

Governance & Sport Policy

SPRT 3050 SECTION A

Fall 2026

Course Information

Course Instructor: Daniel Sailofsky

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Office: MK 7001

Course Time & Day: Thursday 10:00-1pm

Class Location: MK 2055

Office hours: Wednesdays and Thursdays 1:30-3:00

Course Description

This course provides an introduction to how data, statistics, and quantitative analysis is done in a sport context. By the end of this course, I hope you will be less fearful of numbers and charts, able to confidently dissect the methods and results sections of any research paper, and understand the different ways data and stats can be used in both performance and business analytics. We will also use statistical programs and practice analyzing our own data, culminating in a research project and presentation at the end of the course

Course Learning Objectives

By the end of this course, students will be able to:

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| 1. Examine data analytics theories and apply them to the sport context to understand data informed decision making in sport performance and sport business. |
| 2. Develop technical skills in analyzing data, including learning to use tools for data collection, analysis and management. |
| 3. Explain the role of data in sport performance evaluation and talent management. |
| 4. Describe the role of data in key functional areas of sport business, including marketing, sales, finance, event and facility management, gambling and fantasy sports. |

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| 5. Demonstrate professional communication and presentation skills for visualizing data and data-driven storytelling. |
| 6. Evaluate ethical and legal considerations on data protection and management. |
| 7. Evaluate bias, inequality and misrepresentation in data and diversity-related factors impacting data analytics and artificial intelligence. |

Course Schedule

Important Dates

- September 22 - Last date to add a course without instructor permission
- November 10 - Last date to drop a course without receiving a grade
- December 8 – Last day of Fall classes
- December 9 – Fall study day
- December 10-23 – Exam period begins

Explore the York University [Academic Calendar](#) to find a list of important dates, such as class start/end dates, drop deadlines, holidays and more.

Weekly Course Schedule

Class schedule subject to change – be prepared to check e-class for updates. No assignment deadlines will be moved to earlier dates. All changes will be announced on e-class and in class sessions.

Week and Date	Topic	Readings	Lab (last hour-ish of class)	Assessment
Week 1 – Sep 10	Course overview + Introduction sport analytics	Optional: Szymanski, S. (2020). Sport analytics: Science or alchemy?. <i>Kinesiology Review</i> , 9(1), 57-63.	Download all necessary software – Excel, Jamovi	
Week 2 – Sep 17	Data management and statistical tests	Fried, G., and Mumcu, C. Sport Analytics: A data-driven approach to sport business and management. Introduction	Finding and importing data, cleaning and organizing data - Kaggle	

		Alamar, B. (2013). Sport analytics. Chapter 1 and Chapter 3		
Week 3 – Sep 24	Data management and statistical tests	Fried, G., and Mumcu, C. Sport Analytics: A data-driven approach to sport business and management. Chapter 1 Wu, S. (2024, January 31). <i>Types of inferential tests: T-test, ANOVA, Chi-squared test, correlation and regression</i>. Medium. https://medium.com/@syuangruwu/1992/types-of-inferential-tests-t-test-anova-chi-squared-test-correlation-and-regression-8b37820b8c6f Platt, R. W. (1998). ANOVA, t tests, and linear regression. <i>Injury prevention</i>, 4(1), 52-53. https://pmc.ncbi.nlm.nih.gov/articles/PMC1730336/	Cleaning and organizing data	
Week 4 – Oct 1	Performance analytics – evaluating and predicting performance	Lichtman, M. (2017). Defensive evaluation. In <i>Handbook of Statistical Methods and Analyses in Sports</i> (pp. 83-104). Chapman and Hall/CRC. Schuckers, M., & Curro, J. (2013, April). Total Hockey Rating (THoR): A comprehensive statistical rating of National Hockey League forwards and defensemen based upon all on-ice events. In <i>7th Annual MIT Sloan Sports Analytics Conference, Boston</i> (pp. 1-10). Optional: Alamar, B. (2013). Sport analytics. Chapter 4 + 5 Myers, D. (2020). About Box Plus/Minus. Basketballreference.com	Summary statistics and visualizations	Exercise 1

		https://www.basketball-reference.com/about/bpm2.html		
Week 5 – Oct 8	Performance analytics - predicting performance	Berri, D. J., Brook, S. L., & Fenn, A. J. (2011). From college to the pros: Predicting the NBA amateur player draft. <i>Journal of Productivity Analysis</i>, 35(1), 25-35. Mangine, G. T., Hoffman, J. R., Vazquez, J., Pichardo, N., Fragala, M. S., & Stout, J. R. (2013). Predictors of fielding performance in professional baseball players. <i>International journal of sports physiology and performance</i>, 8(5), 510-516. Optional: Pizarro Milian, R. & Wijesingha, R. (2024) White men can't jump, but do they still get picked first? Race and player selection in the NBA draft, 1980–2021. <i>Canadian Review of Sociology/Revue canadienne de sociologie</i>, 61, 172–192. https://doi.org/10.1111/cars.12471	T-tests	
Reading Week Oct 10-16				
Week 7 – Oct 22	Performance analytics – injury prevention and health	Momtaz, D. A., Ghali, A., Ahmad, F., Gonuguntla, R., Wang, R. J., Yanney, R., ... & Shybut, T. B. (2024). Differences in player performance and longevity after achilles tendon rupture between professional basketball players in the NBA and WNBA. <i>Orthopaedic Journal of Sports Medicine</i>, 12(10), 23259671231212479. Ehrmann, F. E., Duncan, C. S., Sindhusake, D., Franzsen, W. N., & Greene, D. A. (2016). GPS and injury prevention in professional soccer. <i>The Journal of Strength &</i>	T-tests	Exercise 2

		<i>Conditioning Research</i>, 30(2), 360-367. Optional Craven, J., McCartney, D., Desbrow, B., Sabapathy, S., Bellinger, P., Roberts, L., & Irwin, C. (2022). Effects of acute sleep loss on physical performance: a systematic and meta-analytical review. <i>Sports Medicine</i>, 52(11), 2669-2690. Teske, L. G., Beck, E. C., Bullock, G. S., Nicholson, K. F., & Waterman, B. R. (2021). Lower extremity biomechanics predicts major league baseball player performance. <i>Orthopaedic Journal of Sports Medicine</i>, 9(7), 23259671211015237.		
Week 8 – Oct 29	Performance analytics – coaching, strategy and in game outcomes	Wang J, Zhai Y. Association Between Substitutions and Match Running Performance Under Five-Substitution Rule: Evidence from the 2022 FIFA World Cup. <i>Applied Sciences</i>. 2025; 15(17):9540. https://doi.org/10.3390/app15179540 Guérette J, Blais C, Fiset D. The absence of fans removes the home advantage associated with penalties called by National Hockey League referees. <i>PLoS One</i>. 2021 Aug 20;16(8):e0256568. doi: https://10.1371/journal.pone.0256568 Optional López-García, A., Alonso-Pérez-Chao, E., Jiménez-Sáiz, S. L., Navarro, R. M., & Nieto-Acevedo, R. (2025). Does Geography Shape Victory? Home-Court Advantage and Home Win Percentage in Women's	Linear Regression	

		Basketball. Applied Sciences, 15(24), 12940. https://doi.org/10.3390/app152412940		
Week 9 – Nov 5	Business analytics – marketing, sponsorship and sales	Fried, G., and Mumcu, C. Sport Analytics: A data-driven approach to sport business and management. Chapter 6. Analytics in Sport Marketing Karg, A., Nguyen, J., & McDonald, H. (2021). Understanding season ticket holder attendance decisions. Journal of Sport Management, 35(3). doi:10.1123/JSM.2020-0284	Linear Regression	Exercise 3
Week 10 – Nov 12	Business analytics – social media	Naraine, M. L., Bakhsh, J. T., & Wanless, L. (2022). The impact of sponsorship on social media engagement: A longitudinal examination of professional sport teams. <i>Sport Marketing Quarterly</i> , 31(3), 239-252. https://journals.sagepub.com/doi/abs/10.32731/SMQ.313.0922.06 Mamo, Y. Z. (2023). Big data and innovative research methods. <i>International Journal of Sport Communication</i> , 16(3), 352-360. Gong, H., Watanabe, N., Soebbing, B., Brown, M., & Nagel, M. (2021). Do consumer perceptions of tanking impact attendance at National Basket ball Association games? A sentiment analysis approach. Journal of Sport Management, 35(3). doi:10.1123/JSM.2020-0274 Optional Zhang, J. S., Tan, C., & Lv, Q. (2018). " This is why we play" Characterizing Online Fan Communities of the NBA Teams. <i>Proceedings of the ACM</i>	Logistic regression	

		<i>on Human-Computer Interaction</i> , 2(CSCW), 1-25.		
Week 11 – Nov 19	Business analytics – Off field/court/ice questions, and technology adoption	Foltz, K. E. (2026). Most Valuable Perpetrator: Exploring the Athletic Market Value of National Football League Players and Its Impact on Consequences for Gender-Based Violence. <i>Sociology of Sport Journal</i>, 1(aop), 1-11. Stokowski, S., Corr, C., Rudd, A., Lewis, I., Powell, A., Stuart, A., ... & Godfrey, M. (2024). Focus on followers: An analysis of factors impacting Division I athletes' name, image, and likeness value. <i>Journal of Applied Sport Management</i>, 16(3), 2.	Vinu Selvaratnam Guest lecture, Logistic Regression	Exercise 4
Week 12 – Nov 26	Data Ethics and Presentations	Baerg, A. (2017). Big data, sport, and the digital divide: Theorizing how athletes might respond to big data monitoring. <i>Journal of Sport and Social Issues</i>, 41(1), 3-20. Kim, J. H., Kim, J., Kang, H., & Youn, B. Y. (2025). Ethical implications of artificial intelligence in sport: A systematic scoping review. <i>Journal of sport and health science</i>, 14, 101047. https://www.sciencedirect.com/science/article/pii/S2095254625000250 Optional: Zhou, D., Keogh, J. W., Ma, Y., Tong, R. K., Khan, A. R., & Jennings, N. R. (2025). Artificial intelligence in sport: A narrative review of applications, challenges and future trends. <i>Journal of Sports Sciences</i>, 1-16. Millington, B., & Millington, R. (2015). 'The datafication of everything': Toward a sociology of	Presentations	Presentations

		sport and big data. <i>Sociology of Sport Journal</i> , 32(2), 140-160. Read, D., & Smith, A. C. (2023). Data as capital and ethical implications in digital sport business models. <i>Convergence</i> , 29(5), 1389-1408.		
Week 13 – Dec 3	Presentations			Presentations
				Research Results and Discussion sections
Exam				

Communication Guidelines

The main form of communication with you regarding this course will be through email and eClass. Please be sure that you **regularly check your YorkU email address** for announcements about the course.

Students are encouraged to attend office hours (noted on page 1) in order to ask questions and get personalized help with this course. Email correspondence with Prof. Sailofsky is acceptable, but students should expect 24-48 hours turn-around time, and email responses will only occur during Mon-Fri business hours. No assignments will be accepted via e-mail.

Following the return of graded assignments, students may contact the marker/grader via email to discuss their grade (see Grade Appeal section for rules regarding this type of communication). The marker/grader will reply to emails within 48 hours.

For all email correspondence, please use your official YorkU email account and include the course code in the subject line. It is expected that the students will communicate in a professional manner at all times. Emails must include the full name of the student. Anonymous, unsigned, or disrespectful emails will be ignored and reported.

It is expected that you have read this syllabus and understand the information contained within it. Should you email the professor or marker/grader with questions that are answered in this syllabus, expect a very curt email replay along the lines of “Read the syllabus.”

Required Course Materials

All readings and resources will be available for free via your YorkU Library account

YorkU Technical Supports

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) where students will interact with the course materials and each other.

Here are some useful links for computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [eLearning Getting Started \(LA&PS eServices\)](#)
- [Student Guide to Remote and Online Learning](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#). If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page or write to askit@yorku.ca.

Course Evaluations

Evaluation Basis

% Value

In class exercises	4 x 5 = 20%
Research Project	
Research proposal – intro, lit review, methods	15%
Research paper – Results, discussion, limitations and future directions	15%
Presentation	20%
Final Exam	30%
TOTAL	100%
TOTAL 100%	

Assessment	Due Date	Weight %
In class exercises	Oct 1, Oct 22, Nov 5, Nov 19	20%
Research Project		
Research proposal – intro, lit review, methods	Nov 21	15%
Research paper – Results, discussion, limitations and future directions	Dec 10	15%
Presentation	Dec 3	20%
Final Exam	Exam Week December	30%
TOTAL		100%

Assessment Descriptions

Each assessment is summarized below. Further details and instructions will be provided in class and in materials posted to the course website.

In class exercises (20%)

Exercises will take place in the last hour of class. You have until 2PM to submit your exercise. Exercises will involve using excel or Jamovi to organize and/or analyze data, using methods we've learned and talked about in class. There will generally be a demonstration and help in the slides to get through the exercises. You will be required to submit your data as well.

Research Project – Group Project (Total 50%)

In groups of 4 (and one group of 5), students will design, conduct and present a research project with real world data. Using Kaggle <https://www.kaggle.com/datasets> or another open source data repository, you will find data, organize it, and conduct your own research project. The research project must include summary/descriptive statistics, and some kind of regression analysis.

Your written project will be submitted **in two separate submissions, and then the third part will be a presentation.**

Research paper – Introduction, Literature Review, Methods (15%)

The first submission will include a short introduction that includes your research question(s) (<400 words), a literature review (500-750 words), and a methods section (300-500 words).

- Introduction: What is your topic, why is it interesting, why is it important, reference to a few other articles/books that have studied the same topic
 - o End the introduction with your research question(s)
- Literature review: Provide a summary/survey of the research already done in this area. A minimum of 8 sources should be presented, but the more the merrier.
 - o You can either start narrow and get more broad, or start broad and get more narrow
 - Eg. If you are examining whether the weather impacts sale of drinks at Major League Baseball (MLB) games, and *you want to start narrow and get more broad* with your literature review, you would start with studies that look specifically at MLB and examine weather's impact on concessions. Then, you would expand to the same weather/concessions research in other professional sport leagues, the impact of weather on other game related factors, and finally, if needed, the impact of weather on other consumer behaviours

- If you are starting broad, you would do this in the reverse: discuss the research done more generally on weather and consumer sales, and slowly narrow down till you discuss the research done specifically on MLB and weather/concessions
- Methods: A how to manual for how you are doing/did your research. Explain step by step exactly what you've done to gather, organize, and then finally analyze your data. When you are gathering and organize your data, write notes for yourselves. This will make your methods section much easier.
 - Your methods section should be so specific and clear that if someone else wanted to recreate your exact study, they could do so by reading the methods section

Research paper – Results, Discussion, Limitations and Future Directions (15%)

- Results: What you found from your analysis. Answer your own research questions. Report the relevant statistics, with charts, graphs or other visual aids. You should at minimum have two charts: your descriptive summary statistics, and the results of your regression analysis. Better papers will have more than two charts, graphs and other visual aids. In the results section, do NOT yet discuss what your results mean, in practical terms.
- Discussion: This is where you discuss what these results really mean, in practical and real world terms. Link back to the work already done in this field, that you mentioned in your literature review. Do your findings line up with research, or contradict it? Why or why not? What is interesting about what you've found?
- Limitations and Future Directions: What are the limits of your data and analysis. What do you wish you could have done differently to make the study stronger and better? What other kinds of research is still needed in this area?

Presentation (20%)

- Present your research – all sections above – in an engaging presentation of 12-15 minutes. There will be a 3-5 minute question period at the end of the presentation, where you will get at least one question about your presentation.
 - Preparation is key: practice your presentation to ensure it fits the time requirement, and do as best as you can to not be reading directly from a script.

Final Exam (30%)

This is a comprehensive final exam, drawing on material from across the entire semester. Students may use their own notes and the book (or copies of chapters); any hard copies of documents are permitted. You may not use online sources during the exam.

All instructions for assignments will be posted on eClass and discussed in class.

Late Work Policy

Assignments are due on the day and time noted in the assignment instructions. 10% will be immediately deducted if assignments are not submitted at the time of the Turnitin link closing. An additional 10% will be deducted each day (i.e., every 24 hours) - including weekends - until the assignment is submitted. Assignments will not be accepted after five (5) days (including weekends) have passed since the due date.

If a student is experiencing a personal situation that may warrant an extension, they must communicate with the instructor *in advance of the deadline*. Examples of legitimate personal situations that may warrant an extension on an assignment include:

- Incapacitating illness;
- Death in the family;
- Accommodations for religious observances – see YorkU policy below.

Examples of UNACCEPTABLE reasons for missing a due date include:

- Vacations;
- Varsity sports practices;
- Work/volunteer schedules;
- Student's forgetfulness or carelessness in planning their schedule;
- Multiple assessments taking place on the same day.

Missed Tests and Exams

There will be no makeup exams scheduled in this course. For example, missing the midterm will result in the weight of the midterm being added to your final exam (i.e., 20% + 20% = 40% final exam).

Students are strongly urged not to make any commitments (e.g., travel or vacations) during the examination period as unforeseen circumstances can result in exams being rescheduled. Consequently, students are required to be available for examinations during the examination periods of all terms in which they register.

Please review York University's [deferred standing policy](#) if they believe that they not be able to complete the final exam.

Grade Appeals

Any problems associated with your graded work (grading error, missing graded assignment) **must be brought to the attention of the teaching team (Prof. Zipp and marker/grader)**

within one week after graded material has been returned, but not until 24 hours after you have received the grade (for a ‘cooling off’ period). Otherwise, the teaching team will not be able to negotiate an alternate arrangement with you. Therefore, stay on top of things, monitor your work, and make sure that inform the teaching team immediately if there are problems.

The teaching team will not entertain any end of semester negotiations about grades. However, the teaching team will support you in every way possible during the semester to ensure that you perform to the best of your ability as long as you communicate any difficulties or concerns with the material with the professor. Therefore, it is recommended that you take full advantage of the professor’s office hours to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.

How to Use Citations in this Course

This course and the discipline of sport management relies on APA formatting for citations. It is recommended that students acquire the APA manual and/or use the on-campus resources noted below.

APA. (2020). *Publication Manual of the American Psychological Association*, (7th ed.). This is the standard publication manual for APA formatting, and will serve as an excellent resource throughout your studies. It is available at the bookstore and a copy is on reserve at the library.

Resources to help with citations:

- [I need to cite and reference, Learning Commons](#)
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [SPARK Student Papers & Academic Research Kit](#)

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Course Policies

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Academic Integrity

Academic integrity is a fundamental and important value of York University. As a York student, you are responsible for understanding and upholding academic integrity by completing your own work. Connect with reliable [on-campus resources](#) that can support your work in ways that uphold academic honesty values of honesty, trust, fairness, responsibility, and courage. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring the [Guiding Principles for LA&PS](#) webpage.

Generative Artificial Intelligence (GenAI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Honesty](#). Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work **without your instructor's knowledge or permission**, is considered to be a breach of academic honesty. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For

students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), [Academic Integrity](#), and/or legal consequences for copyright violations.

Student Support and Resources

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.

- [Centre for Indigenous Student Services](#) offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [Peer Mentorship](#) helps students transition through their first year by connecting them with upper-year students. The mentors can help find supports and resources. They also lead a community hub on campus.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).