior sports management knowledge. <p><u>Learning and Teaching Strategy:</u> Students apply research skills and techniques in the field of sports through a major research project.</p> <hr/> <ul style="list-style-type: none"> ➤ SM 4710, Strategy and Strategic Issues in Sports Management (15 UK

	<p>Credits – Compulsory) Integration of key concepts and theories in business administration and sports management; strategic management; application to the context of sports with emphasis on professional sport organizations.</p> <p><u>Learning and Teaching Strategy:</u> Students carry out a major research project, which relates to a strategic problem faced by a sport organization.</p>
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<p>B7. Synthesize and apply the knowledge, utilize and develop the skills and abilities, gained in the various business and non-business courses taken during the undergraduate program of study (Level 6).</p>	<p><u>Taught and/or assessed in:</u></p> <p>SM 4710, Strategy and Strategic Issues in Sport Management (15 UK Credits – Compulsory)</p> <p>Integration of key concepts and theories in business administration and sports management; strategic management; application to the context of sports with emphasis on professional sport organizations.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Major Research Project (individual): Students will be required to complete a major research project for a sport organization. The research project should include a field research component and collection and analysis of primary qualitative data. The subject of the project must directly relate to a strategic problem faced by a sport organization. ➤ Complex case studies - analyses and presentations, both orally and in writing. ➤ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of blackboard site, where instructors post lecture notes,
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	<p>assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> ➤ The major research project accounts for 70% of the course grade. ➤ Assessment of the case study analysis is formative.
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Ability to use numeric skills, including quantitative financial techniques in problem solving. (Levels 4, 5, and 6).</p>	<p><u>Taught and/or assessed in the following courses:</u></p> <p>EC 1101, Principles of Macroeconomics MA 2118, Statistics for Business and Economics AF 2006, Financial Accounting AF 3105, Principles of Finance AF 3116, Managerial Accounting for Decision Making SM 3002, Sports Marketing SM 4108, Sports Promotion and Social Media CS 2179, Business Information Systems SM 3005, Sports Operations and Facilities Management SM 3004 Social Issues in Sports SM 4107 Sport Governance, Policy and Legal Issues SM 4206 Research Issues in Sport Management SM 4710 Strategy and Strategic Issues in Sport Management MG/MK 3266, Public Relations</p>

3C. Practical and professional skills

<p>C2. Use Information Technology effectively to retrieve, process, analyse and communicate information. (Levels 4, 5, and 6).</p>	<p><u>Taught in:</u> all courses.</p>
<p>C3. Use qualitative and quantitative tools in analyzing and solving financial and managerial problems. (Levels 5 and 6).</p>	<p><u>Taught and/or assessed in the following courses:</u></p> <ul style="list-style-type: none"> ➤ MA 2118, Statistics for Business and Economics I (15 UK Credits – Compulsory) Methods for summarizing data (frequency distribution, statistical descriptions). Distribution functions, including the binomial, hypergeometric, Poisson, normal and the t-and chi-square distributions. Sampling and sampling distribution of the mean. Confidence intervals for the population mean, standard deviation and proportion. <p><u>Learning and Teaching Strategy:</u> Students collect, analyze and interpret quantitative data in the business environment and justify decisions on the basis of these data.</p> <hr/> <ul style="list-style-type: none"> ➤ SM 4206, Research Issues in Sport Management (15 UK Credits – Compulsory) Tools and methodologies to conduct research on contemporary sports management. Integration and synthesis of prior sports management knowledge. <p><u>Learning and Teaching Strategy:</u> Students apply qualitative skills and techniques in order to conduct research into the management implications of the commercialization, professionalization and/or globalization of sport.</p> <hr/> <ul style="list-style-type: none"> ➤ SM 4710, Strategy and Strategic Issues in Sports Management (15 UK Credits – Compulsory) Integration of key concepts and theories in business administration and sports management; strategic management; application to the context of sports with emphasis on professional sport organizations.

3C. Practical and professional skills

Learning and Teaching Strategy:

Students apply qualitative skills and techniques in order to conduct research into a strategic problem faced by a sport organization.

Also taught and/or assessed in:

AF 3105, Principles of Finance

AF 3116, Managerial Accounting for Decision Making

AF 3223 Financial Statement Analysis

SM 3005, Sports Operations and Facilities Management

C4. Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice in the sports industry. Evaluate and apply vocationally relevant knowledge and concepts associated with the operational and strategic management of financial, human and physical resources. (Level 6).

Taught and assessed in:

- SM 4409, Internship in Sports Management (30 UK Credits – Compulsory)

Work-based experiential learning for sports management in sports clubs, sports facilities, or other organizations related to the industry. Students gain on-the-job experience and training as they learn to apply knowledge gained throughout the programme to real life professional situations. Formal approval of the Department Head/Program Coordinator and the Internship Administrator is required.

Learning and Teaching Strategy:

- Use of Blackboard site, where the Internship Administrator posts notes, instructions, announcements as well as additional resources in relation to the internship-placement.
- Office hours: Students are encouraged to contact the Internship Administrator, where they can ask questions and discuss Internship issues.
- The internship in sports management is consistent with the work-based learning (internship) policies and procedures, as they have been described in the DEREЕ Work-Based Learning (Internship) Policies and Procedures.

3C. Practical and professional skills

- Professional seminars and workshops: Seminars organized and delivered by the School of Business faculty on professional conduct, ethos, service quality in sports management; workshops on interviewing skills, drafting of CV, presentation skills delivered in cooperation with the Office of Careers Services.
- Work-based learning internship: Minimum 520 working hours in the sports industry.
- 'Critical Incident and Intervention' Report (individual): Bi-weekly report with identification of 'critical incidents' and recommendations for management intervention in relation to these incidents (±500 words) accompanied by daily journal (daily activity log) of the activities the student intern undertakes during the internship.
- Internship Provider evaluation of the student-intern performance of tasks and overall professional demeanor. This occurs by using the Work-Based Learning Evaluation Forms included in the Internship Policies & Procedures Document.
- Personal Development Planning Report: The work-based learning internship experience is used as the basis for reflective learning in terms of the student's personal development. The student should provide a brief report incorporating a personal self-assessment of skills, competences and areas for improvement and an action plan for the further development of professional skills and competences. Grading of the PDP report takes the Internship Provider evaluation into account.
- Reflective Paper (individual): After the completion of the internship, the student must write a reflective paper, integrating his/her experiential learning from the internship-placement with the theories taught in class in relation to the sports industry. The paper should include recommendations to management based on the student-intern's evaluation of professional practice.
- Presentation (individual): Presentation of the internship experience, lessons learned and the reflective paper to fellow students and faculty upon return on Campus.

Assessment Methods:

3C. Practical and professional skills			
	'Critical Incident and Intervention' Report - formative	0%	Individual, bi-weekly, 500 words
	Presentation of Internship Experience, Lessons Learned and Reflective Paper - formative	0%	Individual
	Personal Development Planning Report - summative	40%	Individual, 1000 words
	Reflective paper - summative	60%	Individual, 2500 words

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Communicate ideas successfully orally and in writing following English discourse conventions. Adapt message content to a particular audience and medium of communication in a professional context. (Levels 4, 5, and 6)	<p>English language skills are reinforced through assignments, projects, class participation and oral presentations in all courses. The courses listed below are considered the most language intensive:</p> <ul style="list-style-type: none"> ➤ BU 2002, Business Legal Issues ➤ IB 2006, International Business ➤ MG 2003, Management Principles ➤ MG 2034, Organizational Behavior and Human Resource Management ➤ PH 2005, Business Ethics ➤ SM 2001, Introduction to Sport Management ➤ SM 3002, Sports Marketing ➤ SM 3003, Olympic Games and Mega Sports Events ➤ SM 3004, Social Issues in Sports ➤ SM 3005, Sports Operations and Facilities Management ➤ SM 4107, Sport Governance, Policy and Legal Issues ➤ SM 4108, Sports Promotion and Social Media ➤ SM 4206, Research Issues in Sport Management ➤ SM 4409, Internship in Sport Management

3D. Key/transferable skills	
	<ul style="list-style-type: none"> ➤ SM 4710, Strategy and Strategic Issues in Sport Management
<p>D2. Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams. (Levels 4, 5, and 6)</p>	<p><u>Taught and/or assessed in:</u></p> <ul style="list-style-type: none"> ➤ CS 2179, Business Information Systems ➤ MG 2003, Management Principles ➤ MG 2034, Organizational Behavior and Human Resource Management ➤ PH 2005, Business Ethics ➤ SM 2001, Introduction to Sport Management ➤ SM 3002, Sports Marketing ➤ SM 3003, Olympic Games and Mega Sports Events ➤ SM 3004, Social Issues in Sports ➤ SM 3005, Sports Operations and Facilities Management ➤ SM 4107, Sport Governance, Policy and Legal Issues ➤ SM 4108, Sports Promotion and Social Media ➤ SM 4206, Research Issues in Sport Management ➤ SM 4409, Internship in Sport Management ➤ SM 4710, Strategy and Strategic Issues in Sport Management
<p>D3. Reflect intellectually and become an independent self-managed lifelong learner.</p>	<p>Taught throughout the curriculum.</p>

4. Programme Structure

Programme Structure - LEVEL 4				
Compulsory modules		Credit points	Optional modules	Credit points
AF 2006	Financial Accounting	20		
BU 2002	Business Legal Issues	10		
CS 2179	Business Information Systems	15		
EC 1101	Principles of Macroeconomics	15		
IB 2006	International Business	15		
MA 2118	Statistics for Business and Economics I	15		
MG 2003	Management Principles	15		
SM 2001	Introduction to Sport Management	15		
TOTAL LEVEL 4		120		

[Please insert here information on any exit awards available at this point (name of award/ a minimum no. credit points)]

Programme Structure - LEVEL 5				
Compulsory modules		Credit points	Optional modules	Credit points
AF 3105	Principles of Finance	15		
AF 3116	Managerial Accounting for Decision - Making	15		
MG 2034	Organizational Behavior and HRM	15		
PH 2005	Business Ethics	15		

Programme Structure - LEVEL 5				
Compulsory modules		Credit points	Optional modules	Credit points
SM 3002	Sports Marketing	15		
SM 3003	Olympic Games and Sports Mega Events	15		
SM 3004	Social Issues in Sports	15		
SM 3005	Sports Operations and Facilities Management	15		
TOTAL LEVEL 5		120		

[Please here insert information on any exit awards available at this point (name of award/ a minimum no. credit points)]

Programme Structure - LEVEL 6				
Compulsory modules		Credit points	Optional modules	Credit points
MG 3266	Public Relations	15	<u>ONE OF THE FOLLOWING:</u>	
SM 4107	Sport Governance, Policy, and Legal Issues	15		
SM 4108	Sports Promotion and Social Media	15	AF 3223 Financial Statement Analysis	15
SM 4206	Research Issues in Sport Management	15	HT 4332 Event Management for the Hospitality Industry	15
SM 4409	Internship in Sport Management	30	MG 3123 Business Negotiation	15
SM 4710	Strategy and Strategic Issues in Sports Management	15	MK 3104 Internet Marketing	15
SUBTOTAL		105	SUBTOTAL	15

Programme Structure - LEVEL 6			
TOTAL LEVEL 6	120		

[Please insert here information of exit award(s) available at this point (name of award/ a minimum no. credit points)]

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

Fit of the professional/placement module in the program structure

The BSc (Hons) in Sports Management includes a credit-bearing work-based learning internship-placement, which should be taken in the first semester of the final year of studies or in the summer before the final year. This will allow students to engage in reflective learning during the final year of their studies by integrating the theoretical knowledge acquired during the lectures with the professional experiences gained during their internship.

The internship is embedded in the Sports Management program, in order to help students develop their practical and professional competencies and transferable skills, as well as enable them to operate effectively in the sports industry. Through a process of self-reflection and critical analysis, the students will have the opportunity to integrate their University-based knowledge with their work experience, and, hence, extend and contextualise their professional knowledge.

The College, through the role of the Internship Administrator, offers full support to students for the preparation of, and the placement in, the internship. A detailed description on the duties of the Internship Administrator can be found in the Background Document BSc (Hons) Sports Management.

Effect of the professional/placement module in the program progression

The internship is taken as students progress toward their final year of study and have therefore acquired competences, knowledge and transferrable skills, which will enable them to function effectively during their internship-placement. At the same time, the students will be able to critically synthesize the practical knowledge and experiences accumulated during their internship with the theories taught in class in Level 6 modules, during their final year of study.

Restrictions regarding the availability of elective modules

The programme allows students one optional module from a list of four business modules, which are considered relevant to sports professionals, namely Financial Statement Analysis, Internet Marketing, Event Management for the Hospitality Industry and Business Negotiation.

Where in the programme structure students must make a choice of pathway/route

N/A – The BSc (Hons) in Sports Management does not include pathways.

6. Support for students and their learning

STUDENT SERVICES

Orientation

All new students participate in an orientation program as they begin their first semester at the College. The orientation program is designed to introduce them to the campus, the academic system, College regulations and policies, and student life.

Student Success Center (SSC)

The Student Success Center supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Center is committed to providing students with consistent, high-quality service, both in person and through technology. The Student Success Center aims to create the optimum conditions so that students can follow the path to academic success.

Students may visit the Student Success Center to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID.

The SSC web page has been set up to reflect the one-stop concept of the Center and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information. From the SSC web page students may choose to log on to the myACG portal, where they can print their personal course schedule and their unofficial transcript. To log on, students need to go to the SSC and get their PIN, which is private, should not be shared with anyone, and will be given to the students only if they have no obligations (business office, library, or academic advising).

Academic Advising

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising program is faculty-based and fosters personal contact between students and faculty. Department Heads, assistant Department Heads and Area Coordinators act as educational consultants.

New incoming students and continuing DERE-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist

students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

Student Academic Support Services (SASS)

Student Academic Support Services (SASS) provides support to the learning of DERE students at the undergraduate and graduate level through a variety of approaches encouraging participatory learning. SASS learning facilitators recognize that individual qualities and efforts vary; therefore, facilitators adopt a learner-centred approach without undue interference in order to promote individual development and to respond to the needs of each student. The goal of SASS is to help students become insightful readers, effective critical thinkers, and independent learners.

Student Academic Support Services offers two major types of academic support:

1. One-on-one Sessions, conducted on a one-on-one basis between a facilitator and a student. They are provided on a first-come-first-served basis and cover a wide range of college skills.
2. Group Sessions are of two kinds, both designed to emphasize direct interaction between participants:
 - a. Academic-skills workshops are offered on demand. They may focus on sharpening a quantitative or qualitative skill for a course or help participants sharpen conversational skills in a foreign language.
 - b. Study-skills workshops are offered regularly. They are designed to help participants improve a particular study skill, such as note-taking or exam preparation.

Disability and Learning Differences

The College Committee on Disability and Learning Differences monitors and recommends policies and procedures to benefit individuals with disabilities and learning differences. In addition, it makes recommendations in consultation with relevant academic departments/ areas regarding special assessments to be given by tutors to specific students with disability and/or learning differences.

The Committee proposes alternative assessment methods for specific students with disability and/or learning differences in consultation with relevant academic departments/ areas to ensure appropriateness of assessment method. The Committee is obliged to follow the advice of the department with regard to appropriateness and communicate with the Registrar about this. The Committee on Disability and Learning Differences submits the list of OU students with disabilities and learning difficulties and their approved alternative assessment methods to the OU Validation Office and Registrar.

7. Criteria for admission

Admission requirements were not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue (pp.30-31) and the UK Quality Code for Higher Education - Chapter B2: Recruitment, selection and admission to higher

education. Upon admission, students intending to follow a Degree in Sports Management register for a BSc in Combined Studies and may transfer to SM up until completion of Level 4.

In relation to the recruitment strategy, the Department participates in promotional “Discover DEREЕ Days”, where members of the faculty provide brochures and information about the programme. During that event, they are also provided with the opportunity to communicate the aim and educational objectives of Sports Management / Management of Information Systems Department to potential Sports Management / Management of Information Systems – majoring students.

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major’s programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfill the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DEREЕ:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section “English Language Requirements”). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students’ performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section “Academic Probation”).

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.

5. An interview with an admissions counselor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program (see section "English Language Requirements").

8. Language of study

The formal language of instruction for all modules in the BSc (Hons) in Sports Management is English.

9. Information about assessment regulations

Section 6 'Assessment Procedure' of the DERE Regulatory Framework (s. attachment) describes the assessment regulations as follows:

“6.1 Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.

6.2 The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, this assessment must be governed by criteria which are explicit and communicated to students.

6.3 Faculty are expected to develop rubrics for the assessment of students, and it is the responsibility of department heads or area coordinators to ensure that these rubrics are consistent with the program specification and other documentation approved at validation.

6.4 *Second Marking*

All assessed work submitted for credit in programs leading to Open University validated awards shall be subject to the policy of second marking. This policy extends to all modes of assessment. In implementing the College's policy on second marking, the following procedure will be adopted:

6.4.1 The first marker will provide the rubric for the assessment of the course (6.3, above), the grade assigned to each item of assessed work and a brief justification for this grade.

6.4.2 Second markers will be selected by the department head/area coordinator from the first marker's department, and s/he should be familiar with the course content. The second marker should test mark a minimum sample of 25% of completed assessments. In all cases the samples should not be lower than five.

6.4.3 The sample of work for second marking will be prepared by the Registrar's Office. This sample will comprise all items that have been assigned an A grade or a grade below D (40%), and a representative selection of the remaining items of assessed work. The sample should include at least some work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).

6.4.4 The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker will be appointed by the department head or area coordinator. All items of assessment for that course should be re-marked if the third marker recommends a significant change in the grade assigned to any item of assessed work. In this event, the entire cohort will be subject to the process of re-marking.

6.4.5 The second (or, in the event of a disagreement, the third) marker should prepare a brief report during the marking process to be sent to the external

examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course.

6.4.6 All decisions on grades remain provisional until they have been confirmed at the relevant Board of Examiners

6.5 *External Examiners*

The University is responsible for the appointment of external examiners. Their role is to ensure that justice is done to the individual student and that the standard of the University's validated awards is maintained.

6.5.1 The specific responsibilities of external examiners include:

- the impartial assessment of students comparing their performance with that of their peers undertaking comparable programs of higher education elsewhere and in the light of subject benchmarks and qualification descriptors;
- approving the form and content of proposed examination papers, coursework, assessment rubrics and other assessments that count towards the award, including the approval of alternative assessments and adjustments made for students with declared disability or special needs;
- advising on any proposed changes to the approved assessment regulations or assessment strategy which will directly affect students currently on the program;
- ensuring that assessment criteria are correctly interpreted and that there is parity of assessment across the cohort;
- moderating the marks awarded by internal examiners;
- meeting students and, where appropriate, conducting *viva voce* examinations;
- ensuring that the assessments are conducted in accordance with the approved program regulations;
- attending the meetings of the board of examiners at which decisions on recommendations for award are made and ensuring that those recommendations have been reached by means in accordance with the University's requirements and normal practice in UK higher education.
- Enhancement-led reporting to the College including student performance and academic standards, appropriateness of curriculum content/teaching and learning strategies as well as on the effectiveness of the assessments and any lessons to be drawn from them
- reporting to the Open University on the required report proforma and any matters of serious concern arising from the assessments which put at risk the standard of the University's award.

6.5.2 Once the process of second marking has been completed (6.4, above), the summative work completed by a sample of students on each course will be sent

to the relevant external examiners. This sample will comprise all items that have been assigned an A or F (all work above 70% and below 40%) grade and a representative selection from items receiving intermediate grades.

6.5.2.1 The size of the samples will be agreed with the external examiners, and they will include some items that have been second marked (6.4.3, above).

6.5.2.2 Samples of assessed work completed in the Summer Session and Fall Semester will be sent by post to the external examiners; samples of work completed in the Winter Session and Spring Semester will be available for External Examiners to review on campus in the Summer.

6.5.2.3 Any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

6.5.2.4 The Validation Office will receive the external examiners' reports and forward them for consideration by Boards of Examiners, Program Committees, and the Registrar's Office. The Open University also receives copies of response to External Examiners reports.

6.6 *Boards of Examiners*

Boards of Examiners carry full responsibility for the assessment of students in accordance with the College's regulations and for recommending the conferment of an Open University award to students who have fulfilled the objectives of the approved program of study and achieved the standard required for the award.

6.6.1 A Board is established for each program or cluster of programs that leads to Open University awards. The responsibilities of a Board of Examiners are to:

- approve (or establish arrangements for the approval of) assessment tasks, examination papers and project titles both for the initial assessment of students and any subsequent reassessments;
- ensure that assessment tasks, examination papers and project titles are moderated by appropriate external examiners;
- confirm the grades assigned to students majoring in the relevant discipline or clusters of disciplines in accordance with the College's regulations;
- recommend the conferment of awards to students who have fulfilled the objectives of an approved program of study and achieved the standard required for the award;
- review the progress of students, ensuring that they achieve the required learning outcomes and taking into account the recommendations of the Committee of Academic Standards and Policies on students with mitigating circumstances;
- determine the form of assessment that should be offered to those students who have failed or have been unable to take the assessment for acceptable reasons;
- receive and approve recommendations from the Committee on Disability and Learning Differences for the assessment of students with special requirements; monitor the forms and conduct of assessment and patterns of

student achievement on the programs for which it is responsible;

- act in accordance with the outcome of any appeals made through the Appeals Procedure (Section 9, below).

6.6.2 The membership of Boards of Examiners shall comprise a representative for each course contributing to the program(s) for which it is responsible, the external examiner(s), and the relevant department head(s) or area coordinator(s). The chairs of Boards (who will normally be department heads or area coordinators with responsibility for programs other than those which fall within the remit of the Board) will be appointed by the Academic Council. Students are not members of Boards of Examiners.

6.6.3 External examiners must be present at meetings of the Board of Examiners which have been convened for the purpose of assessing students for an award or recommending the conferment of an award upon a student (6.6.1 (c) and (d) in the Board's terms of reference). All decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s)."

Additional information about assessment regulations is included in Section 7 'Assessment, Progression and Awards' of the DERE Regulatory Framework.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

All Schools and Programmes are invested in the continuous improvement of the quality and standards of teaching and learning. To that end Schools and Programmes are committed to the following core values and efforts are made:

- to design and plan active learning activities within programmes of study;
- to support teaching and student learning through instructional technology;
- to design effective assessments and give relevant and timely feedback to learners;
- to support effective learning technologies and environments which offer students appropriate guidance;
- to encourage among faculty the integration of scholarship and professional activities with teaching and learning;
- to develop appropriate methods for teaching and learning in the subject areas and at the level of the academic programmes;
- to encourage the development of learning communities, acknowledging diversity and promoting equality of opportunity and participation in higher education; and
- to engage in cycles of monitoring of teaching and learning effectiveness and proceed with the adjustment of pedagogies thus ensuring the improvement of the quality and standards of instruction and student performance.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 3: General Education Requirements

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
4	MG 2003	✓								✓	✓		✓						✓	✓						✓	✓							
	EC 1101	✓									✓								✓	✓														
	IB 2006						✓				✓		✓						✓	✓						✓								
	CS 2179			✓							✓		✓						✓	✓							✓							
	BU 2002						✓				✓		✓						✓	✓						✓								
	MA 2118							✓			✓				✓				✓	✓	✓													
	AF 2006			✓							✓								✓	✓														
	SM 2001					✓							✓							✓						✓	✓							

Level	Study module/unit	Programme outcomes																														
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	PH 2005		✓									✓							✓	✓						✓	✓					
	AF 3116			✓							✓	✓		✓				✓	✓	✓												
	AF 3105			✓						✓	✓	✓						✓	✓	✓							✓					
	MG 2034	✓								✓		✓	✓						✓	✓						✓	✓					
	SM 3002				✓					✓			✓	✓				✓	✓							✓	✓					
	SM 3003					✓				✓			✓						✓	✓						✓	✓					
	SM 3004						✓			✓		✓	✓					✓	✓							✓	✓					
	SM 3005				✓					✓			✓	✓				✓	✓	✓						✓	✓					

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7		
6	SM 4107						✓			✓	✓	✓	✓	✓				✓	✓							✓	✓							
	SM 4108				✓					✓			✓	✓				✓	✓								✓	✓						
	SM 4206							✓		✓	✓	✓	✓	✓	✓			✓	✓	✓						✓	✓							
	SM 4409																		✓	✓		✓				✓	✓							
	SM 4710								✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓						✓	✓							
	MG 3266			✓									✓						✓	✓														
	AF 3223			✓																✓	✓													
	MK 3104			✓																✓	✓													
	HT 4332				✓															✓	✓													
	MG 3123			✓																✓														

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

Annexe 3 - General Education Requirements

In US colleges and universities, undergraduates usually are admitted to the institution, not to a programme as in the UK, and may choose their major academic field after completion of one or two years of general education courses in the fields of the humanities and arts, social sciences, physical and natural sciences, and mathematics. *General Education* refers partly to foundation skills, but also to knowledge, cognitive skills, state of mind, life habits that are developed primarily through a set of required courses and which prepare students for success in their major course of study, and their personal and professional lives after the college experience.

General Education courses provide the core of what it means to be an educated person; moreover, such broad exposure to the disciplines gears students towards lifelong learning, exposes them to the mainstreams of thought and interpretation and promotes their understanding of the interrelationships among the various fields of study. While not necessarily relating to the students' vocational preparation, these courses help them

build a strong set of educational skills and acquire knowledge necessary for a successful personal, professional and civic life. The students' last two or three years are devoted to more specialized study in their chosen major field.

The General Education core aims to help students to:

1. Enhance their oral and written communication skills along with the acquisition of knowledge for the use of technology in communication
2. develop analytical thinking and information literacy skills (retrieval, evaluation and integration of information), influencing them in becoming life-long learners and teaching them the process for learning
3. develop the ability to reason and communicate quantitatively
4. lead lives governed by strong ethical values and make meaningful decisions on moral dilemmas
5. function as conscientious global citizens, and become involved in cross-cultural learning, gaining respect for different perspectives and diversity
6. appreciate our cultural heritage and examine it from different perspectives
7. understand the present through the study of the past
8. recognize the value of science in shaping our present and comprehending its methodology in attaining knowledge

The general education curriculum for the School of Business, which consists of 15 modules, ensures that students will acquire breadth of knowledge in the traditional disciplines of the liberal arts that will enable them to become successful contributors to a diverse global community. Consisting of courses in English, mathematics, natural sciences, social sciences, ethics, and the arts and humanities, the general education curriculum is a balanced program in the liberal arts with specific learning outcomes: communication abilities in written and spoken form; critical thinking and reasoning; quantitative reasoning and communication; values and ethical decision-making; an appreciation of the arts and humanities as an essential component of the human experience; recognition of the relevance of science in the world; technological competence; and a knowledge of the ways in which political, social, and economic forces shape global experiences.

The School of Business Administration's minimum general education requirements are as follows:

- 4 courses in English (composition and professional communication)
- 1 course in ethics
- 3 courses in at least two areas of the humanities
- 2 courses in the natural sciences with laboratory
- 2 courses in social sciences
- 1 introductory course in information systems
- 1 course in economics
- 1 course in mathematics

Through this set of General Education courses, each with its own rationale, objectives, and assessments, DEREЕ -ACG strives to promote tolerance and a love for lifelong learning and free expression, and students of Sports Management build a strong foundation of knowledge and cognitive skills to support them as business leaders.