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A MULTIDISCIPLINARY APPROACH TO SPORT TOURISM EDUCATION IN A DIGITAL ERA

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ABSTRACT

Sport tourism has enjoyed a plethora of definitional and theoretical perspectives over the last three decades proposing a dynamic alternative to mass tourism with specific structural features and modus operandi. However, studies examining or suggesting the basic body of knowledge that would satisfy the educational needs of participants in this complex tourism form are lacking. The present study - through an analysis of the involved conceptual fields - aims to minor the gap between theoretical support and direction for tourism academics and the realistic skills needed by the sport tourism industry. The main focus of the study is to provide a theoretical platform based on the available paradigms that would facilitate the build of sport tourism related curriculums. The study embraces an analysis of available secondary sources, academic course outlines, official university's sites, policy declarations, etc. and parallels theoretical models to produce the basic thematic dimensions of a relevant conceptual framework. Hopefully, the result will offer a vision on the further development of sport tourism education to meet the needs of one of the most promising leisure forms.

KEYWORDS

Sport Tourism Education; Tourism Management; Curriculum; Tourism ICTs.

ECONLIT KEYS
L83; Z20; Z30.

1. INTRODUCTION

Tourism has enjoyed remarkable developmental patterns over the last few decades, often largely influencing the national income of countries such as those in the area of the Mediterranean, other European destinations as well as exotic places of the east. Globally, the total contribution of travel and tourism worldwide is expected to generate US\$9.2 trillion by 2021. Forecasts are that by 2018, tourism will provide employment to a projected quarter of a billion people (297 million) worldwide (World Travel & Tourism Council, 2011). Unexpectedly, tourism education has not received substantial attention by the academic institutions, and certainly not equivalent to the significantly growing world tourism industry. In a globalized world, it is necessary to match the urgent demand of professional competences in the sport industry with the educational programs in sport management (Cheng, 2016).

Tourism education is facing an enormous need for studies adapted to match the radical changes that the tourism sector presents. Different authors emphasize on trends leading to the necessary reforming of tourism education. McKercher (2002) brings the example of Australia which like many other destinations is reaching early 'decline' stages of the tourism education life cycle with the majority of courses needed to be terminated or restructured. Ritchie (1995) earlier suggested that specific courses should be directed towards areas that tourism plays a major role in the local community with evident interest in investing in tourism. Ayres' study (2006) on tourism career development emphasized the trend of organizations becoming more global, resulting in 'boundary-less' carrier paths emerging amongst different public and business spheres of activity.

In the same lines, the tourism industry 'borrows' related leisure fields to produce the core theme of the new tourism product that will shift the stagnated curve of the tourism lifecycle to a new regeneration stage. Firstly, autonomous new tourism forms demand highly specialized personnel to meet

the idiosyncrasies of the core theme that becomes the main reason for travel (De Knop, 1990). In addition, this specialization is designed towards meeting the necessary adaptation that the traditional industry has to undergo in order to rejuvenate a saturated tourism offer i.e. new sustainable practices, green operating mechanisms.

Sport tourism consists one of the special interest tourism forms that has attracted the attention of the academics producing a massive volume of theoretical approaches and research output (Weed, 2009). While the industry and local authorities have embraced the beneficial new development, academic arrangements on sport tourism education is limited. The main purpose of the present study remains an in-depth analysis of the potential to effectively cover the demanding spectrum of a sport tourism curriculum both at an academic and professional level. Thus, producing a model of applicable academic curriculum would hopefully contribute towards satisfying the educational needs for one of the most complex tourism forms, that of sport tourism. The present conceptual paper forwards a multi-dimensional model of sport tourism education based on the latest developmental paths presented by this specialized tourism form. Simultaneously, the analysis engaged a wide spectrum of subject areas, taking into consideration the ever-evolving needs of the industry parts to create market-based educational paths as well as public policy developmental skills.

The following part aims to map the sport tourism educational problematic reality and set the basis of the literature analysis. A combination of secondary sources' analysis and critical literature review are the methodological vehicles to be engaged here in an effort to build a conceptual platform. The analysis following the methodological section attempts to categorize literature and all available knowledge deriving from academic institutions, relevant curriculums and theoretical paradigms in five theoretical pylons that will facilitate the build of an idiosyncratic sport tourism outline. The analysis concludes with the provision of a schematic presentation of the identified fields to be considered in the process of an effective curriculum production promising skillful graduates and thus, sport tourism professionals.

2. SPORT TOURISM IN NEED FOR SPECIALIZED EDUCATION

Sport tourism has been attracting the attention of both academics and the industry for the last three decades as a viable alternative to the traditional tourism offer or a promising market niche to enhance tourism activity. Categorizations have been offered by the literature through 'hard' or 'soft' definitional attempts according to the level of active or passive participation in sport activities. The competitive or recreational nature of the sporting activity involved becomes one of the dimensions that the literature traditionally focuses in an effort to delineate a promising but also complex tourism form (Jackson and Glyptis, 1992; Gammon and Robinson, 1997; Standeven and De Knop, 1999; Weed and Bull, 2003).

Despite the increased literature attention and the obvious potential of sports tourism, the lack of studies regarding sport tourism education is evident. Swart's (2000) research on sport tourism academic courses is the exception to the above, presenting eighty four sport tourism related courses worldwide offered by a variety of academic institutions. Forty percent of the responding institutions offered specific sport tourism courses while seventy six percent offered sport tourism knowledge through existing courses. The analysis revealed that the initiation of the programs belonged (as expected) to a twofold academic environment, those of physical education, recreation and sport management or tourism and hospitality related departments.

The evident lack of cooperation between departments and offerings of joint courses was one of the most vivid results of the present study. Departmental egoism suggests claims of dominance upon the thematic ingredients of 'sport' and 'tourism' respectively, which along with University battles for a share in research funding usually leads to fruitless efforts. Both academic long-standing fields of sport and tourism usually focus upon their core theme avoiding extension of their boundaries in front of unsecured students' career future and lack of knowledge in their own professional environment. However, following Dale and Robinson's (2001) suggestion, 'theming' would

allow tourism to expand tourism education through specialist areas. The same authors support their argument emphasizing the benefits deriving from this thematic specialization like sport tourism such as bridging relationships between involved parts i.e. academics of different departments, professional institutions and industry's managers. 'Specialization' or Dale and Robinson's (2001) 'theming' further develops and defines the importance of the academic field. Sciences have evolved through the successful offer of specialized degrees such as the characteristic example of the business studies benefitting from a wide range of related sub-subjects or intra-scientific programs. Despite some parts of the literature arguing that professionals tend to prefer more generalized education, rather than a certain specialization (Ayres, 2006) the industry and overall the employment sector benefit from new professionals of high caliber equipped with knowledge on their basic subject as well as a related specialized field.

3. METHODOLOGY

For more than three decades academics have been trying to formulate effective definitions and paradigms in order to enlighten the dramatic increase of sport tourism. All relevant theoretical approaches should be thoroughly examined within the boundaries of a specific course in order to produce a wide body of knowledge and conceptual maturity. Pioneer studies such as Glyptis (1982), Jackson and Glyptis (1992) describing the first signs of the sport and tourism interrelationship and later Standeven and De Knop (1999) could form a significant theoretical platform to base the developing environment of sport tourism. Similarly, this part of the specialized curriculum could exploit the generic categorization of sport tourism as presented early in the literature namely, the 'energetic' and 'passive' sport tourism forms.

The present analysis provides a range of approaches to assist in the difficult task of mapping a sport tourism curriculum, not only in terms of the course structure, but also in terms of the relationship between the course and its evolving tourism environment. The study used a range of qualitative research techniques including in-depth content analysis of available

secondary sources (see Appendix) such as course guides, internet official university's sites, policy declarations, etc. An extensive list of relevant academic courses and modules from all continents are offered at the end of the references section used as the main sample for analysis. In addition, the theoretical models mapping the nature and operation of the sport tourism form have been thoroughly examined to produce the basic thematic dimensions of a relevant conceptual framework. Literature review as well as search through the internet promises valid accessibility and suitability of data since the information obtained offer valuable insight to the study goals and direct information to the set objectives (Saunders et al, 2009).

The study engages an in-depth analysis of the theoretical approaches that have evolved over the last few decades offering different applicable forms of sport tourism. The examination of existing theoretical paradigms aims to produce appropriate fields of possible academic education leading to well skilled professionals. The study concludes with a multi-dimensional framework that could facilitate a sport tourism management curriculum encompassing all aspects as presented in the international literature and academic reality.

4. A CONCEPTUAL ANALYSIS OF SPORT TOURISM EDUCATIONAL FIELDS

The relevant literature has now matured to create specific areas of applying sport tourism management fields after years of conceptual wondering and definitional arguments. Sport tourism has produced a wide variety of policy and management areas in public and commercial organizations demanding specific skills and body of knowledge to achieve effective professional performance which are analyzed below. Theoretical typologies covering the entire sport tourism spectrum such as Jackson and Reeves (1996), Leisure Consultants (1992), Gammon and Robinson (2003), Robinson and Gammon (2004), Tourism Sport International Council (1994) and Weed (2009) are employed to arrive at comprehensive curriculum principles.

4.1) THE PUBLIC TOURISM POLICY SPECTRUM

It has been one of the most influential initiating factors of sport tourism development at both nontraditional and underdeveloped tourism areas (Vrontou, Kriemadis and Kartakoullis, 2009) but also at the mass tourism destinations with long experience of producing public initiated programs and initiatives (Jackson and Weed, 2003). The highly centralized tourism systems of certain countries met mainly at the Mediterranean have developed homogeneous models of tourism development that characterized the last four decades and produced positive results for the local economies but are now in need for product regeneration.

Jenkins (1980) early emphasized the lack of attention given to the training and education of tourism policy makers arguing that tourism policy makers' education should be academically-based rather than experience-based and certainly distant from the traditional professional training. The dependency of certain countries to government intervention in tourism dictates the need to invest on the education offered to public-sector tourism managers and administrators. The mechanisms of public policy making and the complex nature of the political action need to be thoroughly examined in any tourism education degree to enlighten governmental thinking, political influences and intra-organizational relations. Idiosyncrasies met between different political parts that have affected tourism developments worldwide could contribute to the necessary body of knowledge. Countries have formulated specific supportive legislation to initiate development at remote or underdeveloped regions or have produced incentives to disengage the tourism offer from the mass tourism image towards the beneficial sport tourism (Vrontou, 1999). Businesses have been supported to shift their tourism offer towards alternative tourism operation with sport tourism featuring as priority. Mapping sport tourism strategy and formulating an effective implementation mechanism should be included in a sport tourism educational context.

Similarly to the above, local government operation has to be thoroughly analysed to offer understanding of the ways central policies are implemented

locally. Political as well as local intra-organizational relations detrimentally affect developments and produce either a hostile environment or a dynamic perspective of positive development.

4.2) SUSTAINABILITY AND TOURISM DEVELOPMENT

Alternative tourism has emerged with the rise of the new green consciousness. The negative impacts of uncontrolled tourism development met in mass tourism destinations endanger not only the local environment but also the future travelling experience. The World Tourism Organization defines sustainable development as “the development that meets the needs of present tourists and host regions while protecting and enhancing opportunity for the future. It is envisaged as leading to management of all resources in such a way that economic, social, and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity, and life support systems” (UNEP & UNWTO, 2005).

Sport tourism is early considered by literature to be one of the greenest tourism proposals for future development. Presenting a limited environmental impact and attracting a clientele characterized by sensitive tourist behavior and consciousness, the sustainable sport tourism profile dominated the '90s relevant literature (De Knop, 1990; Krippendorf, 1987). Sport tourism forms such as: sea sport tourism, golf and trekking are proposed as having the abilities to develop tourism according to the principles of sustainability and the everlasting natural resources and preserved environment.

The emerging theoretical approaches on ecological (Common, 1995) as well as economical sustainability (Bramwell, Henry, Jackson, Prat, Richards and Van der Straaten, 1996) inevitably affected tourism development and promised an alternative mode of operating in order to sustain the tourism experience. Thus, environmental theories radical or 'soft' have definitely earned a position in the proposed sport tourism curriculum in order to provide the framework of the sustainable tourism development. From green public policy strategy as well as energy-saving operating mechanisms in the hospitality sector future tourism managers have to be introduced in a

‘designed-in’ sustainable tourism growth (Graedel and Allenby, 1995). Higher education programs have tried to include sustainability and this can be seen in the rise of programs such as the Tourism Education Futures Initiative, which advocates a strong focus on sustainability by identifying stewardship as an important value (Sheldon, Fesenmaier, & Tribe, 2011), and the Principles of Responsible Management Education (2011), a United Nations-supported program aimed at encouraging management and business education activities to incorporate principles from the United Nations Global Compact.

4.3) THE DYNAMIC TOURISM INDUSTRY

Heavily affected by the governmental declarations, policy announcements and central actions present an idiomorphic reaction mechanism to developments. Focused on short term returns and been skeptical on insecure long term developmental programs tourism enterprises hold the final tourism offer and its evolution.

The tourism industry has always demonstrated fast reactions to developing trends by formulating an appropriate offer or redirecting the previous. A plethora of relevant sport tourism-friendly studies strongly emphasize sport’s ‘integral part’ in the new tourism supply era (Jackson and Weed, 2003). The commercial tourism sector evidently benefits from attracting parts of the existing but also new sport-related market segments that the sport tourism development brings. Jackson and Reeves (1996) sports tourism demand ‘continuum’ remains conceptually helpful to understand the spectrum of sports tourism products that can derive from tourists’ sport relation and participation level. From ‘occasional’ where sport is significant to ‘driven’ where sport is the essential reason to travel this demand spectrum summarizes the numerous opportunities for the tourism business to answer through a tailor-made offer.

Similar to the above, the rise of the ‘quality’ perspective in management inevitably affected tourism development. One of the suggested public policy directions to face the degrading tourism offer of traditional destinations is ‘quality tourism’. Improved quality tourism offer becomes synonymous to

competitive product in front of a homogeneous tourism market. Greece, Spain and similar mass tourism destination have mapped similar policies to face a stagnated tourism environment offering generous subsidies to tourism businesses to invest in the direction of 'quality' either through differentiated infrastructure or new services. Ritchie (1995) agreed that management skills should also evolve to provide a quality tourism experience on a sustainable direction. Borrowing knowledge from numerous social scientific fields a quality oriented strategy is using effective marketing tools to attract a high-end clientele while the same time engages specific knowledge from practitioners to design the viable sport tourism product. Golf, tennis, water sports, sailing and advanced fitness services have been included in public policy initiatives to revive destinations towards a quality new image.

Mass tourism destinations around the globe, (such as Europe and particularly the Mediterranean destinations), have enjoyed a dramatic tourism development for the last forty years and have established their economies largely on tourism operation. Entering though the stagnating or early decline stage of their tourism growth these traditional destinations are in the process of redirecting their policy towards the differentiate offer. Multi or single-dimensional product offer has become the core of a differentiation strategy to face a degraded product, low levels of competitiveness or even a new image build (Weed, 2001). Sport tourism has been applied in different localities to achieve a new rejuvenated offer or map a certain image for new localities wishing to invest in tourism. Spanish islands in the 90s (Lanzarote), Arabic countries in the '00s (Dubai, Qatar) as well as numerous Asian and American cities have invested heavily in sporting events such as Asian, Olympic Games and World Cup, to regenerate local economies but most importantly create a strong local brand name. It is of great importance that a sport tourism management curriculum advances skills of innovative policy design, efficient marketing analysis and effective promotional mechanisms to overall produce an influential sport tourism strategy for a certain destination.

4.4) INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) EFFECT ON TOURISM EXPERIENCE, EDUCATION AND ENVIRONMENT

Tourism Enterprises constitute the most dynamic part of the tourism environment advancing their operation through sophisticated technological systems and managerial functions. The existence of Web 2.0 and online communities (known as computer-mediated communities, virtual communities, or simply e-communities) has generated a great deal of interest among scholars as well as business practitioners. The emerging importance of networks, partnerships and alliances between firms and other agents and the advances in so-called Web 3.0 technologies are also changing firm structures and value chains or value networks, and the configuration of decision-making processes for managers (Garrigos-Simon, Narangajavana, Barbera-Ribera, Estelles-Miguel, 2012). Thus, the integration of information and communication technologies (ICTs) into the organizational fabric of those businesses involved in the tourism economic development is an important key to success. Nevertheless, ICTs can be fruitful only if “certain prerequisites are satisfied, namely long term planning, innovative business processes re-engineering, top management commitment and training throughout the hierarchy” (Buhalis, 1998, p.410). Internet allows the communication on one-to-one basis, one-to-all basis and one-to-all basis (Siomkos and Tsiamis, 2004). In addition, this participation, is the result of the social need that the person has to communicate and interact with others belonging in a community which can take place on the internet. A virtual community can be a group of people who may or may not meet one another face-to face, and who exchange words and ideas through the mediation of computer bulletin boards and networks (Garrigos-Simon et al. 2012). ICTs can be the communication tools which promote the distinct characteristics of such a community.

Furthermore, it becomes imperative to integrate technological advancements into educational environments (Cheng, 2009; Chow, 2013; Makki & Makki, 2012; Türel, 2011), in order to achieve a supportive and flexible educational system (Lee, 2010). Technological advancements in the

tourism industry should also be incorporated in the sport tourism education system, since they not only support the traditional learning but also complement new forms of learning by using information-related technologies. Incorporation of ICT skills in the sport educational system creates experiences that support the learning process of students (Stantchev, Colomo-Palacios, Soto-Acosta & Misra, 2014), make them more active in the learning process (Saadé, Morin & Thomas, 2012) and inevitably more competitive in the sport tourism market.

4.5) THE EVOLVING SPORTS ENVIRONMENT

Sport is one of the most dynamic evolving social and managerial schemes of the leisure industry. The main component of the sport tourism experience 'sport' constantly adapts its intrinsic as well as its commercial nature to secure an effective developmental future. International sport bodies insist on exercising competition, equipment or event regulation changes to improve the viability of the sports when operating in an increasingly demanding market environment. A significant consequent of the above is the professionalization of sports (Cheng, Fang, Liao, Lin, 2013). It is therefore imperative that participants in a sports tourism program understand all facets of managing sports services and the idiosyncrasies of the sport-related bodies to be able to design related services. Evolving sports can affect the future of existing and map new leisure forms to be developed worldwide. The internal function of sports bodies and their relation to social and market environment have to be thoroughly examined to create understanding of the core ingredient of sport tourism.

Similarly, the 'structure' of the sports industry is one of the most complicated environments where public bodies, amateur nonprofit organizations and adversely, fierce business activity is met under the same roof. Consequently, this market function presents rapid reactive mechanisms by exploiting all promising aspects of sports in order to constantly produce innovative products. To facilitate understanding of the sports spectrum, Robinson's (2003) typology is engaged here focusing heavily on the fast

commercialization of sport following the increased demand for high quality products shifting away from spontaneous leisure. The author describes the significant 'commercialization' of sports bodies which largely become market-oriented with profit-maximizing strategies and innovatively responsive to the needs of the sports customer. This trend will directly affect the creation of sports products to be consumed in the tourism market which will have to constantly monitor the emerging sports trends. Secondly, the dramatic increase of 'sport spectating' has become of the most significant developmental trends for cities investing in mega-events to increase attention. The magnitude of operating mechanisms involved in a large scale event commercializes sport further given the increased involvement of media, sponsors, advanced technology, international bodies, super-athletes and gigantic facilities.

5. THE ULTIMATE GOAL: THE SPORT TOURISM MANAGEMENT CURRICULUM

Specialized degrees should include knowledge on the nature of sport tourism initiatives' application at different commercial environments and the demand as expressed by the respective market. The profile and behavior of the sport tourism customer as well as the different facets of sport involvement during travelling should be examined to produce knowledge for the different products offered. The wide variety of sport tourism forms dictate the need to engage apart from relevant theoretical approaches, numerous applied case studies already developed in different parts of the world successfully. The main idiosyncrasy of this tourism form is the diversity of the sport-related activities ranging from radically alternative and green to those incorporated into highly seasonal and traditional resorts. Again, the different typologies of the sport tourism theory such as Jackson and Reeves (1996), Leisure Consultants (1992), Gammon and Robinson (2003), Robinson and Gammon (2004), Tourism Sport International Council (1994) and Weed (2009) would provide all axes of the sport tourism development and provide the basis of new relevant proposals. In the field of 'passive' sport tourism, sport events have become a major ingredient in developing new tourism patterns.

Hawkins (1995) has previously suggested that an event tourism management curriculum should include the areas of management namely, planning, coordination and supervision along with advanced skills on human resources management. The present analysis is summed up in Table 1 in an attempt to offer a design tool when producing a sport tourism curriculum. The study can serve as an initiating point of academic discussion and a field for amendments and definite improvements to satisfy the goals of an effective course. Different departmental as well as professional approaches could lead to an extended carrier and academic paths securing the future of sport tourism.

<u>Public Policy and Local Government</u> Formulating public policies Mapping national strategic plans Design local government policy schemes Destinations' branding Differentiation of traditional destinations	<u>Sustainable and Viable Development</u> Green Thinking Sustainable operations and management Sustainable tourism policies Green sport tourism development	<u>Tourism Industry</u> Tourism industry operations Tourism marketing and management Tourism agents and operators Quality in tourism product upgrading Tourism product differentiation strategies
<u>Information & Communication Technologies</u> Web 2.0 and online communities Value networks ICT skills	<u>Sports Environment</u> International sports bodies evolving Facilities, equipment & sports infrastructure New emerging sports trends Increase of local and mega events Commercialization and Professionalization of Sport	<u>= Developing and Managing Sport Tourism</u> Sport - Tourism synergy Sport Tourism theories Sport Tourism Destinations Sport Tourism resorts Sport tourism adaptation to existing tourism industry Urban tourism development through events organizing Nostalgia tourism facilities and local sport features

Table 1. A thematic framework of structuring a sport tourism management curriculum
Own elaboration

6. CONCLUSIONS AND IMPLICATIONS

The dramatic rise of tourism market segmentation would not follow the rise of the specialized tourism education. In the era of specialization, sport tourism education seems to be lacking specified curriculums to support new

professionals as well as existing public policy makers. The main goal of the present paper was to offer a conceptual guidance towards the build of sport tourism specific curriculums based on the theoretical perspectives presented in the international literature. Building sport tourism-specific courses enhances the importance and contributes to sport tourism development further. The structuring of sport tourism curriculum constitutes a demanding task since it will inevitably engage considerable parts of other social sciences to cover the spectrum needed.

Academic institutions should lower their self-centeredness towards investing in inter-departmental conjunctions to effectively cover all related subject areas as well as achieve promising career opportunities for their participants. It is important for academic institutions to become leaders in societal and tourism industry shifts and to create responsible professionals for the future. Whether institutions of physical education or tourism studies should be the leading organizations should not be case of argument. Institutions that can successfully answer the necessary conceptual areas of the proposed sport tourism curriculum should engage a series of academics or conjunct departments engaging in the fields, as presented in this study, of tourism public policy as well as tourism and sport industry operation. It is inevitable that the leading institution will affect the theme, nature and professional direction of graduates. Despite increased staff costs, incorporating specialized staff from different academic fields will secure the effective coverage of theoretical knowledge while internship opportunities will bridge relations with the tourism industry and the sports environment.

Institutions seeking to embrace a sport tourism curriculum are facing one of the most difficult thematic challenges. The dual role of educating public tourism sector policy makers and on the other hand preparing new tourism professionals produces a multi-dimensional model of conceptual spheres that have to be thoroughly covered to be efficient. The widely reviewed sport and tourism interrelationship demands an increased body of knowledge at both directions to be educationally effective. Developing public tourism policy and implementation of designated programs demand political thought, societal

understanding and managerial skills. International evolving theories affect developmental policies while local political conditions detect their direction. A fierce tourism industry will react autonomously to proposed public policies while seeking to satisfy expressed demand. And last but not least, sport continues to operate with an idiosyncratic mode through a non homogenous mixture of public and business partners that a curriculum should thoroughly examine.

The proposed multi-dimensional curriculum for sport tourism aims to serve as a guiding tool for academics and institutions with a common interest in sport tourism education. However, additional research is needed to enlighten the basic dimensions focusing on the included elements by academics of the related fields. The complexity of issues described at the present formula urge for the thorough interrogation by related experts to maximize course efficiency.

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APPENDIX

Academic institutions' sites

Athlone Institute of Technology:

<https://www.ait.ie/courses/bachelor-of-business-honours-in-management-in-tourism-and-sport>

Bond University:

<https://bond.edu.au/intl/subject/spmt12-107-sport-tourism>

Cape Peninsula University of Technology:

<https://www.cput.ac.za/about/177-news/research/5963-sports-tourism-research>

Capilano University:

<https://www.capilanou.ca/programs-courses/tourism/degree/Adventure-Concentration/>

Free University of Bozen-Bolzano:

<https://www.bachelorsportal.com/studies/15842/tourism-sport-and-event-management.html>

German Sport University Cologne:

<https://www.dshs-koeln.de/english/studying-structure/full-time-studies/master-program/msc-sport-tourism-and-recreation-management/>

Horry Georgetown Technical College:

https://www.hgtc.edu/academics/academic_departments/Business_Technology/sportstourism.html

Indiana University:

<https://petm.iupui.edu/academics-research/minors-certs/sports-tourism.html>

INSTEDT (Institut Sains & Teknologi Darul Takzim):

<http://instedt.edu.my/v2/index.php/course/diploma-in-sport-tourism-management/>

Lithuanian Sports University:

<http://www.lsu.lt/en/studies/study-programmes/master/tourism-and-sports-management-program-masters-degree-business-and-ma>

Middle Tennessee:

<http://www.mtsu.edu/programs/lsts/>

The University of the West Indies Cave Hill Campus:

<https://www.cavehill.uwi.edu/gradstudies/resources/programmes/documents/prospectus/2012-13/grad-tourism.aspx>

University of Alberta:

http://calendar.ualberta.ca/preview_program.php?catoid=6&poid=3387

University of Chichester - West Sussex:

<https://www.chi.ac.uk/departmentsport-development-management/undergraduate-0/ba-hons-sport-tourism>

University of Innsbruck and the UMIT - The Health & Live Sciences University:

<https://www.uibk.ac.at/studium/angebot/ba-wirtschaft-gesundheits-und-sporttourismus/index.html.en>

Université Lille 2 Droit et Santé:

<http://imiste.univ-lille2.fr/>

University of Otago:

<http://www.otago.ac.nz/courses/papers/index.html?papercode=TOUR216#2018>

University of Pretoria:

<http://www.enterprises.up.ac.za/training-solutions/fields-of-study/sport-tourism-courses/>

University of South Australia:

<https://study.unisa.edu.au/courses/101647/2018>

University of Southern Maine:

<https://usm.maine.edu/school-of-business/minor-sport-tourism>

The University of Texas at San Antonio:

<http://catalog.utsa.edu/undergraduate/coursedescriptions/set/>

University of Westminster:

<https://www.westminster.ac.uk/study/current-students/employability/westminster-plus-electives/sports-tourism>

University of Wisconsin:

<http://courses.uww.edu/Undergraduate/RECREATN/382>

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