

COSMA

EXCELLENCE IN SPORT
MANAGEMENT EDUCATION

Commission on Sport Management Accreditation

ACCREDITATION PRINCIPLES MANUAL

&

GUIDELINES FOR SELF-STUDY PREPARATION

Spring 2022

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INTRODUCTION

Purpose of COSMA

The purpose of COSMA is to promote and recognize excellence in sport management education in colleges and universities—at the undergraduate, master’s and doctoral 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. 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 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 accreditation 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 sport management academic unit has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution (Principles 1, 2, 7).
- The sport management academic unit 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 (Principles 1, 2).
- The sport management academic unit 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 sport management academic unit (Principles 1, 2, 7).
- The sport management academic unit 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 sport management academic unit (Principles 1, 2).
- Students in the sport management academic unit develop, both personally and professionally, into well-educated, ethical, competent sport management professionals (Principle 1).
- The sport management academic unit operates in an environment that encourages and promulgates innovation and creativity in sport management education (Principles 2, 4, 6, 7).
- The sport management academic unit 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 (Principles 2, 4, 5, 7).
- The sport management academic unit encourages cooperative relationships with other educational units, both external and internal, which are consistent with its mission and broad-based goals (Principle 5, 7)
- The sport management academic unit has a detailed succession plan that anticipates and manages faculty turnover and shifting academic unit priorities. The succession plan should include steps that are developed to ensure consistency of reported information throughout the accreditation process (Principle 2, 4, 5, 6, 7).
- Faculty in the sport management academic unit model ethical character and integrate ethical viewpoints and principles in their teaching (Principles 4, 5, 6, 7).
- 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 sport management academic unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes (Principles 4, 5, 6, 7).

- The mix of academic and professional credentials of the sport management faculty in the sport management academic unit is worthy of the respect of the academic and sport marketplace communities (Principles 4, 5, 7).
- The mission of the institution and its sport management academic unit is effectively communicated to current and prospective students (Principles 2, 7).
- The institution provides adequate resources to the sport management academic unit to accomplish its mission and broad-based goals (Principles 2, 4, 5, 6, 7).
- The curricula in the sport management program reflects the mission of the institution and its sport management academic unit, and are consistent with current, acceptable practices and principles of professionals in the academic and sport marketplace communities (Principles 3, 5, 7).
- The curricula in the sport management program ensures that students understand and are prepared to deal effectively with critical issues in a diverse and changing global environment (Principles 3, 5, 7).
- The curriculum, faculty and strategic planning aspects of the sport management academic unit reflect the diversity of the sport marketplace (Principles 2, 3, 4, 7).
- The content of sport management courses is delivered in a manner that is appropriate, effective, and stimulates learning (Principles 3, 4, 5).
- The sport management academic unit recognizes the role of practical and experiential learning as a relevant component of sport management curricula (Principles 3, 7).
- The institution’s organizational structure supports excellence in sport management education (Principles 2, 6).

Scope of Accreditation

COSMA accredits sport management programs in institutions of higher education worldwide that grant associate’s, bachelor’s, master’s and doctoral degrees. 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. *All sport management programs, regardless of mode of delivery, should normally be included in the COSMA accreditation process.* Refer to the “Scope of Accreditation” checklist to determine which programs to include in the COSMA accreditation process in consultation with the COSMA Board of Commissioners, *prior to* the submission of a Candidacy Status application, Reaffirmation of Accreditation, or at any time a degree program is created that appears to be a sport management program.

- 1) The following typical disciplinary areas in sport management are considered to be the “traditional areas” of sport management education:
 - a. Sport management
 - b. Sport administration
 - c. Sport marketing
 - d. Sport business
 - e. Athletic Administration
 - f. Sport finance
 - g. Sport leadership
 - h. Sport law

- i. Sport and recreation/event/fitness management
- j. Sport communications
- k. Sport psychology

Areas NOT covered by COSMA include: Coaching, Tourism, Hospitality, Athletic Training, Recreation/Adaptive Recreation, Kinesiology, Exercise Science, Physical Education.

- 2) Programs are “sport management degrees” if their content is 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.
- 3) COSMA expects sport management degrees to be offered by an identifiable “academic unit,” department, division, school or college known as the “sport management program.” This unit should be led by a doctorally- or professionally-qualified sport management faculty person. 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 sport management academic unit. *All sport management programs normally will be included in the COSMA accreditation review regardless of whether they are administered or delivered solely by the sport management program or through cooperative or interdisciplinary arrangements with other units of the institution.*
- 4) All off-campus locations of an institution offering degrees 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.
- 5) *All sport management programs, regardless of mode of delivery, should normally be included in COSMA accreditation.* This includes online programs, distance learning programs, hybrid programs, adult degree completion programs, bachelor’s degree “plus one” accelerated programs, and other “nontraditional” programs, regardless of whether these programs are administered by the sport management program.
- 6) If a new sport management program is added, the sport management academic unit is responsible to **notify COSMA of the addition** and apply for Candidacy Status. 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.**
- 7) In its application for Candidacy Status or for Reaffirmation of Accreditation, *the 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.* Completing the “Scope of Accreditation” checklist will aid in this decision making process between the program and the BOC.

If a sport management program or location is to be excluded, the sport management program must provide a written rationale for the exclusion, utilizing the Scope of Accreditation

worksheet. *The determination of the programs and locations to be included in and excluded from the accreditation review will be prior to the application for Candidacy Status by the COSMA Board of Commissioners.*

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

- 1) **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.
- 2) **Operational control of the program:** If the sport management academic unit 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.
- 3) **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.
- 4) **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 sport management program is justified in requesting that the program not be included in the COSMA accreditation review.

Principle 1: Outcomes Assessment

Outcomes assessment is a process used to measure the effectiveness of the sport management academic unit and the sport management degree 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.

It is essential that an institution and its sport management academic unit 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 sport management academic unit 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 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 sport management academic unit 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.

Definitions:

- Sport Management Academic Unit Mission – A foundational statement that describes your core purpose - what you do and why you do it.

- Program-Level Student Learning Outcomes (SLOs) – Specific, measurable, actionable statements with benchmarks that assist in determining whether or not the mission is met. These identify what students should know, value or be able to accomplish after successfully completing the program. These outcomes are often achieved through specific learning activities, integrated at the course-level and built toward overall program-level learning. Clearly state the expected knowledge, skills, attitudes, competencies and habits of mind students are expected to acquire over the course of this program. Note: Associate’s degrees may have the same, similar or different SLOs than a bachelor’s degree program.
- Program-Level Operational Effectiveness Goals (OEGs) – Specific, measurable statements about outcomes of the sport management academic unit itself. These may be procedural tasks that directly or indirectly assist your program in meeting its mission or directly or indirectly affect stakeholders. Only one set of OEGs is required for all degree programs offered by the sport management academic unit.
- Closing the Loop – Reflecting upon the impact of the collected data and the degree to which your outcomes and goals have been met on areas such as, but not limited to, curriculum and resources.

The following three assessment areas need to be addressed in the outcomes assessment plan of the sport management academic unit. A required template is provided and located in the Appendices document:

1. **Mission and Broad-based Goals:** The mission of the sport management academic unit must be stated. Broad-based goals are the *bridge* between the mission and the student learning outcomes and operational effectiveness goals. Broad-based goals are statements that more specifically outline what students will know and be able to do upon program completion.
2. **Student Learning Outcome Measures/Tools:** The outcomes assessment plan must include, at minimum, at least two direct and two indirect measures to measure **all** student-learning outcomes (not each individual outcome). Better practice is to measure each SLO more than once. Different SLOs may be measured by the same measurement rubric/tool, or elements of a measurement rubric/tool.
3. **Operational Effectiveness Goals:** The plan should describe the techniques and patterns of evidence that will be used to measure the operational effectiveness and outcomes of the entity that is the sport management academic unit. Operational Effectiveness Goals refer to the operations of the sport management academic unit and 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. OEGs may include addressing health and safety in the delivery of the sport management program(s), however defined by the sport management academic unit and institution.

It is expected that the outcomes assessment plan will be integrated into the sport management academic unit’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: (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 sport management academic unit and its sport management degree programs (closing the loop).*

1. *Provide a copy of the sport management academic unit's completed outcomes assessment plan, using the required template that reflects at least one completed assessment cycle.*
2. *Using data from the most recently-completed outcomes assessment cycle, write a narrative describing:*
 - a. *Benchmarks: Describe the degree to which student learning outcomes benchmarks were met, not met, exceeded and why.*
 - b. *Basic Skills Development: Describe the methods used to ensure 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. Include the degree the basic skills program is meeting the needs of sport management students. Highlight any distinctive or innovative items as to how your program approaches skill development.*
 - c. *Personal Development: Describe programs used for the personal development of students, along with the methods used to assess this development. Include the degree the personal development program is meeting the needs of sport management students. Highlight any distinctive or innovative items as to how your program approaches personal development.*
 - d. *Describe the degree to which operational effectiveness goal benchmarks were met (using the data from the completed assessment cycle).*
3. *Based on the data summarized in #2, provide a summary of the changes and improvements needed and in what areas, including changes in strategic planning and budgeting. Discuss changes you intend to make, if any, based upon met/unmet student learning outcomes and changes you intend to make as a result of examining OEG data. Note specific instances of adaptations that resulted from cultural, demographic, or technological shifts in the sport industry.*
4. *Closing the Loop: Identify actions plans and the results/implementation that target how the changes and improvements identified in #3 will occur and to which SLOs and OEGs they are associated, including changes in strategic planning and budgeting and the extent to which you are accomplishing your mission and broad-based goals.*

Master's Degree Programs: *Using the required template, include a separate section of student learning outcomes and measurement tools for your master's degree program that are specific and appropriate for assessment of master's level students.*

Doctoral Programs: *Using the required template, include a separate section of student learning outcomes and measurement tools for your doctoral program that are specific and appropriate for assessment of doctoral-level students.*

Principle 2: Strategic Planning

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

2.0 Strategic Planning

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

Description

The sport management academic unit must have developed and implemented a unique strategic plan separate from a college or institutional plan. COSMA recognizes, acknowledges and respects that sport management programs around the world operate in differing educational, historical, cultural, legal/regulatory and organizational environments, and, as a result, strategic planning may be conducted in different ways. Regardless, all programs are required to have in place a detailed, formal approach to strategic planning. COSMA requires the strategic planning process to include, at a minimum, the following elements:

1. A unique **mission** of the sport management academic unit consistent with the institution's mission, that, as applicable, covers both undergraduate (associate's, bachelor's) and graduate level (master's, doctoral) education (from outcomes assessment plan).
2. A profile that includes, but is not limited to:
 - a. Program history, description and assessment of the program's resources (including human), facilities, finances and technology.
 - b. External analysis including key sociological, technological, economic, and political trends relevant to the environment in which the sport management academic unit competes, along with an analysis of the competitive environment.
 - c. Analysis of strengths, weaknesses, opportunities and threats (e.g., SWOT/PEST analysis).
3. Description of stakeholders – both inside and external to the sport management academic unit – involved in the development and analysis of the strategic plan (e.g., faculty, staff, students, internship site coordinators, alumni, Advisory Board members, representatives of sport industry, etc.).
4. A tracking matrix (or other methodology) that describes strategic planning goals, timeline for implementation and resources (human and financial) required. Include succession plans if/when personnel shift/change.

5. Inclusion of student learning outcomes and operational effectiveness goal data from the outcomes assessment plan as that data pertains to strategic planning goals.
6. Summary conclusions drawn as strategic planning goals are worked on and adjustments noted, as needed.

Self-Study Guidelines

1. *In the Appendix, provide a copy of the strategic planning document (as outlined in this Principle's Description) and supporting documentation.*
2. *Describe the ways in which the sport management academic unit's strategic planning process is linked to the institutional strategic plan and budgeting process.*
3. *Describe a detailed succession plan, developed in conjunction with the Dean, Program Chair (e.g., head of sport management academic unit) and other internal and external stakeholders. Identify at least three individuals at different levels who take responsibility for accreditation reporting requirements.*
4. *Provide a statement that describes the institution's support for innovation in the sport management academic unit citing institutional-level strategic goals (or other means) by which the sport management academic unit is supported or encouraged to be innovative.*
5. *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 sport management academic unit's strategic planning process and describe proposed courses of action to make those changes and improvements.*

Principle 3: Curriculum

Principle 3 consists of six sub-Principles, as follows:

3.1 Program Design

3.2 Common Professional Component

3.3 General Education and Depth & Breadth of Curriculum

3.4 Curriculum Review & Improvement

3.5 Master's Degree Curriculum

3.6 Doctoral Degree Curriculum

3.1 Program Design

Excellence in sport management education requires the design of each program offered by the sport management academic unit to 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 in 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 hybrid methods. Effective evaluation of the extent to which such programs are consistent with excellence in sport management education requires the sport management academic unit to provide thorough and accurate program information in the self-study.

Self-Study Guidelines

- 1. Describe the curricular requirements for each sport management degree 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.*
- 2. Identify and describe all of the methods (face-to-face, online, hybrid, etc.) the sport management academic unit employs to deliver each sport management degree program included in the accreditation review.*
- 3. State the number of contact hours required to earn one unit of academic credit for each sport management degree program. If the sport management 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 sport management academic unit ensures that the quality of such programs is equivalent to traditionally-delivered, face-to-face programs.*
- 4. State the number of semester or quarter hours of academic work that are required to earn an associate's degree in sport management.*
- 5. State the number of semester or quarter hours of academic work that are required to earn a bachelor's degree in sport management.*

6. *State the number of semester or quarter hours of academic work that are required to earn a master's degree in sport management.*
7. *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 (undergraduate only)

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 (associate’s and bachelor’s degrees). 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.

A. Foundations of Sport and Sport Management

1. Definition of sport and sport management
2. Historical roots, social issues, psychology, evolution of sport management
3. Management Concepts
4. Governance, Policy
5. International Sport

B. Functions of Sport Management

1. Sport Operations, Event and Facilities Management
2. Sport Marketing, Sales and Public Relations
3. Sport Media and Communications
4. Sport Finance, Budgeting, Accounting and Economics

C. Sport Management Environment

1. Legal and Risk Management aspects of sport management
2. Ethical aspects of sport management
3. Diversity and sociological issues in sport management
4. Technological advances in sport management

D. Integrative Experiences

1. Internship/Practical/Experiential Learning/Capstone Experience

E. Innovations (optional)

This CPC category allows your program to capture innovations in content, experiences and skills that might not otherwise be included. Consider including the following: Community/Team/Player Relations, Sport Entrepreneurship, Sport Analytics, eSports, Research, Contemporary Issues in Amateur and Professional Sport, Job Search Strategies, Professional Development, Undergraduate research, Human Resources, etc.

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. COSMA understands and encourages multiple CPC areas to be covered within a single course.

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. Associate's degrees offered as a "transfer pathway" to a bachelor's degree are not expected to cover all CPC areas and likely cover areas in "Foundations" and "Functions."

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 which includes a course outline specifying the CPC topical area coverage in that course (see Abbreviated Course Syllabus Worksheet in the Appendices document). 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.

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.

Definitions:

Foundations of Sport and Sport Management

Definition, historical roots, social issues, psychological, evolution - Often covered in an "Introduction to Sport Management" course, content may include terminology and definitions of what is and is not sport, the difference between sport and leisure, career options and sub-areas that comprise sport management.

Management Concepts — Includes theory, planning, organizing, leading, evaluating, controlling, strategic planning, human resources 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, within amateur and professional sport.

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

Functions of Sport Management

Sport Operations, Event and Facilities Management — 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, Sales and Public Relations — 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. Includes sport sales principles and philosophy, selling skills and techniques, steps in the sport selling process, prospecting, buyer motives, customer retention, closing the sale, careers in sport sales.

Sport Media and 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, Budgeting, Accounting 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 and Risk Management 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 the ability to develop moral and ethical decision-making abilities when confronted with ethical and moral dilemmas as a sport manager or administrator. Also includes critical ethical areas such as the use of performance enhancing drugs, gambling and sports agents.

Diversity and sociological issues — 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 that include, but are not limited to: race, ethnicity, gender, sexuality, class, ability, faith, etc.

Technological advances — Technological advancements such as communication platforms, social media, 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

Internship/Practical/Experiential Learning/Capstone — 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. Includes experiences such as a thesis, project, comprehensive examination or course that enables a student to demonstrate the capacity to synthesize and apply knowledge.

(Optional) Innovations (example list is not exhaustive):

Community/Team/Player Relations

Sport Analytics

eSports

Research/Undergraduate Research

Contemporary Issues in Amateur and Professional Sport

Job Search Strategies

Professional Development

Career Planning

Sport Entrepreneurship – Includes steps involved in starting a sport business, sport business plan development, sport business idea generation and feasibility analysis, sport industry and market analysis,

creating a sport business marketing plan, assembling a management team, establishing legal structures and financial projections for the sport business.

Self-Study Guidelines

Master’s- and Doctoral-Level Programs: *This Principle does not apply. Do not submit a CPC table.*

Undergraduate Programs (associate’s and bachelor’s degrees): *Compliance with this Principle is evaluated by examining the required courses in the sport management core in each degree program. In order to identify which CPC topical areas are covered in the required course offerings, first complete an Abbreviated Course Syllabus worksheet for each required course in the sport management core as shown in the Appendix document.*

Associate’s Programs are expected to cover only some of the CPC areas, regardless of terminal degree or transfer pathway status. Integrative Experiences (part D) are not expected for associate’s degrees.

- 1. Provide in the Appendix an Abbreviated Course Syllabus worksheet for each required course in each associate’s and bachelor’s degree sport management core(s).*
- 2. Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for **each** associate’s and bachelor’s-level degree 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 worksheet. You may use either the spreadsheet worksheet or sample document below.*
- 3. Provide a narrative explaining to what degree the CPC areas are covered in your undergraduate sport management degree 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. This includes courses from a business core.*
- 5. (Optional) If you include student contact hours in the “innovations” column, describe how the course(s) content falls outside the pre-populated CPC areas and are important to your students’ educational and/or career development.*

Note: *If required sport core course(s) are taught by an academic department outside of the sport management academic unit, include it and the contact hours within 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) (Undergraduate Only)
(Category names are NOT course names)**

CPC AREAS	FOUN/ DEF/ HIST	MNG MT	G&P	INTL	OPER EVT FM	MAR SALE PR	MED COM	FIN BUD ACCT ECON	LEG RM	ETH	DIV	TECH	INT/ EXP/C AP	INN *	TOTALS
CORE COURSES	A1, 2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	E1	
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			265
TOTALS	140	148	39	63	73	116	119	94	80	101	115	180	92		

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. *Optional Category

3.3 General Education & Depth and Breadth of Curriculum (undergraduate only)

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 to 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 diverse global environment. 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 areas should be demonstrated. Normally, a minimum of 20 percent of the total credits for a bachelor's degree and 30 percent for an associate's degree should be dedicated to sport management courses.

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.

Each institution establishes the general education requirements for associate's and bachelor's degrees. 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.

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

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.

1. Cut and paste the description of the institution's general education requirements and provide the URL and page numbers for the section in the institution's catalog. Indicate which general education courses also count toward the required sport core courses.
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 associate's and bachelor's level sport management program(s) included in the accreditation review.
3. If any bachelor's degree program requires less than 20 percent sport management courses or less than 30 percent for associate's degrees, provide the rationale.
4. 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 ELECTIVES CREDIT HOURS		CREDIT HOURS REQUIRED FOR GRADUATION
			SPORT MGMT CORE REQUIREMENTS		REQUIREMENTS BEYOND CORE				
	Hrs	Pct	Hrs	Pct	Hrs	Pct	Hrs	Pct	
Sport Management Bachelor's Degree	40	33.33%	40	33.33%	12	10%	28	23.33%	120
Sport Management Associate's Degree	30	50%	20	33%	6	10%	4	7%	60

3.4 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

Sport management faculty should participate in the continuous review of 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 degree programs.

Self-Study Guidelines

1. *Describe the process for changing your curriculum or developing a new degree program for your sport management academic unit. Include the following:*
 - a. *Describe the process of continuous evaluation of sport management courses.*
 - b. *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.*
 - c. *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.*

3.5 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 or at least 50 percent of the total credit hours. 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 degree programs is based in part on the academic unit's published outcomes. The level of graduate courses should go beyond the undergraduate CPC courses; advanced, graduate-level 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, a mechanism must be in place to prepare students for graduate-level courses in those programs.

Self-Study Guidelines

1. *List all master's-level sport management degree programs included in the accreditation review.*
 - a. *Provide a copy of/cut and paste the stated curricular requirements for the degree programs and the page numbers and current web address in the catalog describing the requirements.*
 - b. *Include the required number of course credit hours of graduate-level work for each degree program. For any degree programs requiring fewer than thirty semester hours (forty-five quarter hours or fifty percent of the total credit hours), provide a rationale as to why.*
 - c. *Identify the masters-level courses not reserved exclusively for graduate students.*
2. *Provide syllabi for all required courses in the "sport core." Write a narrative addressing the following:*
 - a. *How are CPC areas covered for incoming students whose undergraduate degree is not in sport management?*
 - b. *How does the "sport core" for the master's degree program support the academic unit's mission?*
 - c. *What practical/experiential learning are students afforded?*
 - d. *For programs with both a sport management undergraduate degree program and a master's degree: How do you ensure the master's degree coursework goes beyond what is provided in your undergraduate program?*

3.6 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

Requirements for doctoral-level sport management degree programs must include 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 broad-based goals and mission of the academic unit 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, 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

Upon request, make available to the site visit team completed theses/dissertations for their review.

- 1. Provide syllabi for all doctoral courses (a URL or place in the Appendix).*
- 2. For each doctoral-level sport management degree program, describe the ways in which the curriculum contributes to the professional and scholarly development of the doctoral students. Include a description of the ways in which ethical principles and pedagogy are reinforced through the curriculum and administrative policies of the program.*
- 3. Provide an analysis of the curricular requirements for the doctoral-level sport management degree program that lists each course, indicates whether the course is reserved for doctoral students and provides the percentage of courses in the program taken only by doctoral students.*
- 4. Describe the research components of the doctoral-level sport management degree program. 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. Include options or requirements for preparing students to be future faculty.*
- 6. Describe the requirements and parameters for doctoral students to participate as teaching/research, graduate assistants.*
- 7. Indicate who the current doctoral advisor(s) are and their specialty(s).*
- 8. Provide a copy of the dissertation manual (a URL or place in the Appendix).*
- 9. Indicate the average length of time students spend in the doctoral program by years and months.*
- 10. 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 degree program.*

Principle 4: Faculty

Each institution seeking COSMA accreditation must (1) ensure that its 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, innovation and excellence in teaching and learning.

Principle 4 consists of five sub-Principles, as follows:

Principle 4.1: Faculty Qualifications

Principle 4.2: Faculty Load

Principle 4.3: Program Coverage

Principle 4.4: Faculty Evaluation

Principle 4.5: Faculty Development and Policies

4.1 Faculty Qualifications

Excellence in sport management education requires highly qualified faculty. To ensure sport management programs are properly supported, a high percentage of the undergraduate and master's-level student credit hours sponsored by the sport management program will be taught by doctorally- and professionally-qualified faculty members. All faculty will be at least minimally qualified, including associate's level faculty. 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 program. COSMA recognizes that preparation for effective teaching is a lifelong task and 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 doctorate¹ 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:

- Have completed all coursework 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 for Colleges and Universities: 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.

Minimum Qualifications for Community Colleges: The minimum qualification for a faculty member is a bachelor's degree in a field appropriate to the area of assigned teaching responsibilities.

ALL full-time and part-time faculty members teaching courses in the sport management academic unit 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 include adjuncts, administration and staff teaching on an adjunct basis and full-time faculty from other units teaching part-time in sport management programs.

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

¹ Generally, any doctorate other than a Ph.D., Ed.D., DBA 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.

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.

Self-Study Guidelines

1. *Provide a current vita for ALL full- and part-time sport management faculty members in the Appendix (see definition above).*
2. *Provide the URL(s) and/or the catalog page number(s) 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 indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of their degree discipline(s), provide a brief rationale for this qualification status (if applicable).*

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.	2021	MA, Sport Management	Undergrad Masters	Prof Prof	Intro to SM Ethics
Kisk, B	2017	PhD, Sport Leadership	Undergrad Masters Doctoral	Doct Doct Doct	Sport Governance
Link, Y.	2005	PhD, Sport Business	Associate's Bachelor's Masters Masters Doctoral	Doct Doct Doct Doct Doct	International Sport
True, D.	2010	EdD, Education	Associate's Bachelor's	Doct Doct	Ethics Venue Management
Worhall, E.	2020	MBA	Associate's Bachelor's	Prof	Economics Finance Marketing
Zilche, K.	2013	JD	Bachelor's Master's Doctoral	Doct Doct Prof	Sport Law
PART-TIME FACULTY					
Baker, C.	2015	PhD, Sport Marketing	Bachelor's Masters Doctoral	Doct Doct Doct	Ethics Marketing
Thomas, T.	2016	PhD, Sport Communications	Associate's Masters	Doct Doct	Operations Commun.

4.2 Faculty Load

Excellence in sport management education and academic quality requires 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; manage accreditation process(es); 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

- 1. Provide the URL/cut and paste the institutional policy that determines the normal teaching load of full time faculty, the ways in which policies are administered in terms of overloads and extra pay for overloads and any variations between the academic load policies used in the sport management academic unit and other academic units of the institution.*
- 2. Prepare Table 4: Teaching Load and Student Credit Hours Generated. Only include information for the program level(s) for which your sport management academic unit is seeking accreditation. For example, if you have only an associate's or bachelor's degree program, 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 degree 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.

- 3. 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.*
- 4. Cut and paste the institutional policy on teaching loads for part time faculty.*
- 5. List all faculty members who receive reductions in teaching loads for other professional responsibilities, such as leading an accreditation process, and indicate the amount of the reduction and the reasons.*
- 6. Describe how internships and student advising are handled in relation to faculty teaching load and research expectations.*

7. *Explain how the current number of full- and part-time faculty is sufficient to manage all aspects of program operations (e.g., teaching, administrative duties, advising, professional development, scholarly activities, accreditation processes, etc.). Provide a rationale if additional faculty resources are needed.*

Table 4: Teaching Load and Student Credit Hours Generated

FACULTY MEMBER	Fall Semester					Spring Semester					Qualification Level (Associate's Bachelor's)			Qualification Level (Masters)			Qualification Level (Doctoral)	
	UG	Mast	Doc	# of	# of	UG	Mast	Doc	#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																		
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 (associate's, bachelor's)
 CH = student credit hours
 Mast = Master's degree
 Sec = course sections
 Prep = course preparations
 Doct = doctorally-qualified
 Prof = professionally-qualified
 Min = minimally qualified

4.3 Program Coverage

Excellence in sport management education and academic quality requires 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. This Principle does not apply to Community Colleges.

Description

Faculty members should be utilized in a way to give all students reasonable access to 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

1. Prepare Table 5: Faculty Coverage Summary. Take the student credit hours from Table 4 and include the totals per faculty qualification level in the appropriate row.
2. 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 CPC area.

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%

Table 6: Program Coverage

CPC AREA	FACULTY MEMBER	LEVEL OF QUALIFICATION	PROGRAM
Foundations of Sport and Sport Management: Definition, Historical, Sociological, Psychological	Kisk, B	Doctorally	Associate's Bachelor's Master's
Management Concepts	Link, Y	Doctorally	Bachelor's
Governance & Policy	Kisk, B	Doctorally	Associate's Bachelor's
International Sport	Link, Y	Doctorally	Bachelor's Master's
Sport Operations, Event and Facilities Management	True, D	Doctorally	Bachelor's
Sport Marketing, Sales and Public Relations	Worhall, E	Professionally	Bachelor's Doctoral
Sport Media & Communications	Link, Y	Doctorally	Bachelor's Doctoral
Sport Finance, Budgeting, Accounting & Economics	Worhall, E	Doctorally	Bachelor's Master's
Legal and Risk Management Aspects	Zilche, K	Doctorally	Master's Doctoral
Ethical aspects	Brown, K True, D	Professionally Doctorally	Bachelor's
Diversity and sociological issues	Kisk, B	Doctorally	Associate's Bachelor's
Technological Advances in Sport	Kisk, B Link, Y	Doctorally Doctorally	Bachelor's
Internship/Practical/Experiential Learning/Capstone Experience	Kisk, B Link, Y	Doctorally Doctorally	Bachelor's Master's
Innovations (optional)	Zilch, K.	Doctorally	Bachelor's Master'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 department. The process used for faculty evaluations should be within the jurisdiction of the sport management department, 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, innovation and the quality of student learning outcomes, as well as other areas such as:

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

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

1. *Describe the faculty evaluation process and the ways in which it is used to measure teaching, innovation and student learning effectiveness. Provide copies of the instruments used in the faculty evaluation process and evidence that these instruments are being used (place in the Appendix).*
2. *Describe the degree to which the sport management department's faculty characteristics and activities and its faculty-related processes support academic quality and excellence in sport management education, including how it could be improved.*

4.5 Faculty Development and Policies

Excellence in sport management education requires 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. The policies pertaining to faculty should 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

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 funding, 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.

The faculty policies, procedures and practices 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

1. *Provide a copy of or link to the current Faculty Handbook. Describe how faculty are made aware of these policies and notified of changes.*
2. *Describe the faculty development program for your institution and for your sport management academic unit. Indicate how faculty may apply for funding to seek out additional professional development. Reference specific page numbers in the Faculty Handbook and relevant web page(s).*
3. *Provide recent examples of faculty development activities completed by full- and part-time faculty in the sport management program.*
4. *Describe to what degree the faculty development program is effective and contributes to academic quality and excellence in sport management education, including ways in which it could improve.*
5. *Provide specific examples of educational innovation implemented by faculty within the classroom in the last three years. Potential areas may include, but are not limited to: pedagogy, technology, DEI, etc.*

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. The Principle does not apply to Community College faculty.

5.0 UniScope Model of Scholarship

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. Excellence in sport management education requires the acknowledgement of a continuum of a variety of forms of scholarship beyond basic research and teaching that addresses the needs of the sport industry and satisfies the growing demands of living in an increasingly complex and diverse global society.

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 sport management academic unit 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.

UniSCOPE is a multidimensional model that conceptualizes each of the three missions of higher education—teaching, research, and service—as a continuum of scholarship. The UniSCOPE model suggests that Boyer’s functions of discovery, integration, application, and education are inherent in the three missions, and views outreach scholarship as an integral component of each. The three types of scholarship, with the media for delivery and their audiences, constitute a five-dimensional model of scholarship that can provide the foundation of a structure for identifying, recognizing, and rewarding the specific types of scholarship that apply in all disciplines and professions.

A key premise of the UniSCOPE challenge is that all forms of scholarship should be recognized equitably.

- The *forms* of scholarship: teaching, research, and service
- The *functions* of scholarship: discovery, integration, application and education
- The *types* of scholarly teaching, research, and service
- The *media* for delivery of scholarship
- The *audiences* or clients of scholarship

UniSCOPE MODEL	Discovery of Knowledge	Integration of Knowledge	Application of Knowledge	Education of Knowledge
Teaching Scholarship	<ul style="list-style-type: none"> · Course innovation*, improvement · Conceptual insights from course preparation or discussion · Faculty insights from supervision of theses and dissertations 	<ul style="list-style-type: none"> · Cross-disciplinary, multi-disciplinary teaching · Integrative, capstone courses 	<ul style="list-style-type: none"> · Course innovation*, improvement · Conceptual insights from course preparation or discussion · Faculty insights from supervision of theses and dissertations 	<ul style="list-style-type: none"> · Course innovation*, improvement · Conceptual insights from course preparation or discussion · Faculty insights from supervision of theses and dissertations
Research Scholarship	<ul style="list-style-type: none"> · Basic research · Original work · Evaluation research 	<ul style="list-style-type: none"> · Multi-disciplinary and integrating research · Cross-disciplinary teams · Integration of creative works from several fields 	<ul style="list-style-type: none"> · Applied and policy research · Performances of original works · Demonstrations · Technical assistance 	<ul style="list-style-type: none"> · Student laboratories · Theses and dissertation research (educating students about research methods)
Service Scholarship	<ul style="list-style-type: none"> · Participation in task forces, think tanks, other problem solving activities · Creative, theoretical or conceptual insights based on service 	<ul style="list-style-type: none"> · Academic governance · Assistance to corporations, government, and communities that involves integration across disciplines 	<ul style="list-style-type: none"> · Leadership in professional societies · Peer review activities · Journal editorship, professional publications · Academic administration · Assistance to corporations, organizations, government, and communities 	<ul style="list-style-type: none"> · Student advising, career counseling · Advising student activities and organizations · Mentoring students · Internships · Service learning · Expert testimony, consultation

*Former Principle 8, woven into this and other Principles.

Teaching Scholarship

Teaching scholarship is on a continuum from pure academic teaching through variations of what are typically called outreach teaching. The types of teaching scholarship include theoretical, technical, clinical, professional, special, and general pedagogy. The media for delivery of teaching scholarship may manifest in formal, residential courses directed primarily to teaching theories, concepts, and practices of a field, profession, or discipline. Teaching scholarship may also be manifest in teaching that extends scholarship to off-campus or nontraditional audiences. Teaching scholarship includes use of instructional technologies and creates access for people at a distance to the resources of the University. The media for delivery may include resident education, distance and extension education, professional conferences, technical workshops and seminars, exhibits, performances, addresses, speeches, and public broadcast media. Various audiences for, or clients of, teaching scholarship include undergraduate students, graduate students, postgraduates, professionals in the field, certificate students, special interest groups, and the general public. Scholarly teaching may thus be conceived as a multidimensional model of teaching activities.

Research Scholarship

Research scholarship involves the discovery, learning, collection, interpretation, integration, or application of theories and/or facts about a particular subject, and creation of new and original works or

applications of knowledge. Research scholarship has several types and is conceptualized as a continuum from basic discovery research, original performances, and creativity through applied policy and action research and technical assistance. The overall objective and expected impact of research scholarship is in addressing conceptual, technological, and social problems and enhancing the quality of life in society. Research scholarship is conceived as a continuum with several types, media for delivery, and audiences or clients. The types of research scholarship are conceived as a continuum from basic research and original works through applied research to expert consultation. We consider the types of research scholarship to include basic research, original works and performances, applied and policy research, demonstration and implementation, evaluations, technology transfer, and technical assistance. Similarly, expert testimony that brings original research findings to the field, and consultation that helps create or apply new knowledge are considered research scholarship (compared to testimony or consultation that has teaching or service goals). The media for delivery of research scholarship include traditional channels such as refereed journals, books, chapters, original works, reports to sponsors, and non-refereed publications. [Sentence about predatory journals.] Research scholarship may also be manifest in applications created, creative and artistic presentations, demonstrations and pilot projects, competitive grants and contracts, patents and licenses, exhibitions and performances, and other media for bringing research expertise to bear on addressing technological, cultural, and societal issues. Various audiences for, or clients of, research scholarship include colleagues and professionals in the disciplines, journal subscribers, professional and scholarly organizations, corporations and communities, government agencies, and other users of research scholarship.

Service Scholarship

Service scholarship involves the use of academic or professional knowledge or skills for assisting or enhancing the academy, the professions, communities, government, or society. Service scholarship is informed by current knowledge and is consistent with unit and university/college missions. The objective and expected impact of service scholarship is its contribution to the efficiency and effectiveness of university, professional, corporate, community organization, and societal programs. Service scholarship has several dimensions and also is conceptualized as a continuum from service to students and the academy, through service to professional organizations, corporations, government, and communities.

Service scholarship may have “fuzzy boundaries” that overlap with aspects of teaching and research. In general, service scholarship is distinguished from teaching in that its main objective is **to perform or to assist in performing an activity** rather than to teach someone how they might do it. Service scholarship is distinguished from research in that the objective of doing is distinguished from the objectives of creating or testing new applications in the field or learning about what is being done. Like the other forms, service scholarship has several types, has a range of media for delivery, and has several audiences. We consider the types of service scholarship to include student advising, academic governance and decision making, academic administration, leadership in professional societies, assisting corporations and communities, and consulting based on the scholarly expertise of the faculty member. The media for delivery of service scholarship include one-on-one assistance to organizations, taskforce participation, committee work, public meetings, and group or public presentations. As with the other forms of scholarship, faculty service is scholarship inherent in the application of appropriate expertise to an issue or problem and not because of the means by which it is delivered. The audiences or clients for service scholarship include individual students, colleagues, and members of the public; service may be performed through work with groups and organizations, as well as governments and communities. Audiences also include resident and nonresident students, colleagues and organizations in the various disciplines and professions, academic departments, colleges, and other units of the university, as well as governments, corporations, private and nonprofit organizations, and communities.

Self-Study Guidelines

1. *Using current vita and other relevant scholarly activities (see definitions above) provided in Principle 4.1, complete Table 7: Summary of Scholarly and Professional Activities for all full-time faculty for the self-study years and the past three years. Include activities for faculty coming from another institution or sport industry and for faculty recently earning a terminal degree. Faculty from all Carnegie classifications of institutions should be able to complete the table to highlight institutional requirements and the degree to which they are being met.*
2. *Doctoral Programs only: List and discuss how research requirements differ for full- and part-time faculty teaching in a doctoral program.*
3. *Describe the degree to which all faculty in the sport management program have an appropriate depth and breadth of scholarly and professional activities and areas that could be improved upon and by what means that could be accomplished.*

Table 7: Summary of Scholarly and Professional Activities (self-study year and three prior years)

Instructions: Copy and paste this table to include additional faculty. Each faculty person should complete their own column. Not every row will be filled, depending on institutional expectations and personal preferences.

	Faculty A	Faculty B	Faculty C	Faculty D
Reporting Years	2020-2024	2020-2024	2020-2024	2020-2024
Annual Institutional expectations	List expectations here	List expectations here	List expectations here	List expectations here
Area(s) of Expertise				
Teaching Scholarship	Major course revision (SPST 280) Designed new class (SPST 140) Advised 4 senior theses			
Conference presentations, papers, and/or posters				
Workshops or demonstrations				
Unique contributions				
Research Scholarship (e.g., Peer-reviewed publications)	e.g., # of publications			
Unique contributions				
Service Scholarship (e.g., Service)	E.g., Project title			

learning/community engagement)				
Grants				
Invited talks				
Unique contributions	e.g., Served on COSMA Board of Commissioners			

Principle 6: Resources

Excellence in sport management education requires that appropriate resources be provided to the sport management academic unit, especially in relation to the support provided to other academic units.

Principle 6 consists of five sub-Principles, as follows:

Principle 6.1: Locations

Principle 6.2: Financial Resources

Principle 6.3: Facilities

Principle 6.4: Learning Resources

Principle 6.5: Educational Technology and Support

6.1 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, technology, support 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 sport management academic unit'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

1. *Complete Table 8: Off-Campus Locations and provide a list 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:*
 - a. *Full-time faculty*
 - b. *Financial resources*
 - c. *Facilities*
 - d. *Libraries*
 - e. *Technology and Support*
3. *Provide a narrative that describes the ways in which you ensure that the quality of all locations is comparable and 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 academic unit is met at that location.

Table 8: 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

6.2 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 sport management academic unit.

Description

The resources allocated to the sport management academic unit 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 sport management academic unit 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

1. *Briefly describe the budget development and budget amendment processes of the institution. This narrative should 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 9: Educational and General Expenditures. 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 sport management academic unit are commensurate with other comparable academic units in the institution.*
4. *List the number of support personnel (non-faculty – e.g., internship coordinator, advisors, administrative staff) in your sport management academic unit by type of classification. Describe the role and scope of support personnel in terms of their responsibility to the sport management academic unit.*
5. *Provide Table 10: Salary Ranges by Rank. 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 sport management academic unit. 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*
 - f. *Administrative duties (e.g., accreditation, committee work, etc.)*
7. *State the rates of pay for part-time (adjunct) faculty who are teaching sport management courses.*
8. *Identify the catalog page numbers that describe the tuition and fees for each academic program in sport management.*

9. *For institutions without U.S.-based regional accreditation, please provide a copy of the audited financial statements for your institution.*

10. **Doctoral Programs only:** *Describe the financial resources supporting the doctoral programs in sport management. Evaluate the sufficiency of these resources for accomplishing the broad-based goals of the doctoral program.*

Table 9: 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 10: 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

6.3 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/technology 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. The site visit team will visit all facilities associated with and utilized by the sport management academic unit.

Self-Study Guidelines

- 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/technology labs. Plans for renovation of space or construction of new facilities associated with the sport management academic unit should be mentioned in this narrative.*
- 2. Identify the number and type of offices for the faculty, as shown in Table 11: Office Facilities. Include a narrative that evaluates the adequacy and proximity of the educational space and the adequacy and proximity to the sport management academic unit.*

Table 11: 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	2	
Four-person office				
Total	8	2	2	

6.4 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 brick 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 sport management academic unit, (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 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

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 academic unit. This statement should address:*
 - a. *Inter-library loan program*
 - b. *Library support for faculty*
 - c. *Library support for students*
 - d. *Acquisitions program, including faculty consultation and review*
 - e. *Library support for off-campus programs*
3. *Provide a narrative that assesses the adequacy of the learning resources available to the sport management academic unit to support high-quality sport management education.*

6.5 Educational Technology and Support

Excellence in sport management education requires that sport management faculty and students be provided with sufficient instructional and computing/technology 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 and modalities. This Principle includes the provision of comparable equipment for all program sites and modalities.

Self-Study Guidelines

- 1. Provide a description of the instructional and educational technology and how it supports and impacts your sport management academic unit, student learning, delivery method(s) and excellence in sport management education. Include technology available in your classrooms, to students in computer labs and libraries, to faculty in their offices, at off-campus locations (if applicable), and to support students at all program locations (including different delivery modalities).*
- 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.*

Principle 7: Internal and External Relationships

Excellence in sport management education requires effective working relationships with other individuals and units within the institution and without, including effective linkages with the “real world” of sport industry. Sport management education must prepare students to function effectively in a changing diverse global environment and in an increasingly diverse sport industry. Excellence in sport management education also requires accountability to the public concerning processes for consistent, reliable public disclosure of student learning outcomes, program-level operational effectiveness and student achievement.

Principle 7 consists of seven sub-Principles, as follows:

Principle 7.1: Internal Relationships

Principle 7.2: Admission Processes

Principle 7.3: Business and Industry Linkages/Internship

Principle 7.4: External Cooperative Relationships and Oversight

Principle 7.5: International Sport Management

Principle 7.6: Diversity, Equity and Inclusion in Sport Management

Principle 7.7: External Accountability

7.1 Internal Relationships

Excellence in sport management education requires the sport management academic unit to have effective working relationships with other academic units, programs or organizations within the institution.

Description

Excellence in sport management education requires the sport management academic unit have effective working relationships with individuals and other units within the institution. The sport management academic unit’s mission and broad-based goals as outlined in Principle 1: Outcomes Assessment must be consistent with those of the institution.

Self-Study Guidelines

- 1. Describe the working relationships the sport management academic unit has with other units within the institution. Consider providing an organizational chart to show these relationships. Include any affiliations that are pending or periodic, formal and informal.*
- 2. Describe the internal service and/or research relationships on which faculty are evaluated.*
- 3. 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 students admitted to a sport management degree program have a reasonable chance of success in that program.

Description

Associate's and Bachelor's Degrees: Excellence in sport management education requires that students admitted to either sport management degree program have a reasonable chance to succeed. This requires admissions policies and processes and transfer policies and processes appropriate to the sport management degree programs offered by the institution.

Master's Degrees: Each institution should have master's degree program admissions standards in place to ensure students have a reasonable chance to succeed in the program. The admissions standards should be based on relevant criteria 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 likely to excel as academic professionals should be admitted to a doctoral program. Each institution should have doctoral program admissions standards in place to help ensure students have a reasonable chance to succeed in the doctoral program. The admissions standards should be based on relevant criteria 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

Associate's-Level Degree Programs:

1. *For each associate's-level sport management degree program included in the accreditation review, describe the policies and procedures for admission to these degree programs in the following areas (cite relevant URL(s) and catalog page numbers):*
 - a. *Admission of first year students to these programs.*
 - b. *Admission of students from within your institution to these programs.*
 - c. *Admission of transfer students from other institutions to these programs.*
 - d. *Admission of students from within your institution between different formats of these programs, if applicable.*
 - e. *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 associate'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 associate's degrees have been fulfilled.*
4. *Provide the page numbers and current URL(s) for the sections in your institution's catalog describing the academic policies pertaining to associate's degree students.*
5. *Describe the academic policies used by your sport management academic unit to place associate's degree students on probation or suspension and to readmit suspended students.*
6. *State the number of students in each associate's-level sport management degree program included in the accreditation review who were subject to academic sanctions during the self-study year.*

Bachelor's-Level Degree Programs:

1. *For each bachelor's-level sport management degree program included in the accreditation review, describe the policies and procedures for admission to these degree programs in the following areas (cite relevant URL(s) and catalog page numbers):*
 - b. *Admission of first year students to these programs.*
 - c. *Admission of students from within your institution to these programs.*
 - d. *Admission of transfer students from other institutions to these programs.*
 - e. *Admission of students from within your institution between different formats of these programs, if applicable.*
 - f. *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 bachelor's degrees have been fulfilled.*
4. *Provide the page numbers and current URL(s) for the sections in your institution's catalog describing 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 degree program included in the accreditation review who were subject to academic sanctions during the self-study year.*

Master's-Level Degree Programs:

1. *For each master's-level sport management degree program included in the accreditation review, describe the policies and procedures for admission to these programs (cite relevant URL(s) and catalog page numbers). Describe the ways in which the admission of students to these degree programs conforms to the approved institutional admissions policies and identify any exceptions you have made.*
2. *Describe any differences in admissions policies for each format in which your master's-level sport management degree 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 degree programs.*
4. *Explain the ways in which your master's-level degree program admissions requirements attempt to ensure students admitted have a reasonable chance to succeed.*
5. *Provide the catalog page numbers and current URL(s) describing 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 degree program included in the accreditation review that were subject to academic sanctions during the self-study year.*

Doctoral-Level Degree Programs:

1. *For the doctoral-level sport management degree programs included in the accreditation review, describe the policies and procedures for admission to these programs (cite relevant URL(s) and catalog page numbers). Describe the ways in which the admission of students to these degree programs conforms to the approved institutional admissions policies and identify any exceptions you have made.*
2. *Describe any differences in admissions policies for each format in which your doctoral-level sport management degree 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 degree programs in sport management and sport management-related fields.*
4. *Explain the ways in which your doctoral-level degree program admissions requirements attempt to ensure students have a reasonable chance to succeed.*
5. *Provide the catalog page numbers and current URL(s) 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 degree program included in the accreditation review that were subject to academic sanctions during the self-study year.*

7.3 Business and Sport Industry Linkages/Internship (optional for Community Colleges)

Excellence in sport management education requires the sport management academic unit to have current and meaningful linkages to sport management practitioners and organizations. Specifically, an internship or similar experience(s) 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 integrating knowledge and theory with practical application and skill development is essential to a student's educational experience. Students benefit from applied experiences and connections made in the professional setting while employers have the opportunity to guide and evaluate students.

Description

Note: An “internship” is a culminating learning experience designed to utilize and integrate theoretical and practical knowledge within a professional setting. A common minimum standard and formula for calculating hours in the field to hours in the classroom is: One hour of in-class credit equates to three hours per week outside the classroom. For example, a six-hour internship credit means working 270 hours of work with 18 hours of in-class credit (assuming a 15 week semester).

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 faculty identify topics that may be worthy of scholarly pursuit and provide input to administrators and faculty regarding changes in 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 (locally, nationally, Internationally)
6. Professionally active student organizations in various sport management fields
7. Internship programs
8. Economic research bureaus

Self-Study Guidelines

1. *Describe the sport management academic unit's activities and linkages with the sport management industry and other relevant organizations.*
2. *Describe the external service and/or research relationships on which faculty are evaluated.*
3. *Describe your institution's procedures for enacting affiliation agreements with outside entities (refer to Principle 7.4, as needed).*
4. *Describe how your internship program provides the following elements to students and include a URL or copy of an internship manual (place in the Appendix):*
 - a. *Application of sport management core content and theory to hands-on practice.*

- b. Professional, trained supervision and guidance.*
- c. Enhancement of students' understanding, ability and knowledge of sport industry to develop skills that directly translate to a future career in sport.*
- d. Clarification of students' career goals.*
- e. Development of relationships with sport industry practitioners.*
- f. Insurance/liability coverage for students working on internship sites.*
- g. Student employment and networking opportunities.*
- h. Alignment with current Department of Labor laws regarding unpaid (and paid) internships or other experiential learning opportunities.*

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 degree(s) 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

1. *Provide evidence of the legal authorization of your institution to operate and confer degrees by identifying which regional or national accrediting body provides your institutional accreditation and provide a copy of or URL to that body's most recent letter of affirmation or reaffirmation of accreditation.*
2. *Describe any other relevant governmental or national authorizations that apply to your institution.*
3. *List the principle institutions from/to which your institution receives/sends transfer students and describe the policies and procedures for reviewing and accepting academic credit.*
4. *Describe the advising procedure for transfer students.*
5. *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):*
 - a. *Joint degree programs*
 - b. *Consortium agreements*
 - c. *Cooperative or partnership arrangements*

7.5 International Sport Management

Excellence in sport management education supports sport management students to be prepared to function effectively in a changing, diverse global environment. Therefore, the sport management academic unit, through its co-curricular programs, should ensure students possess the knowledge, skills and experiences to understand and deal effectively with critical issues in a dynamic, diverse 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. The composition of faculty and student body should also reflect and/or be engaged in the global sport environment.

Self-Study Guidelines

1. *Describe the institution's and sport management academic unit's orientation toward the global sport management environment – reference vision, mission and strategic planning, or other relevant components.*
2. *Provide specific examples of curricular, co-curricular and operational activities that prepare students to understand and appreciate the global sport management environment. Highlight any distinctive or innovative items regarding how your program approaches the development of students' international sport knowledge.*
3. *Describe how the sport management academic unit's faculty and student body reflect and/or are engaged in the global sport environment (reference Table 12: Program Diversity Performance Data, as needed).*
4. *Describe general conclusions drawn regarding the quality and effectiveness of your international/global sport activities in supporting excellence in sport management education, identify any changes and improvements needed and proposed courses of action to implement those changes and improvements. Include information from strategic planning, as relevant.*

7.6 Diversity, Equity and Inclusion in Sport Management

Excellence in sport management education includes diversity in its many forms – including, but not limited to – race, ethnicity, gender, ability, sexual orientation, social class, religion and status. Sport management students should be prepared to function effectively in an increasingly diverse sport industry. Therefore, the sport management academic unit, through its composition, operational activities, functional activities and co-curricular 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. The diversity of faculty and student majors should work toward reflecting the importance of diversity as appropriate within the institution and its location.

Self-Study Guidelines

- 1. Describe the institution's and sport management academic unit's definition of and policies regarding diversity and encouraging diversity, equity and inclusion. Cite aspects of the institutional and sport management academic unit's mission, goals and strategic planning elements that speak directly to diversity, equity and inclusion.*
- 2. Provide specific examples of curricular, co-curricular and operational/functional activities that prepare students to understand and appreciate the diversity of the sport environment. Highlight any distinctive or innovative items regarding how your program enhances student knowledge of diversity, equity, and inclusion.*
- 3. Describe how diversity, equity and inclusion are considered when hiring full- and part-time faculty and how student majors are recruited to reflect diversity on campus. Highlight any distinctive or innovative items related to your program in the recruitment and retention of diverse populations of students, faculty, and staff.*
- 4. Complete Table 12: Program Diversity Performance Data (or provide the information in a format already in use).*
- 5. Describe general conclusions drawn regarding the quality and effectiveness of your diversity, equity and inclusion activities in supporting excellence in sport management education, identify any changes and improvements needed and proposed courses of action to implement those changes and improvements. Include information from strategic planning, as relevant.*

Table 12: Program Diversity Performance Data

Diversity Performance Data							
Student Information				Number		Percentage	
Total Sport Management Undergraduate Enrollment							
	Majors						
	Minors						
	Tracks/Concentrations/Certificates, etc.						
Total Sport Management Master's Enrollment (add rows as needed for distinct programs)							
Total Sport Management Doctoral Enrollment (add rows as needed for distinct programs)							
Distribution of female and male majors							
	Undergraduate - Women						
	Undergraduate - Men						
	Undergraduate - Unknown, Other						
	Master's - Women						
	Master's - Men						
	Master's - Unknown/Other						
	Doctoral - Women						
	Doctoral - Men						
	Doctoral - Unknown/Other						
Student: Faculty Advising Ratio (separate undergraduate and graduate degree programs)							
Student Demographics: Number of Students by race/ethnicity and program level							
		UG Program/s		Master's Program/s		Doctoral Program/s	
		#	%	#	%	#	%
	# African						
	# African American/Black						
	East Asian (including Chinese,						

	Japanese, Korean, Mongolian, Tibetan, Taiwanese)						
	# Hispanic/Latinx						
	# Indigenous or First Nations (including Native American/American Indian, Alaska Native, Pacific Islander, Native Hawaiian)						
	# Middle Eastern/North African (including Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian)						
	# South Asian (including Bangladeshi, Bhutanese, Indian, Nepali, Pakistani, Sri Lankan)						
	# Southeast Asian (including Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Thai, and Vietnamese)						
	# White						
	# Two or more races						
	# Unknown						
Faculty Information				Number		Percentage	
Distribution of faculty							
	Full-time faculty						
	Tenure-track faculty						
	Tenured faculty						
	Adjunct/part-time faculty						
Distribution of faculty by sex							
	Full-time female faculty						
	Full-time male faculty						
	Full-time unknown/other faculty						
	Part-time female faculty						
	Part-time male faculty						
	Part-time unknown/other faculty						

Faculty Demographics by race/ethnicity

	# African				
	# African American/Black				
	# East Asian (including Chinese, Japanese, Korean, Mongolian, Tibetan, Taiwanese)				
	# Hispanic/Latinx				
	# Indigenous or First Nations (including Native American/American Indian, Alaska Native, Pacific Islander, Native Hawaiian)				
	# Middle Eastern/North African (including Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian)				
	# South Asian (including Bangladeshi, Bhutanese, Indian, Nepali, Pakistani, Sri Lankan)				
	# Southeast Asian (including Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Thai, and Vietnamese)				
	# White				
	# Two or more races				
	# Unknown				

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 degree 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 accreditation and student achievement is made available to the public.

Accredited sport management degree programs will use the following “statement of accreditation status” language:

The sport management degree program(s) at [Institution’s name] has received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, Colorado, USA. The sport management programs in the following degrees are accredited by COSMA:

- *Associate of [Science, Arts, etc.] in [list of degrees] with concentration/emphasis in [list of concentrations/emphases] (if applicable)*
- *Bachelor of [Science, Arts, etc.] in [list of degrees] with concentrations/emphases in [list of concentrations/emphases] (if applicable)*
- *Master of [Science, Arts, Business Administration, etc.] with concentrations/emphases in [list of concentrations/emphases] (if applicable)*
- *Doctor of [Philosophy, Education, etc.] with concentrations/emphases in [list of concentrations/emphases] (if applicable)*

Sport management degree programs granted Candidacy Status will use the following language:

The following sport management degree program(s) has been granted Candidacy Status by the Commission on Sport Management Accreditation (COSMA), located in Fort Collins, CO, USA:

- *Associate of [Science, Arts, etc.] in [list of degrees] with concentration/emphasis in [list of concentrations/emphases] (if applicable)*
- *Bachelor of [Science, Arts, etc.] in [list of degrees] with concentrations/emphases in [list of concentrations/emphases] (if applicable)*
- *Master of [Science, Arts, Business Administration, etc.] with concentrations/emphases in [list of concentrations/emphases] (if applicable)*
- *Doctor of [Philosophy, Education, etc.] with concentrations/emphases in [list of concentrations/emphases] (if applicable)*

Self-Study Guidelines

- 1. Provide the URL(s) where your statement of accreditation status, the COSMA seal and most recent academic year of student achievement data are located (SLO matrix, OEG matrix and program information profile), preferably on your sport management academic unit's "home" page. Provide navigation to the webpage(s) if the information is housed elsewhere or embedded in internal pages. (Note: Programs going through first-time accreditation will have a Candidacy Status statement.)*
- 2. Describe any other methods by which you communicate this data to the public (e.g., information sessions, social media, publications, catalog, brochures, etc.). Provide copies of printed publications (place in the Appendix, if applicable).*