

International Sport Management Education: Current Status, Challenges, and Best Practices

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The new Commission on Sport Management Accreditation (COSMA) incorporates the need to provide international sport management education. According to Parks, Quarterman and Thibault (2008, p. 164), factors to consider a sport international are: 1. The degree to which, or the regularity with which, action by an organization, company, event, or individual focuses primarily on international activity 2. The context in which an individual, an organization, or an event operates within the international sport enterprise. Because many faculty do not have a background or experience working internationally in sport, this session will provide ideas as to how international sport management education can be incorporated into the curriculum – either as a stand-alone course or infused throughout the sport management curriculum.

Despite being a buzzword of contemporary Higher Education (HE), the internationalization of HE is something that actually began hundreds of years ago. The internationalization of HE involves incorporating an international dimension to areas of teaching, research and service (de Wit, 2002). Sport is international and its increased globalization makes sport management a particularly pertinent site to consider issues of internationalization. What has become apparent is that all students need to be made aware that they live in a world in which all aspects of management relate directly or indirectly to the internationalization of the sport business. Of particular note is that the digital age, which has just begun, provides opportunities as well as challenges that have made international sport management education essential for the administrators of tomorrow.

Internationalizing the sport management curriculum presents many challenges. Beyond that fact that many faculty have not had the opportunity to work in sports outside their home country, the diverse cultures into which the sport business leads can be quite challenging. Developing knowledge and an appreciation of how professional sport, international governing bodies, marketing in the digital world, and the legal arena is essential to the educated sport manager. This roundtable will address the following questions: (1) what does it mean to "internationalize" educational programs from a curriculum perspective, and how do we do it? , (2) what are the challenges of internationalizing the programs?, and (3) what are the "best practices" in international sport management education (i.e., problem based learning, experiential learning, web research sources, international sport course collaboration using Web CT, and study abroad programs). After short facilitator presentations, the participants will have an opportunity to share and learn about the modes of delivery (i.e., best practices) and the challenges through roundtable discussions.