Commission on Sport Management

Accreditation

ACCREDITATION PRINCIPLES MANUAL

&

GUIDELINES FOR SELF-STUDY PREPARATION



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# CHAPTER ONE: INTRODUCTION

## Purpose of COSMA

The purpose of COSMA is to promote and recognize excellence in sport management education in colleges and universities—at both the undergraduate and master’s levels—through specialized accreditation. Institutions, programs, students, employers, and the general public all benefit from the external verification of quality provided through the COSMA’s accreditation process. They also benefit from the process of continuous quality improvement that is encouraged by the COSMA’s developmental approach to promoting excellence in sport management education.

## Philosophy of Accreditation

COSMA is a leader in outcomes-based assessment and accreditation, in which excellence in sport management education is evaluated based on the assessment of educational outcomes, rather than on prescriptive input standards. COSMA believes that educational quality must be measured by outcomes rather than inputs. Inputs do not necessarily correlate with quality outcomes and may also be dependent on the processes used by the program to convert inputs to outcomes. The only accurate way to measure excellence in sport management education, therefore, is through the assessment of educational outcomes.

Because of the essential role that educational processes play in determining educational outcomes, COSMA has developed accreditation principles based on best practices in sport management education. These principles promote excellence in sport management education through a benchmarking process, which is helpful in determining why the academic unit/sport management program is, or is not, achieving its mission and broad-based goals, and in interpreting the results of the outcomes assessment process.

COSMA bases its accrediting process on principles, rather than standards. Standards and principles are similar, in that both may be used to evaluate effectiveness. Standards, however, may be arbitrary—they assume that achieving the standard ensures quality outcomes, which may not be true. In comparison, principles are used to assess outcomes, not measure outputs. Principles are used to assess learning, not test products. Educational institutions and programs are unique, with differing missions, goals, processes, and intended learning outcomes. Standards provide arbitrary cut-off points, where the standard is either met or not; while principles assess progress toward excellence in academic quality, allow for a continuum of accomplishment, and encourage continuous improvement. There is no standard of learning that fits all programs, but there are principles that can apply to all programs.

COSMA is committed to a developmental approach to excellence in sport management education. COSMA and its members function in a collaborative and cooperative manner, encouraging each other toward higher levels of academic quality in sport management education.

COSMA is both flexible and innovative in applying its philosophy of accreditation. It recognizes that sport management education exists within a dynamic, complex environment that requires innovative approaches to achieving quality educational outcomes.

## Characteristics of Excellence in Sport Management Education

Excellence in sport management education has many different components that must be considered during the evaluation process and normally displays the following characteristics:

* The academic unit/sport management program has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
* The academic unit/sport management program strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
* The academic unit/sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the academic unit/sport management program.
* The academic unit/sport management program has developed and implemented an outcomes assessment process that promotes continuous improvement in the sport management programs and operations, and that is linked to the strategic plan of the academic unit/sport management program.
* Students in the academic unit/sport management program develop, both personally and professionally, into well-educated, ethical, competent sport management professionals.
* The academic unit/sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
* The academic unit/sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
* The academic unit/sport management program encourages cooperative relationships with other educational units, both external and internal, which are consistent with its mission and broad-based goals.
* Faculty in the academic unit/sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
* Faculty in the academic unit/sport management program are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their academic unit/sport management program and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
* The mix of academic and professional credentials of the sport management faculty in the academic unit/sport management program is worthy of the respect of the academic and sport marketplace communities.
* The mission of the institution and its academic unit/sport management program is effectively communicated to current and prospective students.
* The institution provides adequate resources to the academic unit/sport management program to accomplish its mission and broad-based goals.
* The curricula in the sport management program reflects the mission of the institution and its academic unit/sport management program, and are consistent with current, acceptable practices and principles of professionals in the academic and sport marketplace communities.
* The curricula in the sport management program ensures that students understand and are prepared to deal effectively with critical issues in a changing global environment.
* The content of sport management courses is delivered in a manner that is appropriate, effective, and stimulates learning.
* The academic unit/sport management program recognizes the role of practical and experiential learning as a relevant component of sport management curricula.
* The institution’s organizational structure supports excellence in sport management education.

## Scope of Accreditation

COSMA accredits sport management programs in institutions of higher education worldwide that grant bachelor’s and master’s degrees.

For the purpose of further defining the scope of COSMA accreditation:

* The following typical disciplinary areas in sport management are considered to be the “traditional areas” of sport management education: sport management, sport administration, sport marketing, sport business, athletic administration, event management, sport finance, sport leadership, and sport law.
* Programs are considered to be “sport management programs” if their content is such that 20 percent or more of the total credit hours required for an undergraduate degree,[[1]](#footnote-1) or 50 percent or more of the total credit hours required for a graduate degree[[2]](#footnote-2) are in the traditional areas of sport management education.
* COSMA expects that sport management programs normally are offered through the academic unit/sport management program.[[3]](#footnote-3) However, COSMA respects the differences that exist within institutions of higher education, and realizes that institutions may have valid reasons for offering some sport management programs outside of the academic unit/sport management program. *All sport management programs normally will be included in the COSMA accreditation review regardless of whether they are administered or delivered solely by the academic unit/sport management program or through cooperative or interdisciplinary arrangements with other units of the institution*.
* All off-campus locations of an institution that offer degree programs in sport management fields normally will be included in the COSMA accreditation process, as long as those programs are under the accredited degree-granting authority of the institution whose sport management program is seeking accreditation. Where multiple campuses exist within the framework of one institution, the COSMA Board of Commissioners will determine which campuses may be included in a single self-study.
* *All sport management programs, regardless of mode of delivery, should normally be included in COSMA accreditation*. This includes online programs, distance learning programs, adult degree completion programs, accelerated programs, and other “nontraditional” programs, regardless of whether these programs are administered by the academic unit/sport management program.
* If a new sport management program is added, the academic unit/sport management program must notify COSMA of the addition and include it in the next COSMA accreditation self-study. Normally a new degree program will have been operational, and produced graduates, for at least two years before it is reviewed for accreditation by the COSMA Board of Commissioners. All new degree programs must be reviewed by COSMA within five years of their inception.
* In its application for candidacy status or for reaffirmation of accreditation, *the academic unit/sport management program must provide a list of all sport management programs offered, a list of all locations at which the programs are offered, and must indicate which, if any, of those programs and locations it desires to exclude from the accreditation review*.

If a sport management program or location is to be excluded, the academic unit/sport management program must provide a rationale for the exclusion. *The determination of the programs and locations to be included in and excluded from the accreditation review will be made well in advance of the self-study year by the COSMA Board of Commissioners*.

Factors to be considered by the Commissioners in making this determination include the following:

* **Sport management course content of the program:** If the content of a program is such that 20 percent or more of the total credit hours required for an undergraduate degree, or 50 percent or more of the total credit hours required for a graduate degree are in the traditional areas of sport management education, then it is assumed that the program is a sport management program and should be included in the COSMA accreditation review.
* **Operational control of the program:** If the academic unit/sport management program has little or no operational control over a program offered on the main campus or at a separate off-campus location, then exclusion of that program or location may be justified.
* **Ability to distinguish and differentiate between programs:** Stakeholders, including faculty, current and potential students and their families, and employers are entitled to know which programs are accredited by COSMA and which are not. If a program offered on the main campus or at a separate off-campus location is represented in printed or electronic materials alongside accredited programs, it is assumed the program will be included in the COSMA accreditation review. To be excluded, programs at all locations must be clearly distinguishable from accredited programs by degree name and title, program descriptions, web presence and other representations to stakeholders.
* **Programs offered through cooperative or partnership arrangements:** If a sport management program is offered through a cooperative or partnership arrangement with other colleges or universities but the institution’s name does not appear on the diploma or transcript, then the academic unit/sport management program is justified in requesting that the program not be included in the COSMA accreditation review.

# CHAPTER TWO: ACCREDITATION PRINCIPLES

In keeping with its purpose and philosophy of accreditation, COSMA relies upon a number of accreditation principles to evaluate the quality of an academic unit and the sport management degree programs. The most important principle relates to the outcomes assessment process, through which the academic unit/sport management program demonstrates that it is substantially accomplishing its mission and stated goals. The results of the outcomes assessment, in terms of changes and improvements that have been made, are reported annually to the COSMA. The program principles in this document are used as a benchmark to evaluate excellence in sport management education, and to assist in interpreting the results of the outcomes assessment process.

In this chapter, an introduction is given for each accreditation principle, including how the characteristics of excellence in sport management education mentioned in Chapter One relate to that principle. Each principle appears as a boxed item, followed by a description of the principle, and guidelines for reporting that principle in the self-study.

## Principle 1: Outcomes Assessment

Outcomes assessment is a process that is used to measure the effectiveness of an academic unit and the sport management programs administered by that unit. This process is also used, in one form or another, by regional accrediting bodies and appropriate, recognized national institutional accrediting organizations for measuring institutional effectiveness. Outcomes assessment is critically important in the COSMA accreditation process because COSMA is a mission-based, outcomes-driven accrediting body.

Excellence in sport management education requires defining, measuring, and continuously improving educational outcomes. The following characteristics of excellence in sport management education relate to outcomes assessment:

* The academic unit/sport management program has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
* The academic unit/sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the academic unit/sport management program.
* The academic unit/sport management program has developed and implemented an outcomes assessment process that promotes continuous improvement in the sport management programs and operations, and that is linked to the strategic plan of the academic unit/sport management program.
* Students in the academic unit/sport management program develop, both personally and professionally, into well-educated, ethical, competent sport management professionals.

It is essential that an institution and its academic unit/sport management program demonstrate evidence of effectiveness in educating sport management students and effectiveness in its operations and related outcomes. ***The outcomes assessment process, therefore, is the single most important component of the COSMA accreditation***. The outcomes assessment process should not only demonstrate effectiveness in sport management education, but should also demonstrate a commitment to continuous improvement using the results of the outcomes assessment process in strategic planning and budgeting.

### 1.0 Outcomes Assessment

**Excellence in sport management education is evaluated through the assessment of student learning outcomes and operational outcomes. This requires the academic unit/sport management program to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, identification of necessary changes and improvements, integration of those changes into its strategic planning and budgeting process, and documentation of realized outcomes.**

#### Description

The outcomes assessment process is the most important component of the COSMA accreditation. Each of the other accreditation principles is influenced by and interpreted in light of the outcomes assessment principle. The remaining principles are useful in interpreting the results of the outcomes assessment process and in assessing the educational processes used to convert inputs into high-quality outputs.

COSMA believes that outcomes assessment is critical to identifying necessary changes and improvements and measuring programmatic effectiveness. Accordingly, the academic unit/sport management program must establish and fully implement an outcomes assessment process, linking the results with institutional planning. The diversity of educational institutions, coupled with other characteristics unique to a program, suggests that the outcomes assessment process may be conducted differently for different programs.

There are five assessment areas that need to be addressed in the outcomes assessment plan of the academic unit/sport management program. A required template is provided and located in Appendix A:

1. ***Mission and Goals***: The mission and broad-based goals of the academic unit/sport management program must be stated, along with the ways that will be used to show that the mission and broad-based goals are being accomplished.
2. ***Student Learning Outcome Measures***: The outcomes assessment plan must include at least two direct and two indirect measures used to measure student-learning outcomes.
3. ***Basic Skills Development***: The plan should describe the methods used to ensure that students are able to operate at a college level in terms of mathematics and written composition, along with the methods used to assess this development.
4. ***Personal Development***: The plan should describe programs used for the personal development of students, along with the methods used to assess this development.
5. ***Operational Outcomes Measures***: The plan should describe the techniques and patterns of evidence that will be used to measure the operational effectiveness and outcomes of the academic unit/sport management program. This includes addressing health and safety in the delivery of the sport management program(s), however defined by the academic unit and institution. Program outcomes may include, but not be limited to, the following: attrition rates, retention rates, graduation rates, job placement, acceptance to graduate programs, successful transfer of credit, etc.

Ideally, the outcomes assessment plan will be integrated into the academic unit/sport management program’s strategic plan (see Principle 2) and its budgeting process. If separate strategic plans and outcomes assessment plans are used, they should be in harmony with and integrated with each other.

#### Self-Study Guidelines

*All Programs: The site visit team and the Board of Commissioners will want to (1) review the results of the implementation of the plan, and (2) examine how the results are being used to develop and improve the effectiveness of the academic unit/sport management program and its sport management degree programs.*

*In the self-study, provide the following information:*

1. *A copy of the academic unit/sport management program’s current outcomes assessment plan, using the provided template,that reflects at least one completed assessment cycle.*
2. *A narrative that describes the data collected from the following areas:*
	1. *Student learning outcomes for each sport management degree program. Using the data reported in the matrix, discuss to what degree benchmarks were met.*
	2. *Discuss to what degree the basic skills development program is meeting the needs of sport management students.*
	3. *Discuss to what degree the personal development program is meeting the needs of sport management students.*
	4. *Operational effectiveness outcomes of the academic unit/sport management program. Using the data reported in the matrix, discuss to what degree benchmarks were met.*
3. *Based on the data summarized in #2, provide a summary of the changes and improvements that are needed and in what areas, including changes in strategic planning and budgeting.*
4. *Identify actions plans that target how the changes and improvements identified in #3 will occur and to which student learning outcomes and operational effectiveness goals they are associated.*
5. *Provide a summary of the realized outcomes that resulted from the execution of the action plans identified in #4, including changes in strategic planning and budgeting.*
6. *Describe the general conclusions that the academic unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in sport management education, and provide a narrative assessment of the extent to which the academic unit is accomplishing its mission and broad-based goals.*

***Master’s Degree Programs****: A separate section of goals, student learning outcomes, and measurement tools of the outcomes assessment plan should be provided for your master’s degree program that are specific and appropriate for assessment of the learning of master’s level students.*

***Doctoral Programs****: A separate section of goals, student learning outcomes, and measurement tools of the outcomes assessment plan should be provided for your doctoral program that are specific and appropriate for assessment of the learning of doctoral-level students.*

## Principle 2: Strategic Planning

Excellence in sport management education requires that the academic unit/sport management program be involved in an effective strategic planning process. This process should be consistent with that of the institution, and should be in touch with the realities of the academic unit/sport management program’s internal and external environments. The strategic plan will include the outcomes assessment plan for the academic unit/sport management program, and will be linked to the budgeting process. The following characteristics of excellence in sport management education relate to the strategic planning process.

* The academic unit/sport management program has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
* The academic unit/sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the academic unit/sport management program.
* The academic unit/sport management program has developed and implemented an outcomes assessment process that promotes continuous improvement in the sport management programs and operations, and that is linked to the strategic plan of the academic unit/sport management program.
* The academic unit/sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
* The academic unit/sport management program has meaningful and effective linkages between the classroom and practitioners in the sport marketplace, thereby providing assurance of relevancy and currency in the academic programs.
* The mission of the institution and its academic unit/sport management program is effectively communicated to current and prospective students.
* The institution provides adequate resources to the academic unit/sport management program to accomplish its mission and broad-based goals.
* The institution’s organizational structure supports excellence in sport management education.

**2.0 Strategic Planning**

**Excellence in sport management education is enhanced through an effective strategic planning process. This requires the academic unit/sport management program to have developed and implemented a strategic plan, and to be using the plan to improve the educational and operational effectiveness of the academic unit/sport management program with input from the results of the outcomes assessment process.**

**Description**

The academic unit/sport management program must have developed and implemented a strategic plan. However, COSMA recognizes, acknowledges and respects the fact that sport management programs around the world operate in differing educational, historical, cultural, legal/regulatory and organizational environments, and that, as a result, strategic planning may be conducted in a variety of different ways. Some programs may take a more detailed, formal approach to strategic planning resulting in a comprehensive strategic plan document while others may use a less-structured process. COSMA does not prescribe any particular approach to strategic planning, but the process should include the following elements:

1. The mission of the academic unit/sport management program is consistent with the institution’s mission, and guides decision-making toward defined goals and outcomes.
2. The strategic planning process includes processes for developing action items for continuous improvement in the academic unit/sport management program’s activities and operations.
3. The strategic planning process includes methods for tracking the progress of action items and monitoring the extent to which the academic unit/sport management program’s goals and outcomes are being achieved. These methods include the process of outcomes assessment.
4. If possible, the strategic planning process should be connected to the institutional budgeting process.
5. The strategic planning process involves multiple stakeholders both inside and outside of the academic unit (see 1e below for examples).

#### Self-Study Guidelines

*The site visit team and the Board of Commissioners will: (1) evaluate the academic unit’s strategic planning process (2) review the results from implementing the process and (3) examine the ways in which the results are being used for continuous improvement in the academic unit’s overall performance and the academic quality of its sport management programs.*

*In the self-study:*

1. *In the Appendix of the self-study, provide copies of the documents used in the strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, or any other documents used in the planning process).*
2. *Describe the academic unit’s strategic planning process. In this description:*
3. *Explain the ways in which the academic unit’s mission is consistent with the mission of the institution, and the ways in which the academic unit and institutional strategic planning processes are consonant with each other.*
4. *Describe how action items are developed for the enhancement and development of resources, educational processes, and the academic quality of your sport management programs. Provide evidence of these improvements.*
5. *Describe the methods used by the academic unit to monitor and evaluate its progress in accomplishing its goals and outcomes.*
6. *If applicable, describe the ways in which the academic unit’s strategic planning process is linked to the institutional budgeting process.*
7. *Describe the ways in which various stakeholders of the academic unit (e.g., faculty, staff, students, internship site coordinators, Advisory Board members, representatives of sport industry, etc.) are involved and participate in its strategic planning process.*
8. *Describe general conclusions drawn regarding the effectiveness of your strategic planning process in supporting excellence in sport management education, identify any changes and improvements needed in the academic unit’s strategic planning process and describe proposed courses of action to make those changes and improvements.*

## Principle 3: Curriculum

Excellence in sport management education requires curricula that are both relevant and current. The curricula-related characteristics of excellence in sport management education include:

* The curricula in the sport management programs reflect the mission of the institution and its academic unit/sport management program, and are consistent with current, acceptable sport management practices and the principles of the professionals in the academic and sport management communities.
* The curricula in the sport management programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global environment.
* The academic unit/sport management program recognizes the role of practical and experiential learning as a relevant component of sport management curricula.
* The content of sport management courses are delivered in a manner that is appropriate, effective, and stimulates learning.

### 3.1 Program Design

**Excellence in sport management education requires that the design of each program offered by the academic unit/sport management program be consistent with current, acceptable practices and the expectations of professionals in the academic and sport management communities.**

#### Description

As an outcomes-based sport management accrediting body, COSMA takes a flexible approach to the evaluation of program design that recognizes the rapidly-changing world of sport management education, in which programs are designed for delivery through multiple formats, including face-to-face, online and blended methods. Effective evaluation of the extent to which such programs are consistent with excellence in sport management education requires the academic unit/sport management program to provide thorough and accurate program information in the self-study.

#### Self-study Guidelines

1. *In the self-study:*
2. *1. Describe the curricular requirements for each sport management program included in the accreditation review (including majors, concentrations, specializations, emphases, cognates, and tracks). If this information is included in the institution’s catalog, provide the URL and page numbers for the relevant sections.*
3. *2. Identify and describe all of the methods (face-to-face, online, hybrid, etc.) that the academic unit employs to deliver each sport management program included in the accreditation review.*
4. *3. State the number of contact hours required to earn one unit of academic credit for each sport management program. If the academic unit uses online or hybrid delivery modes, describe the way in which the unit defines a student contact hour, and explain the ways in which the academic unit ensures that the quality of such programs is equivalent to of traditionally-delivered, face-to-face programs.*
5. *4. State the number of semester or quarter hours of academic work that are required to earn a bachelor’s degree in sport management.*
6. *5. State the number of semester or quarter hours of academic work that are required to earn a master’s degree in sport management.*
7. *6. State the number of semester or quarter hours of academic work that are required to earn a doctoral degree in sport management, including the dissertation.*

### 3.2 Common Professional Component

**Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topic areas, as outlined below, should be adequately covered within the content of undergraduate sport management programs. Evaluation of the “balance” within the sub-areas is based on the sport management academic unit’s mission to allow maximum flexibility. For clarification of each content area, see “Definitions” in this section.**

1. Foundations of Sport: Historical, Sociological, and Psychological
2. Foundations of Sport Management
	1. Management Concepts
	2. Governance & Policy
	3. International Sport
3. Functions of Sport Management
	1. Sport Operations
	2. Sport Marketing
	3. Sport Communications
	4. Sport Finance and Economics
4. Sport Management Environment
	1. Legal aspects of sport management
	2. Ethical aspects of sport management
	3. Diversity issues in sport management
	4. Technological advances in sport management
5. Integrative Experiences & Career Planning
	1. Internship/Practical/Experiential Learning
	2. Capstone Experience

####

#### Description

COSMA expects the curricula of accredited undergraduate sport management programs to provide a broadly based, functional education in sport management. The purpose of this principle is to ensure that the CPC topical areas are covered in undergraduate sport management programs. However, COSMA does not expect that all of the CPC topical areas will have equal contact hour coverage.

*Certain specialized sport management programs at the undergraduate level may not cover all of the CPC topical areas as a result of having a different focus than that of mainstream sport management programs. To the extent that such specialized programs are mission-driven, academically rigorous and market-responsive, some variance from CPC topical area coverage may be justifiable. It is the responsibility of the sport management academic unit to provide appropriate rationale for any significant CPC coverage variations.*

Compliance with the CPC principle is evaluated by examining the course content contained in the *required undergraduate sport management core* of all sport management programs. There is no requirement that each CPC topical area must be covered by a specific course. It is expected that the use of new technologies will be appropriately integrated into the CPC topical areas, such as social networking platforms.

For each required course in the sport management core, an Abbreviated Course Syllabus must be prepared (see Appendix B), which includes a course outline specifying the CPC topical area coverage in that course. Since a course may simultaneously cover multiple topics (such as international sport covered in a foundations of sport management course), the total hours of CPC topical area coverage in a given course may in fact exceed the actual number of scheduled student contact hours.

**Definitions:**

***Foundations of Sport Management***

*Management Concepts* — Includes planning, organizing, leading, evaluating, controlling, strategic planning and decision-making.

*Governance and Policy* — Methods of oversight for and control over sports and recreation programs in schools and communities, both nationally and internationally.

*International Sport* — A global perspective is critical for a complete understanding of sport management.

***Functions of Sport Management***

*Sport Operations* — Includes event and facility/venue operations from one game to a multi-day international event. Activities include, but are not limited to: strategic planning, emergency management, ticketing, concessions, transportation, crowd management, parking and coordination of dignitaries.

*Sport Marketing* — Includes promotions, sales, fundraising, advertising, branding and sponsorship. Strategies need to be created for individuals, teams and/or events, depending on the marketing needs and projections.

*Sport Communications* — Includes fostering two-way communication with key stakeholders. Such communications include, but are not limited to: social media, all aspects of media guides, press releases, websites, statistical archives, record keeping and game-day obligations.

*Sport Finance and Economics* — Includes budget management and financial forecasting with foundations in principles of budgeting (capital, master, departmental, line-item, zero-based, etc.), financial statements, basic accounting principles, public vs. private sources of revenue, budget reallocation and economic impact statements.

***Sport Management Environment***

*Legal aspects* — Foundation of knowledge ranging from understanding day-to-day contracts for sports participation to multi-billion dollar contracts. Negligence, risk identification, mitigation and constitutional protection.

*Ethical aspects* — Includes critical ethical areas of the day such as the use of performance enhancing drugs, gambling and sports agents.

*Diversity* — Through its curricular activities, the sport management academic unit should ensure that students possess the knowledge, skills and experiences needed to understand and deal effectively with diversity in a diverse sport environment.

*Technical advances* — Technological advancements such as web streaming, instant replay for officials, injury rehabilitation and social media in addition to uses of technology in the classroom to enhance and stimulate learning.

***Integrative Experiences and Career Planning***

*Internship/Practical/Experiential Learning* — An experience that enables students to work for a sports organization, or in a sports-related office to gain useful, relevant experience for a career in the sports field.

*Capstone experience* — An experience such as a thesis, project, comprehensive examination or course that enables a student to demonstrate the capacity to synthesize and apply knowledge.

#### Self-Study Guidelines

***Master’s- and Doctoral-Level Programs:*** *This principle does not apply. Do not submit a CPC table for these types of programs.*

***Undergraduate Programs:*** *Compliance with the Common Professional Component (CPC) principle is evaluated by examining the required courses in the sport management core in each bachelor’s-level program. In order to identify which CPC topical areas are covered in the required course offerings, first complete an Abbreviated Course Syllabus for each required course in the sport management core as shown in Appendix B of this manual.*

*In the self-study:*

1. *Provide an Abbreviated Course Syllabus for each required course in each bachelor’s degree sport management core(s) (these should be placed in the Appendix of the self-study).*
2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for* ***each*** *bachelor’s-level program included in the accreditation review**that contains**a* ***different sport management core****. The information in this table should be presented as shown in sample Table 1 in these guidelines. This information comes directly from the Recap section in the Abbreviated Course Syllabus.*
3. *Provide a narrative that explains to what degree the CPC areas are covered in your undergraduate sport management program(s), including any rationale for variations in CPC coverage wherein some areas are not covered or some areas have a lot of coverage.*
4. *If the bachelor’s-level programs require additional courses beyond the sport management core, you may choose to include these courses in the CPC table.*

*Note: If required course(s) in the undergraduate sport management core are taught by an academic department outside of the academic unit/sport management program, prepare a syllabus and include it and the contact hours with this section of the self-study (e.g., accounting taught in the Business School).*

Table 1: Summary of Common Professional Component (CPC) Activity

##### (Contact Hours)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CPC AREAS****CORE COURSES** | **FOUN** | **MC** | **G&P** | **INTL** | **OP** | **MAR** | **COM** | **FIN &** | **LEG** | **ETH** | **DIV** | **TECH** | **INT/EXP** | **CAP** | **TOTALS** |
| **ECO** |
| **A** | **B1** | **B2** | **B3** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** | **E1** | **E2** |  |
| **SPMGT 101** | 42 | 3 | 6 | 10 |   |   |   |   |   | 1 | 3 | 2 |   |   | **67** |
| **SPMGT 105** |   |   |   |   |   | 1 | 1 |   |   | 1 |   | 5 |   |   | **8** |
| **SPMGT 201** |   | 10 | 5 | 10 | 5 | 5 | 5 | 15 | 5 | 5 | 5 | 5 |   |   | **75** |
| **SPMGT 220** | 57 | 1 | 5 | 10 |   |   |   | 2 |   | 3 | 20 | 15 |   |   | **113** |
| **SPMGT 230** |   |   |   | 5 |   | 25 | 25 |   |   | 15 |   | 45 | 15 |   | **130** |
| **SPMGT 310** | 16 | 18 | 3 |   | 6 | 6 | 3 |   |   | 6 | 10 | 10 |   |   | **78** |
| **SPMGT 320** |   | 40 | 10 | 2 |   | 1 | 2 | 3 | 2 | 5 | 20 | 15 | 5 |   | **105** |
| **SPMGT 330** | 5 | 7 |   | 10 | 3 | 45 | 5 | 3 | 4 | 5 | 5 | 15 | 15 |   | **122** |
| **SPMGT 340** | 6 |   |   | 4 |   | 1 | 3 | 50 | 1 | 1 |   | 10 | 10 |   | **86** |
| **SPMGT 350** | 3 | 8 |   | 3 | 3 | 5 | 45 |   | 5 | 5 | 5 | 25 | 20 |   | **127** |
| **SPMGT 401** |   | 3 |   |   |   |   |   |   | 1 | 2 | 4 | 5 |   |   | **15** |
| **SPMGT 410** | 2 | 14 | 1 | 4 | 6 | 20 | 20 | 12 | 5 | 3 | 5 | 15 | 20 |   | **127** |
| **SPMGT 420** | 4 | 23 | 1 | 3 | 45 | 2 | 2 | 5 | 10 | 2 | 6 | 5 | 5 |   | **113** |
| **SPMGT 425** | 2 | 9 | 6 |   | 3 | 2 | 2 | 1 | 45 | 2 | 15 | 2 | 2 |   | **91** |
| **SPMGT 475** | 3 | 4 | 2 |   | 2 | 2 | 5 | 3 | 2 | 45 | 15 | 5 |   |   | **88** |
| **SPMGT 480** |   | 8 |   | 2 |   | 1 | 1 |   |   |   | 2 | 1 |   | 250 | **265** |
| **TOTALS** | **140** | **148** | **39** | **63** | **73** | **116** | **119** | **94** | **80** | **101** | **115** | **180** | **92** | **250** |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: The normal range for the contact hour totals for an individual course is 50-65 in a semester program, although for some integrative courses, the total may be higher. The normal range for the contact hour totals for an individual CPC area is from approximately 15 to over 100 in a semester program. In both cases, the assumption involves three-hour courses with 45 class contact hours during a semester. This matrix is an excellent way to review the academic content of a degree program.

### 3.3 General Education

**Excellence in sport management education at the undergraduate level requires a broad educational background on which to base collegiate sport management studies. This requires sport management students to have the general knowledge and skills that will prepare them to understand and appreciate the broader historical, cultural, social, political and economic contexts in which sport management takes place and to function effectively in an ever-changing global environment.**

#### Description

General education requirements normally include (1) general knowledge in the traditional areas of the liberal arts such as the humanities, arts and social and physical sciences and (2) general skill areas such as written and verbal communication, analytical, information literacy, quantitative, computer and information technology and appropriate language skills.

COSMA recognizes, acknowledges and respects the fact that sport management academic units around the world operate in differing educational, historical, cultural, legal/regulatory and organizational environments, and, as a result, students may acquire the general education requirements comprising a broad-based education in different ways. For example, some academic institutions have formal general education requirements that must be met in order for students to graduate with a bachelor’s degree. These requirements provide students with the necessary general knowledge and skills education. In other cases, as in some European countries, students acquire general knowledge and skills through thirteen years of education prior to entering college or university. In whatever way it is obtained, sport management students must be equipped with a broad educational background that will prepare them to be successful in their sport management studies and to be responsible, knowledgeable and capable global citizens.

#### Self-Study Guidelines

***Master’s Degree and Doctoral Programs****: This principle does not apply to master’s degree and doctoral programs.*

***Undergraduate Programs****: Each institution establishes the general education requirements for a bachelor’s degree. For COSMA purposes, general education consists primarily of non-sport management courses in traditional liberal arts areas such as the humanities, arts and social and physical sciences, which are required of all bachelor’s degree-seeking students. General education should comprise a significant proportion (normally at least 33 percent) of the total credits required for a bachelor’s degree.*

*Please have on file and make available for inspection by the site visit team: curriculum sheets, degree plans, degree audit forms or other documents used to verify that the institution’s general education requirements are being fulfilled for graduation.*

*In the self-study:*

1. *Include the description of the institution’s general education requirements and provide the page numbers for the section in the institution’s catalog and current web address.*
2. *Provide Table 2: Undergraduate Curriculum Composition. The table should include both the number of credit hours in the institution’s general education requirements and the percentage of the total number of credits required for graduation for each bachelor’s level sport management program included in the accreditation review.*
3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

*Note: Contact COSMA headquarters for additional information pertaining to this principle if your institution does not have a formal general education requirement.*

Table 2: Undergraduate Curriculum Composition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **MINIMUM CREDIT HOURS IN GENERAL****EDUCATION** | **SPORT MGMT CREDIT HOURS** | **GENERAL****ELECTIVESCREDITHOURS** | **CREDIT HOURS REQUIRED FOR GRADUATION** |
| **SPORT MGMT COREREQUIREMENTS** | **REQUIREMENTSBEYOND CORE** |
| **Hrs** | **Pct** | **Hrs** | **Pct** | **Hrs** | **Pct** | **Hrs** | **Pct** |
| SportManagement Program | 40 | 33.33% | 40 | 33.33% | 12 | 10% | 28 | 23.33% | 120 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

### 3.4 Breadth and Depth of Curriculum

**Excellence in sport management education requires that undergraduate sport management degree programs include sufficient advanced courses to prepare students for careers and/or further study. In areas of sport management specialization, breadth and depth beyond the common professional component should be demonstrated. Normally, a minimum of 25 percent of the total credits for an undergraduate degree should be dedicated to sport management courses.**

#### Description

Undergraduate degree programs should: (1) have content-specific courses taught specifically in sport management, (2) require appropriate prerequisites and (3) offer students opportunities to demonstrate breadth and depth of knowledge in the area of sport management.

#### Self-Study Guidelines

1. ***Master’s Degree and Doctoral Programs****: This principle does not apply to master’s degree and doctoral programs.*

***Undergraduate Programs****:*

* + - 1. *Use Table 2 to show the percent of sport management courses that are required to earn a bachelor’s degree. These courses include the sport management core, the required courses beyond the core, and elective courses.*
			2. *If any degree programs require less than 25 percent sport management courses, provide the rationale.*

### 3.5 Curriculum Review and Improvement

**Excellence in sport management education requires curricula that are both current and relevant. Curriculum review and improvement, therefore, should be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure academic quality and excellence in the sport management programs.**

#### Description

The sport management faculty should participate in the continuous review of the curricula and recommend changes and improvements as deemed appropriate. It is essential that assessment of student learning outcomes be used in this review process.

In addition, periodic surveys should be conducted of graduates, and the employers of interns or graduates, to obtain information with which to assess the success of degree programs in meeting the needs of students and the demands of employers. The results of the review and assessments should be used to identify the changes and improvements that are needed, if any, in the academic programs.

#### Self-Study Guidelines

*In the self-study:*

1. *Describe the process of continuous evaluation of sport management courses. This description should include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your academic unit/sport management program.*
2. *Document the involvement of your faculty in the periodic review of sport management degree programs and curricula and involvement in the evaluation of the institution’s general education program.*
3. *Describe how your alumni, employers of interns and graduates, the sport management community and other outside groups are involved in the periodic review of your sport management programs and curriculum.*
4. *Describe the process for changing your curriculum or developing a new degree program for your academic unit/sport management program and include a web address for where this information can be found, including page numbers.*
5. *Describe the general conclusions the sport management academic unit drew regarding the effectiveness of the sport management curricula and curricula-related processes in supporting academic quality and excellence in sport management education.*

### 3.6: Master’s Degree Curriculum

**Master’s degree programs in sport management should require a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. These courses should be beyond the undergraduate Common Professional Component (CPC) courses and in courses normally reserved for graduate students.**

#### Description

For the purposes of COSMA accreditation, the review of master’s-level sport management programs is based in part on the program’s published objectives. The requirement that the level of graduate courses be beyond the undergraduate CPC courses means they should be graduate-level, advanced courses in sport management fields of study. For students entering the graduate-level sport management programs who have not completed an undergraduate sport management degree or who have not taken the CPC-equivalent of the undergraduate sport management core prior to enrolling in the program, there must be some mechanism in place to prepare students for graduate-level courses in those programs.

#### Self-Study Guidelines

*In the self-study:*

1. *List all master’s-level sport management programs included in the accreditation review, provide a copy of the stated curricular requirements for these programs and the page numbers and current web address in the catalog that describe these requirements.*
2. *Identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs.*
3. *Identify those master’s-level courses not reserved exclusively for graduate students and provide an explanation for this procedure.*
4. *Describe the ways in which you are handling the coverage of the undergraduate CPC topical areas for students entering the master’s-level programs who have not completed an undergraduate sport management degree.*
5. *For any master’s-level sport management program included in the accreditation review requiring fewer than thirty semester credit hours (forty-five quarter hours), provide a rationale explaining why this is the case.*

### 3.7: Doctoral Curriculum

**Excellence in academic quality in sport management education requires the curricula of doctoral-level programs in sport management to prepare students to make significant contributions to the academy.**

#### Description

Degree requirements for doctoral-level sport management programs must require scholarly and professional activities designed to advance the student substantially beyond the educational accomplishments of a master’s-level degree program. In addition, professional ethics relevant to the purpose of the degree should be emphasized in the program. COSMA expects the curricula of accredited doctoral-level programs in sport management to be appropriate to the goals of the program and to contribute to the development of doctoral degree students into individuals capable of contributing to the academy. All doctoral-level courses should be rigorous and challenging. While it is acceptable for doctoral students to take some master’s-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students. In addition, doctoral education requires a substantial research component, including courses in statistical and research methods and a rigorous research project (i.e., thesis or dissertation).

#### Self-Study Guidelines

*Make available to the site visit team completed theses/dissertations for their review.*

*In the self-study:*

1. *For each doctoral-level sport management program, describe the ways in which the curriculum of the program contributes to the professional and scholarly development of your doctoral students. Include a description of the ways in which ethical principles are reinforced through the curricula and administrative policies of the program.*
2. *Provide syllabi for all doctoral courses (place in the Appendix).*
3. *Provide an analysis of the curricular requirements for the doctoral-level sport management programs that lists each course, indicates whether the course is reserved for doctoral students and provides the percentage of courses in the program that can be taken only by students enrolled in the doctoral program.*
4. *Describe the research components in each doctoral-level sport management program and indicate the percentage of the total hours required for the degree program dedicated to courses in statistical and research methods and to a rigorous research project such as a thesis or dissertation.*
5. *Describe any areas of specialization taught within the doctoral program.*
6. *Provide a copy of the dissertation manual (place in the Appendix).*
7. *Describe the ways in which you are handling the coverage of the undergraduate CPC topics for non-sport management students entering the doctoral sport management program.*

## Principle 4: Faculty

Each institution seeking COSMA accreditation must (1) ensure that its sport programs are supported by qualified and competent faculty, (2) have an effective method for recruiting faculty, (3) evaluate faculty based on defined criteria, (4) provide support for faculty development and scholarly activity and (5) foster an academic climate conducive to academic quality and excellence in teaching and learning.

The following characteristics of excellence pertain to the faculty in sport management education:

* The academic unit/sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
* The academic unit/sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
* Faculty in the academic unit/sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
* Faculty in the academic unit/sport management program are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their academic unit/sport management program and contribute to the mission and broad-based goals of the academic unit/sport management program through appropriate faculty development and faculty evaluation processes.
* The mix of academic and professional credentials of the sport management faculty is worthy of the respect of the academic and sport management communities.
* The institution provides adequate resources to the academic unit/sport management program to accomplish its mission and broad-based goals.
* The content of sport management courses are delivered in a manner that is appropriate, effective and stimulates learning.

### 4.1 Faculty Qualifications

**Excellence in sport management education requires highly qualified faculty. Therefore, to ensure that academic programs are properly supported, a high percentage of the undergraduate and masters-level student credit hours sponsored by the academic unit/sport management program will be taught by doctorally-qualified and professionally-qualified faculty members. All faculty will be at least minimally qualified. At the doctoral level, all doctoral student credit hours will be taught by doctorally-qualified faculty.**

####

#### Description

COSMA believes high-quality teaching depends on highly-qualified faculty who are capable of providing opportunities for student learning and who are active in professional and scholarly activities. This principle requires extensive academic preparation for faculty, including, but not limited to, holding graduate degrees in the sport management fields in which they teach. COSMA also recognizes the importance and applicability of degrees in collateral fields such as health sciences, education, law, business, sports medicine and the social sciences. Furthermore, faculty members with appropriate practical and professional experience are encouraged to be part of the sport management academic unit. COSMA recognizes that preparation for effective teaching is a lifelong task and that such preparation, emphasizing content as well as pedagogical (or andragogical) skills, is enhanced by the teaching experience itself, which should be considered in evaluating faculty qualifications.

The graduate degrees used to establish faculty credentials should be earned degrees awarded by institutions having appropriate recognized national institutional accreditation (or its equivalent) or by institutions with recognized program accreditation in sport management.

For the purposes of evaluating the portfolios of faculty members to determine compliance with this principle, the following definitions apply:

To be considered doctorally-qualified to teach, a faculty member may:

* Hold an earned doctorate in a field of sport with a major, minor, concentration, specialization, or emphasis in the area of assigned teaching responsibilities; or
* Hold an earned doctorate in a field of sport, and also be professionally-qualified in the area of assigned teaching responsibilities; or
* Hold a juris doctorate and teach in the areas of legal environment of sport and/or sport law; or
* Hold a juris doctorate and a sport-related master’s degree, and teach in the areas of legal environment of sport, sport law, and/or another area that contains significant legal content; or
* Hold an earned out-of-field doctorate[[4]](#footnote-4) along with a sufficient combination of graduate course work in the area of assigned teaching responsibilities, professional experience, scholarly achievements, and extensive and substantial documented successful teaching experience at the college level in the area of assigned teaching responsibilities.

To be considered professionally-qualified to teach, a faculty member may:

* Be A.B.D. (completed all course work required for a Ph.D., Ed.D., DSM, or DBA in sport, passed the general comprehensive examinations, but has not completed a dissertation) with a major, minor, concentration, specialization, or emphasis in the area of assigned teaching responsibilities; or
* Hold a master’s degree in a sport-related field and professional certification (e.g. ATC, NSCA, ACE, ACSM, etc.) appropriate to the area of assigned teaching responsibilities; or
* Hold a master’s degree in a sport-related field, and professional and management experience in work directly related to the area of assigned teaching responsibilities; or
* Hold a master’s degree in a sport-related field, and have completed a special post-graduate training program especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities; or
* Hold a master’s degree, and have professional and management experience in work directly related to the area of assigned teaching responsibilities.

Minimum Qualifications: The minimum qualification for a faculty member is a master’s degree in a field appropriate to the area of assigned teaching responsibilities. A sport management academic unit may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications to meet that specialized need.

#### Self-Study Guidelines

*Full-time and part-time faculty members teaching courses in the academic unit/sport management program need to be accounted for in responding to this principle. In addition to full-time sport management faculty, the definition of full-time faculty includes full-time visiting professors, full-time adjunct faculty and full-time faculty with administrative loads, such as department chairs. Part-time faculty includes adjuncts, administration and staff teaching on an adjunct basis and full-time faculty from other units teaching part-time in sport management programs. Please note that ALL faculty who teach sport management coded courses must be included.*

*The program should provide the site visit team with a justification and a portfolio on the qualifications of any faculty member with an out-of-field doctorate and for any faculty member who is not either doctorally- or professionally- qualified. The program will provide complete transcripts of all graduate work taken by faculty, if requested by the site visit team. A portfolio consists of:*

1. *Current vita.*
2. *Transcripts of all graduate work. Graduate courses that relate to the discipline(s) in which the faculty member is teaching should be highlighted.*
3. *A descriptive statement of each faculty member’s teaching, professional and consulting experience.*

*In the self-study:*

1. *Provide a current vita for all full- and part-time sport management faculty members (place in the Appendix).*
2. *Provide the current web address and page numbers in the catalog that describe the academic credentials of each full-time and part-time faculty member.*
3. *Prepare and submit Table 3: Faculty Qualifications. All faculty who teach sport management-coded courses must be included, even if they are from another academic unit, with full- and part-time faculty members listed separately in alphabetical order. When a faculty member teaches at more than one program level (undergraduate, masters, doctoral), list each program level on a separate line under the heading “Program Level.” In determining whether a faculty member is doctorally, professionally, or minimally qualified, see the definitions above (4.1, Description).*
4. *For each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s), provide a brief rationale for this qualification status.*
5. *Prepare and submit Table 4: Teaching Load and Student Credit Hours Generated. Only include information for the program level(s) for which your academic unit is seeking accreditation. For example, if you have only an undergraduate program, you only provide information in the first set of columns.

In preparing the table, full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the sport management program during the self-study period—both required and elective sport management courses. Determine the qualification level of each faculty member for the courses taught. Totals, by faculty qualification level (doctorally, professionally, and minimally) are shown as well as a total for undergraduate, master’s degree and doctoral-level student credit hours. If the institution operates on a quarter system, the table will require a slight modification to include three quarters rather than two semesters. This table should also include the number of sections, course preparations and disciplines taught by each faculty member.*
6. *Prepare and submit Table 5: Faculty Coverage Summary. Only include columns for the level of programs that your academic unit/sport management program offers. For example, if you offer only undergraduate programs, delete the columns for masters and doctoral credit hours. The data for this table come directly from the totals in Table 4.*

Table 3: Faculty Qualifications

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **full-time faculty** | **year of****HIRE** | **highest****degree****EARNED/AREA OF STUDY** | **PROGRAM****LEVEL** | **level of qualificatIon** | **ASSIGNED AREAS OF TEACHING** |
| **Brown, K.** | 2000 | MA, Sport Management | UndergradMasters | ProfProf | Intro to SM Ethics |
| **Kisk, B** | 2003 | PhD, Sport Leadership | UndergradMastersDoctoral | DoctDoctDoct | Sport Governance |
| **Link, Y.** | 2005 | PhD, Sport Business | UndergradUndergradMastersMastersDoctoral | DoctDoctDoctDoctDoct | International Sport |
| **True, D.** | 2010 | EdD, Education | UndergradUndergrad | DoctDoct | EthicsVenue Management |
| **Worhall, E.** | 2007 | MBA | Undergrad | Prof | EconomicsFinanceMarketing |
| **Zilche, K.** | 2012 | JD | UndergradUndergradUndergrad | DoctDoctProf | Sport Law |
| **PART-TIME FACULTY** |  |  |  |  |  |
| **Baker, C.** | 2015 | PhD, Sport Marketing | UndergradMastersDoctoral | DoctDoctDoct | EthicsMarketing |
| **Thomas, T.** | 2016 | PhD, Sport Communications | UndergradMasters | DoctDoct | OperationsCommun. |

Table 4: Teaching Load and Student Credit Hours Generated

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | **Qualification Level (Undergraduate)** | **Qualification Level (Masters)** | **Qualification Level (Doctoral)** |
| **FACULTY MEMBER** | **Fall Semester** | **Spring Semester** |
|  | **UG** | **Mast** | **Doct** | **# of** | **# of** | **UG** | **Mast** | **Doct** | **#of** | **#of** | **Doct** | **Prof** | **Min** | **Doct** | **Prof** | **Min** | **Doct** | **Prof** |
| **Full-Time** | **CH** | **CH** | **CH** | **Sec** | **Prep** | **CH** | **CH** | **CH** | **Sec** | **Prep** | **CH** | **CH** | **CH** | **CH** | **CH** |  | **CH** | **CH** |
| Brown, K | 490 |  | 20 | 4 | 2 | 300 |  | 33 | 4 | 3 |  | 790 |  |  |  |  | 53 |  |
| Kisk, B | 207 |  | 18 | 4 | 3 | 183 | 84 | 21 | 4 | 3 | 390 |  |  | 84 |  |  | 39 |  |
| Link, Y | 267 | 66 |  | 3 | 2 | 246 | 87 |  | 3 | 2 | 513 |  |  | 153 |  |  |  |  |
| True, D | 213 |  |  | 4 | 3 | 381 |  |  | 4 | 2 | 81 | 513 |  |  |  |  |  |  |
| Worhall, E | 378 |  |  | 4 | 3 | 258 |  |  | 4 | 2 |  |  | 636 |  |  |  |  |  |
| Zilche, K | 300 | 99 |  | 4 | 3 | 336 | 75 |  | 4 | 3 | 636 |  |  | 99 | 75 |  |  |  |
| **Part-Time** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| [[5]](#footnote-5)Baker, C | 48 |  | 15 | 1 | 1 | 69 |  |  | 1 | 1 |  | 117 |  |  |  |  | 15 |  |
| Thomas, T | 141 |  | 12 | 2 | 3 | 120 | 81 |  | 2 | 2 |  | 261 |  |  | 81 |  | 12 |  |
| **Totals** | **2044** | **165** | **65** | **26** | **20** | **1893** | **327** | **54** | **26** | **18** | **1620** | **1681** | **636** | **336** | **156** |  | **119** | **0** |
| **Total credit hours taught by doctorally-qualified faculty** |  | **1620** |  |  | **336** |  |  | **119** |  |
| **Total credit hours taught by doctorally- and professionally-qualified faculty** |  | **3301** |  | **492** |  | **119** |  |
| **Total credit hours taught—by program level** |  | **3973** | **492** | **119** |

Column Headings: UG = undergraduate

CH = student credit hours

Mast = Master’s degree

Sec = course sections

Prep = course preparations

Doct = doctorally-qualified

Prof = professionally-qualified

Min = minimally qualified

Table 5: Faculty Coverage Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **during the self-study year** | ***UNDERGRAD CREDIT HOURS*** | *MASTERS CREDIT HOURS* | *DOCTORAL CREDIT HOURS* | ***TOTAL*** |
| Total student credit hours in Sport Management Programs taught by faculty | 3,937 | 492 | 119 | 4,548 |
| Total student credit hours taught by doctorally and professionally qualified faculty members | 3,301 | 492 | 119 | 3,912 |
| Percent of total student credit hours taught by doctorally and professionally qualified faculty members | 83.8% | 100% | 100% | 86% |
| Total student credit hours taught only by doctorally qualified faculty members | 1,620 | 336 | 119 | 2,075 |
| Percent of total student credit hours taught only by doctorally qualified faculty members | 41.1% | 68.3% | 100% | 45.6% |

### 4.2 Faculty Load

Excellence in sport management education and academic quality require that faculty members have adequate time to devote to teaching, service and scholarly activity. Therefore, a faculty member should not be expected to teach an excessive number of credit hours per academic term, nor should a faculty member be expected to have an excessive number of course preparations per academic term. Appropriate reductions in teaching loads or professional responsibilities should be provided for faculty members who teach graduate courses; have significant administrative or service duties; direct multiple graduate theses, projects, or dissertations; or are engaged in extensive approved research.

#### Description

Excellence in teaching is related to appropriate faculty workloads. If workloads are excessive, it is likely that student learning outcomes, as measured by the outcomes assessment process, will be adversely affected.

#### Self-Study Guidelines

*In the self-study:*

1. *Identify the document(s) and page numbers that contain the following policies related to the teaching loads of faculty:*
	1. *The institutional policy that determines the normal teaching load of full time faculty.*
	2. *A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.*
	3. *An explanation of any variations between the academic load policies used in the sport management academic unit and other academic units of the institution.*
	4. *The policy on teaching loads for part time faculty.*
2. *Referring to Table 4: Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution’s academic load policy.*
3. *List all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reasons.*
4. *Explain how the faculty is sufficient to manage program operations and how are internships and student advising is handled.*

### 4.3 Program Coverage

Excellence in sport management education and academic quality require appropriate program coverage by qualified faculty. Therefore, a full-time doctorally-qualified or professionally-qualified faculty member should have oversight of specific areas of the CPC.

#### Description

Faculty members should be deployed in such a way as to give all students reasonable access to receive instruction from doctorally-qualified and/or professionally-qualified full-time faculty.

For each area of the CPC, at least one full-time faculty member who is doctorally-qualified or professionally-qualified should have oversight of the curriculum in that particular area. If an individual faculty member is doctorally-qualified or professionally-qualified in more than one area, it is possible for the faculty member to oversee multiple CPC areas. If an individual faculty member is doctorally-qualified or professionally-qualified in more than one discipline, it is possible for the faculty member to teach in more than one major, concentration, specialization, track, cognate or emphasis and still comply with this principle.

#### Self-Study Guidelines

*Prepare Table 6: Program Coverage showing the name of at least one full-time doctorally or professionally qualified faculty member who has oversight of each area of the CPC.*

Table 6: Program Coverage

|  |  |  |  |
| --- | --- | --- | --- |
| **CPC AREA** | **FACULTY MEMBER** | **LEVEL OF QUALIFICATION** | **PROGRAM** |
| Historical, Sociological, Psychological Foundations of Sport | Kisk, B | Doctorally | Bachelor’sMaster’s |
| Management Concepts | Link, Y | Doctorally | Bachelor’s |
| Governance & Policy | Kisk, B | Doctorally | Bachelor’s |
| International Sport | Link, Y | Doctorally | Bachelor’sMaster’s |
| Sport Operations | True, D | Doctorally | Bachelor’s |
| Sport Marketing | Worhall, E | Professionally | Bachelor’sDoctoral |
| Sport Communications | Link, Y | Doctorally | Bachelor’sDoctoral |
| Sport Finance/Economics | Worhall, E | Doctorally | Bachelor’sMaster’s |
| Legal Aspects | Zilche, K | Doctorally | Master’sDoctoral |
| Ethical issues | Brown, KTrue, D | ProfessionallyDoctorally | Bachelor’s |
| Diversity issues | Kisk, B | Doctorally | Bachelor’s |
| Technological Advances in Sport | Kisk, BLink, Y | DoctorallyDoctorally | Bachelor’s |
| Internship/Practical/Experiential Learning | Kisk, BLink, Y | DoctorallyDoctorally | Bachelor’sMaster’s |
| Capstone Experience | True, D | Doctorally | Bachelor’sMaster’s |

### 4.4 Faculty Evaluation

Excellence in sport management education requires institutions and their sport management academic units to have high-quality processes for faculty evaluation. Therefore, each institution should have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, and for use in determining teaching effectiveness and the quality of student learning outcomes. This process should be appropriate for the level of degree program in which faculty are teaching.

#### Description

This principle requires institutional justification of human resource decisions to be based on the mission and broad-based goals of the sport management academic unit. The process used for faculty evaluations should be within the jurisdiction of the sport management academic unit, and should include a combination of student, peer, supervisor and self-evaluation. The results of faculty evaluations should be shared with the individual faculty members who are being evaluated. A record of these evaluations should be maintained in the faculty member’s personnel file. When there are disagreements regarding the results of faculty evaluations, the evaluation system should provide an opportunity for faculty members to appeal.

The evaluation process should include ways to measure teaching effectiveness and the quality of student learning outcomes, as well as other areas, such as:

1. Student advising and counseling (including internship supervision)
2. Scholarly and professional activities
3. Service activities
4. Administrative activities
5. Sport and industry relations
6. Faculty development activities
7. Consulting activities
8. Additional contributions to the sport management academic unit

The faculty evaluation process for faculty members who teach in master’s or doctoral degree programs should recognize that graduate teaching—and especially doctoral-level teaching—differs substantially from undergraduate teaching; the scholarly contributions required of doctoral program faculty substantially exceed those expected of faculty teaching only at the undergraduate level.

#### Self-Study Guidelines

*In the self-study:*

1. *Describe the faculty evaluation process for your sport management academic unit and the ways in which it is used to measure teaching and student learning effectiveness. If the process is described in the Faculty Handbook, provide the page numbers or current web address for the relevant section.*
2. *Provide copies of the instruments that are used in the faculty evaluation process and evidence that these instruments are being used (place in the Appendix).*
3. *Describe the general conclusions drawn regarding the sport management academic unit’s faculty characteristics and activities and its faculty-related processes**in supporting academic quality and excellence in sport management education.*

### 4.5 Faculty Development

Excellence in sport management education require faculty to be engaged in a process of continuous improvement. Therefore, each sport management academic unit should provide opportunities for faculty development consistent with the expectations of the institution, its faculty and the academic community.

#### Description

Excellence in sport management education requires faculty to be current in their assigned field(s), to be engaged with the academic and sport management communities and to continually seek to improve themselves as academic professionals. The institution should encourage and reward appropriate professional development through research grants, sabbaticals, leaves of absence, travel to professional meetings, student assistance and clerical help for research projects. The institution should have appropriate policies for all aspects of professional development activities.

#### Self-Study Guidelines

*In the self-study:*

1. *Describe the faculty development program for your institution and for your academic unit/sport management program. Reference specific page numbers in the Faculty Handbook and relevant web page(s).*
2. *Demonstrate the effectiveness of your faculty development program by providing examples of the results of its implementation within the academic unit/sport management program.*
3. *Describe to what degree the faculty development program is effective and contributes to academic quality and excellence in sport management education.*

### 4.6 Faculty Policies

Excellence in sport management education requires that the policies pertaining to faculty be appropriate, published and applied in a fair and consistent manner. Each institution should have written procedures, policies and practices pertaining to faculty and their activities. These materials should be in writing and should be distributed to all faculty members.

#### Description

The faculty policies, procedures and practices mentioned in the above principle normally include such items as:

1. Faculty development, including eligibility criteria
2. Tenure and promotion practices
3. Evaluation procedures and criteria
4. Workload policies
5. Service policies
6. Professional principles
7. Scholarly principles
8. Termination and leave policies

#### Self-Study Guidelines

*In the self-study:*

1. *Provide a current URL linking to the faculty handbook, which should include institutional policies and practices for the faculty.*
2. *Describe how faculty are made aware of these policies and are notified of changes.*

## Principle 5: Scholarly and Professional Activities

Excellence in sport management education requires that faculty members be engaged with the academic and professional communities in ways that benefit students, the faculty member, the institution and the community. Accordingly, characteristics of excellence in sport management education that pertain to scholarly and professional activities include:

* The academic unit/sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
* The academic unit/sport management program encourages cooperative relationships with other educational units, both external and internal, which are consistent with the mission and broad-based goals of the academic unit/sport management program.
* Faculty in the academic unit/sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
* Faculty in the sport management academic unit are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their academic unit/sport management program and contribute to the mission and broad-based goals of the academic unit/sport management program through appropriate faculty development and faculty evaluation processes.
* The mix of academic and professional credentials of the sport management faculty is worthy of the respect of the academic and sport management communities.
* The institution provides adequate resources to the academic unit/sport management program to accomplish its mission and broad-based goals.
* The curricula in the sport management programs reflect the mission of the institution and its academic unit/sport management program, and are consistent with current, acceptable sport management practices and the principles of the professionals in the academic and sport management communities.
* The curricula in the sport management programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global environment.
* The content of sport management courses are delivered in a manner that is appropriate, effective, and stimulates learning.

### 5.0 Scholarly and Professional Activities

**Academic quality and excellence in sport management education requires faculty members to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.**

#### Description

Faculty participation in scholarly and professional activities is essential to maintain professional competency and currency. Such activities should contribute to the body of knowledge in the disciplines they teach. Each faculty member has a continuing professional responsibility to devote an appropriate amount of time to professional and scholarly activities, and these intellectual endeavors should be documented. The amount and type of involvement should be appropriate for the mission of the academic unit/sport management program and the level of programs offered. For example, doctoral program faculty should be engaged in significant research activities, including collaborative research with doctoral students and the supervision of doctoral student research.

Scholarly activity and professional activity are each described below.

**A. Scholarly Activity:**

For purposes of this principle, there are four types of scholarly activity.[[6]](#footnote-6)

**1. The scholarship of teaching** can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read, current and intellectually engaged in their fields. The scholarship of teaching requires knowledge of one’s field to be reflected in the content of courses and in the composition of program curricula. However, teaching becomes consequential only when knowledge can be conveyed and is understood by others. Therefore, the scholarship of teaching also includes an understanding of the ways in which students learn in different fields. To be a good teacher means not only knowing and remaining current in a field, but also understanding and using the most effective teaching methodologies available. Consequently, the scholarship of teaching can be defined as active intellectual engagement with a field of study that results in the application of disciplinary knowledge and expertise to curricular and instructional analysis, innovation, development, and evaluation.

 Examples of the scholarship of teaching include:

* 1. Curriculum review and revision
	2. The development of new courses and curricula
	3. The development of new teaching materials
	4. The development and evaluation of new methods of instruction
	5. The development of techniques and tools to assess the effectiveness of teaching and learning
	6. Publications dealing with pedagogy and/or teaching techniques
	7. Participation and/or presentation in workshops, seminars, and professional meetings devoted to improving teaching skills
	8. Written evaluations of teaching materials
1. **The scholarship of discovery** is the closest to what is meant by the term “basic research.” Freedom of inquiry and freedom of scholarly investigation are essential parts of higher education. Each faculty member should establish credentials as a researcher. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. However, faculty in institutions with research missions and graduate programs are expected to be engaged in ongoing research activities. The scholarship of discovery can be defined as investigation and research in a field of study that result in a contribution to the body of knowledge in the field, and the dissemination of that knowledge in the professional community.

Examples of the scholarship of discovery include:

a. Unpublished research

b. Published articles, manuscripts, and books

c. Participation in professional meetings as a paper presenter, discussant or session chair

1. **The scholarship of integration** seeks to interpret, to draw together and to bring new insights to bear on original research. The scholarship of integration means fitting one’s work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Therefore, the scholarship of integration can be defined as the interpretation, synthesis, and connection of theories, ideas, and concepts across disciplines that result in new insights, broader perspectives, and a more comprehensive understanding of those disciplines.

Examples of the scholarship of integration include:

a. Comprehensive, interdisciplinary articles and/or monographs

b. The development of new multidisciplinary courses and curricula

c. The development of interdisciplinary seminars or workshops, or participation and/or presentation in such seminars and workshops

d. Textbook authoring

1. **The scholarship of application** moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. The scholarship of application does not include regular service activities or routine consulting—these are considered professional activities, and are discussed below. The scholarship of application must be tied directly to one’s field of knowledge, and relate to and flow directly out of creative professional activity. This kind of scholarship requires creativity and critical thought in analyzing significant problems. Consequently, the scholarship of application can be defined as intellectual activities related to a field of study that flow directly out of scholarly investigation and research in the field, and involve the application of disciplinary expertise to the analysis and solution of significant practical problems, leading to new intellectual understandings and contributions to human knowledge.

Examples of the scholarship of application include:

a. Contract research

b. Consultation

c. Technical assistance

d. Policy analysis

e. Program evaluation

Each of these should be meaningful intellectual activities, must be documented, and should include an evaluation from those receiving the activities.

**B. Professional Activity:**

For the purposes of this principle, professional activities are defined as activities related to a faculty member’s recognized area of disciplinary expertise for the purposes of providing professionally-related service to individuals or organizations in the public or private sectors; developing, maintaining, or enhancing content expertise, skills, or professional standing; or supporting professional organizations.

Examples of professional activity include:

1. Routine professionally-related consulting
2. Professionally-related service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the academic unit/sport management program
3. Attendance and participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities
4. Service in a leadership role in or as an officer of a professional organization
5. Membership in professional organizations

Professional activity includes the routine application of a faculty member’s professional expertise in helping to solve problems in either the private or public sectors. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word in defining these activities is “professionally-related.” Community activities that are not professionally-related are not to be included. General community service such as coaching sports teams or delivering meals to shut-ins are not considered to be professionally-related. For example, if a faculty member conducts a men’s Bible class, it is not professionally-related; however, if an accounting faculty member conducts an annual audit of the church’s financial affairs, and prepares an opinion letter, the work is considered to be professionally-related.

#### Self-Study Guidelines

*In the self-study:*

1. *Provide a current vita for all full-time and part-time sport management faculty members. The scholarly and professional activities of each faculty member should be referenced in the vita, and the vitae should be placed in the Appendix of the self-study.*
2. *In a narrative, summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years. Make certain that dates for all activities (e.g., professional meetings, papers presented, etc.) are provided in the vita. Supporting evidence for scholarly and professional activities should be readily available for the site visit team to review.*
3. *In a narrative, summarize the scholarly and professional activities for all part-time and adjunct faculty for the self-study year and previous two years. Make certain that dates for all activities (e.g., professional meetings, papers presented, etc.) are provided in the vita. Supporting evidence for scholarly and professional activities should be readily available for the site visit team to review.*
4. *Describe the general conclusions the sport management academic unit drew regarding the scholarly and professional activities of its faculty**in supporting academic quality and excellence in sport management education.*

## Principle 6: Resources

Excellence in sport management education requires that appropriate resources be provided to the sport management programs, especially in relationship to the support provided to other academic units. Accordingly, characteristics of excellence in sport management education that pertain to resource allocation include:

* The academic unit/sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
* Faculty in the academic unit/sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
* Faculty in the sport management academic unit are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their academic unit/sport management program and contribute to the mission and broad-based goals of the academic unit/sport management program through appropriate faculty development and faculty evaluation processes.
* The institution provides adequate resources to the academic unit/sport management program to accomplish its mission and broad-based goals.
* The institution’s organizational structure supports excellence in sport management education.

The allocation of resources should be related to the specific mission and broad-based goals of the academic unit/sport management program. Adequate financial support for human resources, libraries, facilities, and equipment is essential to ensuring excellence in sport management programs.

### 6.1 Financial Resources

**Excellence in sport management education requires financial resources that are sufficient to support a high-quality learning environment, consistent with the mission and goals of the academic unit/sport management program.**

#### Description

The resources allocated to the academic unit/sport management program should be sufficient to support all aspects of its activities. Student learning outcomes, as measured by the outcomes assessment process, may deteriorate if the resources allocated to the academic unit/sport management program are inadequate. One consideration should be whether the allocated resources are commensurate with the resources allocated to other comparable academic units of the institution.

#### Self-Study Guidelines

***Undergraduate and Master’s Degree Programs:***

*1. Briefly describe the budget development and budget amendment processes of the institution. This narrative should also include a description of the ways in which the results of the implementation of the outcomes assessment plan are integrated into the budget process.*

*2. Provide Table 7, Educational and General Expenditures, as shown in the sample table provided. This table should provide data for your institution for the self-study year, the year prior to the self-study year and the budgeted amount for the self-study year. You may need your chief financial officer’s assistance in compiling this information.*

*3. Describe to what degree the resources allocated to the academic unit/sport management program are commensurate with other comparable academic units in the institution.*

*4. List the number of support personnel (non-faculty) in your academic unit/sport management program by type of classification.*

*5. Provide Table 8, Salary Ranges by Rank, as shown in the sample table provided. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the academic unit/sport management program. Do not include faculty who are on leave or on sabbatical and receiving a reduced rate during the period of absence.*

*6. Where applicable, state the method of computation for extra pay of full-time faculty in the following areas (Note: Extra pay is additional compensation over and above a faculty member’s annual contract during the self-study year).*

*a. Overload*

*b. Evening credit courses*

*c. Off-campus credit courses*

*d. Summer credit courses*

*e. Non-credit courses*

1. *State the rates of pay for part-time (adjunct) faculty who are teaching sport management courses.*
2. *Identify the catalog page numbers that describe the tuition and fees for each academic program in sport management.*
3. *For institutions without U.S.-based regional accreditation, please provide a copy of the audited financial statements for your institution.*
4. ***Doctoral Programs:*** *Describe the financial resources supporting the doctoral programs in sport management. Evaluate the sufficiency of these resources for accomplishing the mission and broad-based goals of the doctoral program.*

#####

##### Table 7: Educational and General Expenditures

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **YEAR PRIOR TO****SELF-STUDY YEAR****(ACTUAL)** | **SELF-STUDY YEAR****(ACTUAL)** | **SITE-VISIT YEAR****(BUDGETED)** |
| A. Total Unrestricted Educational and General Expenditures for the Institution | $16,615,000 | $17,513,000 | $18,320,000 |
| B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution | $9,545,000 | $9,650,000 | $10, 260,000 |
| C. Total Unrestricted Educational and General Expenditures Allocated to the Sport Management Academic Unit | $944,955 | $974,650 | $1,077,300 |
| D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Sport Management Academic Unit (C divided by B) | 9.9% | 10.1% | 10.5% |
| E. Total Student Credit Hours Taught by the Institution | 27, 084 | 27,706 | 28,354 |
| F. Total Student Credit Hours Taught by the Sport Management Academic Unit | 5,119 | 5,292 | 5,444 |
| G. Percentage of Institutional Student Credit Hours Taught by the Sport Management Academic Unit (F divided by E) | 18.9% | 19.1% | 19.2% |

#####

##### Table 8: Salary Ranges by Rank

|  |  |  |
| --- | --- | --- |
| **FACULTY RANK** | **NUMBER OF****FULL TIME FACULTY** | **ACADEMIC YEAR SALARY RANGES BY RANK** |
| **LOWEST** | **MEAN** | **HIGHEST** |
| Professor | 2 | $61,000 | $63,750 | $66,500 |
| Associate Professor | 2 | $50,500 | $54,500 | $58,500 |
| Assistant Professor | 3 | $45,000 | $46,733 | $48,700 |
| Instructor | 0 | N/A | N/A | N/A |
| Other | 0 | N/A | N/A | N/A |

### 6.2 Facilities

**Excellence in sport management education requires that the physical facilities be of sufficient quality to support a high-quality sport management program.**

#### Description

There should be a sufficient number of classrooms (appropriately equipped) and computer laboratories of an appropriate size and quality to provide a high-quality educational environment. Further, full-time faculty should be provided with office space that allows them professional privacy.

#### Self-Study Guidelines

*In the self-study:*

*1. Provide a narrative that describes the physical facilities available to sport management students and faculty. The description should include the number of classrooms, faculty offices and computer labs. Plans for renovation of space or construction of new facilities associated with the sport management programs should be mentioned in this narrative.*

*2. Identify the number and type of offices for the faculty, as shown in Table 9. Include a narrative that evaluates the adequacy and proximity of the educational space and the adequacy and proximity to the sport management academic unit.*

*Note: The site visit team should visit the sport management classrooms and faculty offices.*

Table 9: Office Facilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Office** | **Full-Time Faculty** | **Part-Time Faculty** | **Graduate Assistants** | **Emeriti/Other Faculty** |
| **One-person office** | 6 |  |  |  |
| **Two-person office** | 2 |  |  |  |
| **Three-person office** |  | 2 |  |  |
| **Four-person office** |  |  |  |  |
| **Total** | 8 | 2 |  |  |

### 6.3 Learning Resources

**Excellence in sport management education requires that students and faculty have access to a comprehensive library and other necessary learning resources.**

#### Description

The definition of learning resources is changing, as are the methods of making learning resources available to students and faculty. The importance of bricks and mortar for a library is declining as electronic library resources become increasingly available. The institution will provide comprehensive learning resources to support the sport management academic unit in a manner that fulfills the mission and broad-based goals of the institution.

Library holdings should be sufficient in size and scope to (1) complement the total instructional program of the academic unit/sport management program; (2) provide incentives for individual learning and (3) support appropriate scholarly and professional activities of the faculty.

Evidence should exist that a focused and systematic acquisitions program is in operation, and that some form of faculty consultation and review is a continuing aspect of library acquisitions.

All program locations should have comparable and adequate library support for students and faculty, which includes access to library facilities and/or electronic library access. It is usually beneficial to have cooperative arrangements with information sources outside the institution to augment the library support.

#### Self-Study Guidelines

*The site visit team will review the learning resources pertaining to the field of sport management and the annual budget for learning resources supporting sport management education.*

*In the self-study:*

1. *Provide a list of the sport management-related journals and databases available to sport management students and faculty.*
2. *Provide a general statement of the library support for the sport management programs. This statement should address:*
	1. *Inter-library loan program*
	2. *Library support for faculty*
	3. *Library support for students*
	4. *Acquisitions program, including faculty consultation and review*
	5. *Library support for off-campus programs*
3. *Provide a narrative that assesses the adequacy of the learning resources available to the academic unit/sport management program to support high-quality sport management education.*

### 6.4 Educational Technology and Support

**Excellence in sport management education requires that sport management faculty and students be provided with sufficient instructional and computing resources and support.**

#### Description

The institution should obtain, maintain and support instructional and educational technology that is sufficient in quality and quantity to support all of the sport management programs. This principle includes the provision of comparable equipment for all program sites.

#### Self-Study Guidelines

*In the self-study:*

*1. Provide a description of the instructional and educational technology and support available to sport management students and faculty. This description should address the following:*

* 1. *Technology available in the classrooms used by the academic unit/sport management program*
	2. *Technology available to students in computer labs and libraries*
	3. *Technology available to faculty in their offices*
	4. *Technology available at off-campus locations*
	5. *Technology available to support sport management students and faculty in all program locations*

*2. Provide an assessment of the instructional and educational technology available for sport management faculty and students. This review should include an assessment of the adequacy of technology support and a projection of future acquisitions.*

### 6.5 Locations

**Excellence in sport management education requires that the resources available to satellite, off- campus and virtual locations be comparable to those at on-campus locations. Therefore, human and financial resources, facilities, libraries and equipment at all locations should be sufficient to accomplish the mission and goals of the sport management programs taught at those locations. If 25 percent or more of the academic unit/sport management program’s total student credit hours are generated at another location, the site visit team will visit that/those location(s).**

#### Description

Undergraduate and graduate satellite, off-campus and virtual sport management programs should have comparable support to on-campus programs. This support includes student access to full-time faculty, computers, other learning resources and student advising.

#### Self-Study Guidelines

*In the self-study:*

1. *Complete Table 10 and provide a listing of each site (main campus, satellite campuses, all other off-campus and virtual sites) and indicate the percentage of credit hours in sport management taught at each location.*
2. *Describe the resources available at each location where sport management programs or courses are offered. This description should address the following:*
	1. *Full-time faculty*
	2. *Financial resources*
	3. *Facilities*
	4. *Libraries*
	5. *Technology and Support*
3. *Provide a narrative that describes the ways in which you ensure that the quality of all locations is comparable.*
4. *For each location, provide a narrative that assesses the (a) adequacy of resources available at that location to achieve standards of academic quality and excellence in teaching and learning and (b) the degree to which the mission of the sport management program is met at that location.*

**Table 10: Off-Campus Locations**

|  |  |  |
| --- | --- | --- |
| **Location** | **Sport Management Credit Hours taught at this location** | **Percentage of total credit hours taught in Sport Management** |
| Main Campus | 10,300 | 58.5% |
| Springfield Campus | 4,500 | 25.6% |
| Online (virtual) | 2,800 | 15.9% |
| Total | 17,600 | 100.0 |

## Principle 7: Internal and External Relationships

Excellence in sport management education requires effective working relationships with other individuals and units both within the institution and without, including effective linkages with the “real world” of sport management. Excellence in sport management education also requires accountability to the public concerning student learning outcomes and achievement. Several of the characteristics of excellence in sport management education address the need for effective internal and external relationships:

* The academic unit/sport management program has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
* The academic unit/sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the academic unit/sport management program.
* The academic unit/sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
* The academic unit/sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
* The academic unit/sport management program encourages cooperative relationships with other educational units, both external and internal, which are consistent with its mission and broad-based goals.
* Faculty in the academic unit/sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
* Faculty in the academic unit/sport management program are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their academic unit/sport management program and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
* The mix of academic and professional credentials of the sport management faculty is worthy of the respect of the academic and sport management communities.
* The mission of the institution and its academic unit/sport management program is effectively communicated to current and prospective students.
* The institution provides adequate resources to the academic unit/sport management program to accomplish its mission and broad-based goals.
* The curricula in the sport management programs reflect the mission of the institution and its academic unit/sport management program, and are consistent with current, acceptable sport management practices and the principles of the professionals in the academic and sport management communities.
* The academic unit/sport management program recognizes the role of practical and experiential learning as a relevant component of sport management curricula.
* The curricula in the sport management programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global environment.

### 7.1 Internal Relationships

**Excellence in sport management education requires the academic unit/sport management program to have effective working relationships with other units within the institution.**

#### Description

Excellence in sport management education requires that the academic unit/sport management program have effective working relationships with individuals and units within the institution. The academic unit/sport management program’s mission and broad-based goals must be consistent with those of the institution.

#### Self-Study Guidelines

*In the self-study:*

1. *Describe the working relationships the academic unit/sport management program has with other units within the institution. Include any affiliations that are pending or periodic.*
2. *Describe general conclusions drawn regarding the quality and effectiveness of your internal relationships in supporting excellence in sport management education, identify any changes and improvements needed, and describe proposed courses of action to make those changes and improvements.*

### 7.2 Admissions Processes

**Excellence in sport management education requires admissions processes and policies that ensure that students who are admitted to a sport management program have a reasonable chance of success in the program to which they have been admitted.**

#### Description

**Undergraduate Programs:** Excellence in sport management education requires that students admitted to a sport management program have a reasonable chance to succeed in the program. This requires admissions policies and processes that are appropriate to the sport management degree programs offered by the institution.

**Masters Programs:** Each institution should have master’s degree program admission standards in place that will help to ensure that students have a reasonable chance to succeed in the program. The admissions standards should be based on relevant criteria that have been shown, at the institutional level, to be highly correlated with student success. Criteria may include such factors as performance on graduate entrance examinations such as the GMAT or GRE, undergraduate grades, professional experience, performance in required prerequisite courses or graduate courses taken prior to admission.

**Doctoral Programs:** Admission to doctoral programs is expected to be highly competitive; only those students that are likely to excel as academic professionals should be admitted to a doctoral program. Each institution should have doctoral program admission standards in place that will help ensure that students have a reasonable chance to succeed in the doctoral program. The admission standards should be based on relevant criteria that have been shown, at the institutional level, to be highly correlated with student success. Criteria may include such factors as performance on graduate entrance examinations such as the GMAT or GRE, undergraduate and graduate grades, professional experience or performance in required prerequisite courses.

#### Self-Study Guidelines

*In the self-study:*

***Bachelor’s-Level Programs:***

1. *For each bachelor’s-level sport management program included in the accreditation review, describe the policies and procedures for admission to these programs in the following areas (cite relevant catalog web pages and page numbers):*
	1. *Admission of first year students to these programs.*
	2. *Admission of students from within your institution to these programs.*
	3. *Admission of transfer students from other institutions to these programs.*
	4. *Admission of students from within your institution between different formats of these programs, if applicable.*
	5. *Acceptance of transfer credit from other institutions and your method of validating the credits for these programs.*
2. *Describe the exceptions you have made in the administration of your admissions policies for bachelor’s degree students.*
3. *Describe the procedure for recommending degree candidates. Describe the procedure used by the Registrar’s Office to validate that the requirements for sport management degrees have been fulfilled.*
4. *Provide the page numbers and current web address for the sections in your institution’s catalog that describe the academic policies pertaining to bachelor’s degree students.*
5. *Describe the academic policies used by your sport management academic unit to place bachelor’s degree students on probation or suspension and to readmit suspended students.*
6. *State the number of students in each bachelor’s-level sport management program included in the accreditation review who were subject to academic sanctions during the self-study year.*

***Master’s-Level Programs:***

1. *For the master’s-level sport management programs included in the accreditation review, describe the policies and procedures for admission to these programs (cite relevant catalog web pages and page numbers). Describe the ways in which the admission of students to these programs conforms to the approved admissions policies and identify any exceptions that you have made.*
2. *Describe any differences in admissions policies for each format in which your master’s-level sport management programs are offered (e.g., day, evening, weekend, online, distance, hybrid, intensive, or accelerated).*
3. *Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions and your method of validating the credits for your master’s-level programs in sport management and sport management-related fields.*
4. *Explain the ways in which your master’s-level program admissions requirements attempt to ensure that students admitted to master’s-level programs have a reasonable chance to succeed.*
5. *Provide the page numbers and current web address for the sections in your institution’s catalog that describe the academic policies pertaining to master’s degree students.*
6. *Describe the academic policies used by your sport management academic unit to place master’s degree students on probation or suspension and to readmit suspended students.*
7. *State the number of students in each master’s-level sport management program included in the accreditation review that were subject to academic sanctions during the self-study year.*

***Doctoral-Level Programs:***

1. *For the doctoral-level sport management programs included in the accreditation review, describe the policies and procedures for admission to these programs (cite relevant catalog web pages and page numbers). Describe the ways in which the admission of students to these programs conforms to the approved admissions policies and identify any exceptions that you have made.*
2. *Describe any differences in admissions policies for each format in which your doctoral-level sport management programs are offered (e.g., day, evening, weekend, online, distance, hybrid, intensive, or accelerated).*
3. *Describe the policies and procedures pertaining to the acceptance of transfer credit from other institutions and your method of validating the credits for your doctoral-level programs in sport management and sport management-related fields.*
4. *Explain the ways in which your doctoral-level program admissions requirements attempt to ensure that students admitted to doctoral-level programs have a reasonable chance to succeed.*

*5. Provide the page numbers and current web address for the sections in your institution’s catalog that describe the academic policies pertaining to doctoral degree students.*

*6. Describe the academic policies used by your sport management academic unit to place doctoral degree students on probation or suspension and to readmit suspended students.*

*7. State the number of students in each doctoral-level sport management program included in the accreditation review that were subject to academic sanctions during the self-study year.*

### 7.3 Business and Industry Linkages/Internship

**Excellence in sport management education requires the academic sport management unit to have current and meaningful linkages to sport management practitioners and organizations. Specifically, an internship or similar experience enables students to work for a sports organization or in a sport-related office to gain useful, relevant experience for a career in sport. The kind of experiential learning that integrates knowledge and theory with the practical application and skill development is essential to a student’s educational experience. Students benefit from the applied experiences and connections made in the professional setting while employers have the opportunity to guide and evaluate the students.**

####

#### Description

1. **Note:** An internship is a culminating learning experience designed to utilize and integrate theoretical and practical knowledge within a professional setting.

In professional programs, linkages with the sport management industry are essential. Both students and faculty gain through these interactions. Practitioners can serve as role models and career counselors for students, help the faculty identify topics that may be worthy of scholarly pursuit and provide input to administrators and faculty regarding changes in the curricula. They can also help bring speakers to campus and place representatives of the institution before significant public forums.

Examples of linkages may include:

1. Advisory boards
2. Executives-in-residence
3. Guest speakers
4. Institutional outreach programs
5. Partnerships and joint venture agreements with organizations
6. Professionally active student organizations in various sport management fields
7. Internship programs
8. Economic research bureaus

#### Self-Study Guidelines

*In the self-study:*

*1. Describe the academic unit/sport management program’s activities and linkages with sport management, industry and other relevant organizations.*

*2. Describe how your internship program:*

*a. Applies sport management core content and theory to hands-on practice.*

*b. Provides professional, trained supervision and guidance.*

*c. Enhances students’ understanding, ability and knowledge of the sport management industry to develop skills that directly translate to a future career in sport.*

*d. Clarifies students’ career goals.*

*e. Develops relationships with sport industry practitioners.*

*f. Provides students employment and networking opportunities.*

*3. Provide a URL or electronic copy of an internship manual (maybe be placed in the Appendix).*

### 7.4 External Cooperative Relationships and Oversight

**Excellence in sport management education requires effective relationships with external educational institutions and organizations. Therefore, the sport management academic unit should encourage cooperative relationships with external educational institutions and organizations in ways that advance the missions of the institution and the sport management academic unit. In addition, the institution and its sport management academic unit must have the legal authority to confer higher education degrees and appropriate oversight from governing or accrediting bodies.**

#### Description

In order for the sport management programs of an institution’s sport management academic unit to be considered for COSMA accreditation, the institution must have the legal authority to confer higher education degrees and institutional accreditation from an appropriate, recognized national accrediting organization. Institutions located outside of the United States must have equivalent recognized institutional accreditation from an appropriate organization in the relevant country or region, or approvals or authorizations to award degrees from an appropriate governing, legal, or similar body.

#### Self-Study Guidelines

*In the self-study:*

1. *Provide evidence of the legal authorization of your institution to operate and confer degrees.*
2. *Identify which regional or national accrediting body provides your institutional accreditation and provide a copy of that body’s most recent letter of affirmation or reaffirmation of accreditation in the Appendix.*
3. *Describe any other relevant governmental or national authorizations that apply to your institution.*
4. *List the principal institutions from/to which your institution receives/sends transfer students and describe the policies and procedures for reviewing and accepting academic credit.*
5. *Describe the advising procedure for transfer students.*
6. *Describe the relationship of the sport management academic unit with external educational institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply):*
	1. *Joint degree programs*
	2. *Consortium agreements*
	3. *Cooperative or partnership arrangements*

### 7.5 International Sport Management

**Excellence in sport management education supports that sport management students be prepared to function effectively in a changing global environment. Therefore, the academic unit/sport management program, through its co-curricular programs, should ensure that students possess the knowledge, skills and experiences to understand and deal effectively with critical issues in a dynamic global environment.**

#### Description

COSMA expects its accredited members to be leaders in the internationalization of the sport management curriculum. This may include international experiences provided through the institution, other universities or educational consortia; articulation agreements with institutions in other countries; or the promotion of student/faculty exchanges abroad.

#### Self-Study Guidelines

*In the self-study:*

* + - 1. *Describe the institution’s and academic unit/sport management program’s orientation toward the global sport management environment.*
			2. *Provide specific examples of curricular, co-curricular and operational activities that prepare students to understand and appreciate the global sport management environment.*
			3. *Describe general conclusions drawn regarding the quality and effectiveness of your international activities in supporting excellence in sport management education, identify any changes and improvements needed and describe proposed courses of action to make those changes and improvements.*

### 7.6 Diversity in Sport Management

**Excellence in sport management education includes diversity in its many forms. Sport management students should be prepared to function effectively in an increasingly diverse sport industry. Therefore, the academic unit/sport management program, through its co-curricular and operational activities, should ensure that students possess the knowledge, skills and experiences to understand and operate effectively in a diverse sport environment.**

#### Description

COSMA expects its accredited members to be leaders in educating students to effectively function in a diverse sport environment. In the classroom, within the educational institution, among faculty and staff and during internship experiences, students’ exposure to a wide-range of people, ideas and activities benefits all.

#### Self-Study Guidelines

*In the self-study:*

* + - 1. *Describe the institution’s and academic unit/sport management program’s policies regarding diversity and encouraging diversity.*
			2. *Provide specific examples of curricular, co-curricular and operational activities that prepare students to understand and appreciate the diversity of the sport environment.*
			3. *Describe general conclusions drawn regarding the quality and effectiveness of your diversity activities in supporting excellence in sport management education, identify any changes and improvements needed and describe proposed courses of action to make those changes and improvements.*

### 7.7 External Accountability

Excellence in sport management education requires institutions and their sport management academic units to be accountable to the public for the academic quality of their degree programs. Therefore, the sport management academic unit must have processes for consistent, reliable public disclosure of information pertaining to student achievement and program outcomes for its sport management programs. These processes must include the posting of student achievement and program outcomes data for each COSMA-accredited program on the sport management academic unit’s website in a manner that is easily accessible to the public.

#### Description

Accountability for student learning and program outcomes is essential to excellence in sport management education. Public confidence and investment in education are enhanced when information pertaining to student achievement is made available to the public.

#### Self-Study Guidelines

*In the self-study:*

1. *Complete Table 11: Program Outcomes. Use the indicators listed and add or modify them based on your degree program(s).*
2. *Provide the URL(s) where data related to student achievement and program outcomes is located on your website. Describe any other methods by which you communicate this data to the public (e.g., publications, catalog, brochures, etc.).*
3. *Provide the URL(s) that shows where you post information related to your accreditation status with COSMA (appropriate language to be used is found in the Accreditation Process Manual, page 29).*
4. *Describe the ways in which the public is notified of the availability of this information and the various ways it may access it.*

**Table 11: Program Outcomes Data**

|  |  |  |
| --- | --- | --- |
| **Effectiveness Indicator** | **Benchmark** | **Data Collected** |
| Graduation (number of graduates, graduation rate) |  |  |
| Completion of Educational Goal (other than degree, if data collected) |  |  |
| Average time to Degree |  |  |
| Annual Transfer Activity (# of transfers, transfer rate) |  |  |
| Graduates Entering Graduate School (# of graduates, # entering graduate school) |  |  |
| Job Placement (# of graduates, # employed) |  |  |
| Additional Indicators (if any) |  |  |

## Principle 8: Educational Innovation

Excellence in sport management education requires innovation and creativity in the design and delivery of programs as the sport management environment continually changes. Many of the characteristics of excellence in sport management education are related to educational innovation:

* The academic unit/sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the academic unit/sport management program.
* The academic unit/sport management program has developed and implemented an outcomes assessment process that promotes continuous improvement in the sport management programs and operations, and that is linked to the strategic plan of the academic unit/sport management program.
* The academic unit/sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
* The academic unit/sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
* The academic unit/sport management program encourages cooperative relationships with other educational units, both external and internal, which are consistent with the mission and broad-based goals of the academic unit/sport management program.
* The curricula in the sport management programs reflect the mission of the institution and its academic unit/sport management program, and are consistent with current, acceptable sport management practices and the principles of the professionals in the academic and sport management communities.
* The academic unit/sport management program recognizes the role of practical and experiential learning as a relevant component of sport management curricula.
* The curricula in the sport management programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global environment.
* The content of sport management courses are delivered in a manner that is appropriate, effective, and stimulates learning.
* The institution’s organizational structure supports excellence in sport management education.

### 8.0 Educational Innovation

**Excellence in sport management education requires adapting to changes in sport management and society. Therefore, the academic unit/sport management programs should provide an environment that encourages and recognizes innovation and creativity in the education of sport management students.**

#### Description

As cultural, demographic and technological shifts occur in society, the needs of the sport management field changes, along with the educational requirements for sport management students. These changes necessitate adaptations within sport management education, including teaching strategies appropriate for the diverse populations that are served.

Individual sport management faculty members should be encouraged, supported and rewarded for their creativity and for developing educational innovations related to course content and instruction. The development of new and different teaching strategies is essential to a thriving future in sport management education.

#### Self-Study Guidelines

*In the self-study:*

1. *Provide a statement that reflects your institution’s posture regarding educational innovation. This statement should describe the institution’s support for innovation in the academic/sport management unit.*
2. *Describe the process that is used by the academic unit/sport management program to encourage educational innovation.*
3. *Provide examples of educational innovation in recent years, including improvements in the sport management programs.*

**APPENDIX A**

**Outcomes Assessment Plan Template**

**Commission on Sport Management Accreditation**

1. **Program Mission** (Foundational statement that describes your purpose – what you do and why you do it)
2. **Program Broad Based Goals** (Support your mission by outlining goals that help you achieve your mission.) Provide separate goals for a Master’s or doctoral-level program.

**Program-Level Student Learning Outcomes** (Program-level learning outcomes identify what students should know, value or be able to accomplish after successfully completing their program. These outcomes are often achieved through specific learning activities, which are integrated at the course-level and build toward overall program-level learning. Clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire in this program.) Provide separate SLOs for a Master’s or doctoral-level program.

Transparent student learning outcomes statements are:

• Specific to the program level

• Clearly expressed and understandable by multiple audiences

• Prominently known and accessible to all involved

• Updated regularly to reflect current outcomes

• Receptive to feedback or comments on the quality and utility of the information provided

The ABCDs of Learning Outcomes:

**Audience:** Who are the learners?

**Behavior:** What will they be able to know, value or do?

**Condition:** Under what circumstances/ context will the learning occur?

**Degree:** How much will be accomplished and to what level?

1. **Student Learning Outcomes Measures** (of Program-Level Student Learning Outcomes) These are the tools and rubrics you will use to measure your program-level student learning outcomes. You are required to identify at least two direct and two indirect measures of student learning, though you may identify more and you may use more than one measure for an SLO. Provide separate measurement tools/rubrics for your Master’s or doctoral-level program.
2. **Operational Effectiveness Goals** (These pertain to the operations of your sport management program and may include goals relating back to the parent institution, enrollment and retention, program completion, job placement, graduate school placement, community affiliations, and faculty professional growth, among others.)
3. **Operational Effectiveness Measures** (Direct and indirect measurements of your program’s OEGs)
4. **Basic Skills Development Program** (Describe the methods used to ensure that students are able to operate at a college level in terms of math and writing and methods used to assess this development.)
5. **Personal Development Program** (Describe programs that enhance your students’ development such as resume writing, interviewing skills, international experience, etc., along with methods used to assess this type of development in your students.)

Program-Level Student Learning Outcomes Matrix (No data to report\*)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identify Each Student Learning Outcome** | **Identify the Assessment Tool and whether it is a Direct or Indirect Measure** | **Indicate Benchmark for each Measurement Tool** | **Identify Dates that Data is being Collected (e.g.. Fall 2014 – Spring 2015)** | **Identify When Results will be finalized** |
| **SLO 1** | Measure 1 |  |  |  |
|  | Measure 2 |  |  |  |
|  |  |  |  |  |
| **SLO 2** | Measure 1 |  |  |  |
|  | Measure 2 |  |  |  |
|  |  |  |  |  |
| **SLO 3** | Measure 1 |  |  |  |
|  | Measure 2 |  |  |  |
|  |  |  |  |  |
| **SLO 4** | Measure 1 |  |  |  |
|  | Measure 2 |  |  |  |
|  |  |  |  |  |
| **SLO 5** | Measure 1 |  |  |  |
|  | Measure 2 |  |  |  |
|  |  |  |  |  |
| *Notes: 1) Provide all explanations of this table in Questions #9 and #10 that follow. 2) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.*\*Only applicable for Candidacy Status applications. |

Program-Level Student Learning Outcomes Matrix (Use to report data)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Identify Each Student Learning Outcome and Measurement Tool(s)** | **Identify the Benchmark** | **Total Number of Students Observed** | **Total Number of Students Meeting Expectation** | **Assessment Results:****Percentage of Students Meeting Expectation** | **Assessment Results:****1. Does not meet expectation****2. Meets expectation****3. Exceeds expectation****4. Insufficient data** |
| **SLO 1** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 2** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 3** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 4** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| **SLO 5** |  |  |  |  |  |
| **Measure 1** |  |  |  |  |  |
| **Measure 2** |  |  |  |  |  |
| *Notes: 1) Provide all explanations of this table in Questions #9 and #10 that follow. 2) If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.* |

Program-Level Operational Effectiveness Goals Matrix

|  |  |  |  |
| --- | --- | --- | --- |
| **Identify Each Operational Effectiveness Goal and Measurement Tool(s)** | **Identify the Benchmark** | **Data Summary** | **Assessment Results:****1. Does not meet expectation****2. Meets expectation****3. Exceeds expectation****4. Insufficient data** |
| **OEG 1** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 2** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 3** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 4** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| **OEG 5** |  |  |  |
| **Measure 1** |  |  |  |
| **Measure 2** |  |  |  |
| *Notes: 1) Provide all explanations of this table in Question #11 that follows. 2) If you are using different operational outcomes measures for different degree programs, please replicate this form, using one form for each program that has different measures. 3) If different programs use the same measures, only one copy of this form is needed.* |

1. **Summary of Student Learning Outcomes Assessment** (Based on the results of the implementation of the outcomes assessment plan, provide a summary of the realized and unrealized outcomes from the matrix. Explain why your outcomes were met and/or not met.)
2. **Student Learning Outcomes Action Plan** (Describe the changes you intend to implement as a result of examining the SLO data.)
3. **Summary of Operational Effectiveness Goals** (Based on the results of the implementation of the operational effectiveness measures, provide a summary of the realized and unrealized outcomes from the matrix. Explain why your outcomes were met and/or not met.)
4. **Operational Effectiveness Goals Action Plan** (Describe the changes you intend to implement as a result of examining the OEG data.)
5. **Summary Narrative** (How student learning and operational effectiveness outcomes assessment results are integrated into Strategic Planning and Budgeting.)
6. **Rubrics and Measurement Tools** (Provide a sample of each rubric and measurement tool referenced in this outcomes assessment plan in the appendix of your Candidacy Status application or in the Self-Study document.)

**APPENDIX B: Abbreviated Course Syllabus Example**

Course Number: SMGT 383

Course Name: Sport Marketing

Instructor(s): Smith

Required Text: Mullin, B. J., Hardy, S. & Sutton, W. (2014) Sport Marketing: 3rd Edition Human Kinetics.

Course Description: This course is designed to provide an overview of the major marketing issues facing the sport industry. Course content focuses on developing basic knowledge an understanding of sport marketing and sponsorship for educational, recreational, and professional settings. Attention is given to the principles of marketing applied to the sport industry, sport consumer behavior, research tools, corporate sponsorship and evaluation of sport marketing programs. The components of the course include developing products, utilizing sponsorships, special events, fund raising, public relations, promotions, and utilizing radio and television networking.

Topic Outline: Estimated Contact Hours

1. The Unique Nature of Sport Marketing 1
2. Marketing Management in Sport 3
	1. SWOT
	2. After SWOT
3. Studies of Sport Consumers 2
	1. Types of Consumer Studies
4. Perspectives in Sport Consumer Behavior 2
	1. Environmental Factors
	2. Decision Making for Sport Involvement
5. The Role of Research in Sport Marketing 4
	1. Overview
	2. Data Sources
	3. Common Problems
6. Market Segmentation 3
	1. Four Bases of Segmentation
7. Sport Product 3
	1. What is it?
	2. Core and Extensions
8. Licensed and Branded Merchandise 5
	1. What is Licensing?
	2. Issues and Trends
9. Pricing Strategies 2
	1. Premise of Pricing
	2. Core Issues
10. Promotion 2
11. Sales: Management and Applications 1
12. Promotional Licensing and Sponsorship 4
	1. What is it and how will it grow?
13. Place or Product Distribution 2
14. Electronic Media 2
15. Public Relations 2
	1. Concepts
16. Coordination and Controlling the Marketing Mix 4
17. The Legal Aspect of Sport Marketing 2
	1. Copyright/Intellectual Property
18. The Future of Sport Marketing 2

Total Sessions Expressed as Contact Hours 46

|  |  |
| --- | --- |
| Identification of CPC Topics Covered in this Course: | Estimated Contact Hours |
|  |  |
| A. Foundations of Sport: Historical, Sociological, and Psychological | 2 |
|  |  |
| B. Foundations of Sport Management  |  |
| 1. Management Concepts
 | 6 |
| 1. Governance & Policy
 | 4 |
| 1. International Sport
 | 2 |
|  |  |
| C. Functions of Sport Management  |  |
| * 1. Sport Operations
 | 2 |
| * 1. Sport Marketing
 | 36 |
| * 1. Sport Communications
 | 14 |
| * 1. Sport Finance and Economics
 | 4 |
|  |  |
| D. Sport Management Environment |  |
| * 1. Legal aspects of sport management
 | 4 |
| * 1. Ethical aspects of sport management
 | 4 |
| * 1. Diversity issues in sport management
 | 2 |
| * 1. Technological advances in sport management
 | 5 |
|  |  |
| E. Integrative Experiences & Career Planning |  |
| * 1. Internship/Practical/ Experiential Learning
 | 12 |
| * 1. Capstone Experience
 | 2 |
| Total (estimate of contact hours) | 99 |

APPENDIX C: SELF-STUDY TITLE PAGE

**Commission on Sport Management Accreditation**

**(COSMA)**

|  |  |
| --- | --- |
| Name of Institution |  |
| Program(s) in Accreditation Review |  |
| Program(s) URL |  |
| President or Chancellor’s Name/Title |  |
| Chief Academic Officer’s Name/Title |  |
| Head of Academic unit/Sport management program’s Name/Title |  |
| Academic Year covered by Self-Study |  |
| Primary Contact during accreditation site visit: |  |
| Name |  |
| Title |  |
| Street Address |  |
| City, State, ZIP |  |
| Phone |  |
| E-mail |  |
| Self-Study year |  |

1. For example, if a bachelor’s degree requires 120 credit hours for graduation, and 24 or more credits in the program are in the traditional areas of sport management education, then the program is considered to be a sport management program. [↑](#footnote-ref-1)
2. For example, if a master’s degree requires 36 credit hours for graduation, and 18 or more of credits in the program are in the traditional areas of sport management education, then the program is considered to be a sport management program. [↑](#footnote-ref-2)
3. The organizational unit responsible for administering the sport management degree programs in an institution may be a department, division, school, or college. This unit should be led by a doctorally- or professionally-qualified sport management educator. [↑](#footnote-ref-3)
4. Generally, any doctorate other than a Ph.D., Ed.D., or DSM in a sport content field is considered, for sport accreditation purposes, to be an out-of-field doctorate. Out-of-field doctorates include non-content-area Ph.D.s, such as a Ph.D. in higher education administration; or interdisciplinary degrees, such as a Ph.D. in leadership. [↑](#footnote-ref-4)
5. [↑](#footnote-ref-5)
6. These four descriptions are from *Scholarship Reconsidered: Priorities of the Professoriate*, a special report from the Carnegie Foundation for the Advancement of Teaching, and on material from *Developing a Comprehensive Faculty Evaluation System* by Raoul Arreola. [↑](#footnote-ref-6)