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COSMA ACCREDITS NEW SPORT MANAGEMENT PROGRAM

COSMA Accredits Bowling Green State University's Undergraduate Program in Sport Management

The Board of Commissioners (BOC) of the Commission on Sport Management Accreditation (COSMA) accredited a new institution during its May 28, 2014, meeting. This brings the total number of COSMA-accredited institutions to 15 and the total number of accredited Sport Management programs to 32. The member institution – Bowling Green State University – submitted a comprehensive Self-Study document and hosted a site visit as a final evaluation of its programs. A list of all COSMA-accredited institutions can be found here: <http://www.cosmaweb.org/list-of-accredited-programs.html>

Bowling Green State University

<http://www.bgsu.edu/education-and-human-development/human-movement-sport-leisure-studies/sport-management.html>

The Bowling Green State University's Sport Management program is one of the largest and most diverse undergraduate sport management programs in North America, tracing its roots to the early 1980s. It has an excellent national and international

reputation for producing outstanding professionals and prepares students for a variety of sport related careers.



Bowling Green State University

A number of respected leaders and scholars in the sport management academic field have called BGSU home over the last thirty years, including Dr. Jackie Cuneen, who retired at the end of the 2013-14 academic year.

The mission of the Sport Management program is to have an impact on the management of the sport enterprises through initiating, innovating and researching. This involves providing students with appropriate coursework and field experiences, assisting students in acquiring high levels of competence, encouraging volunteerism, emphasizing diversity, promoting intellectual inquiry, and developing sound professional ethics. Following its mission are the program's accomplishments related to preparing students for work in sport

industry. The most recent alumni study (2010) reveals that over 75 percent are working in sport management.

One major highlight of the Sport Management program is a collaboration with the School of Media and Communication: The Richard A. Maxwell Sport Media Project gives students an opportunity to learn important sport media skills such as sports writing, reporting, broadcasting, announcing, public relations, media relations, communication management and production and serves as a hub for teaching, research, and service related to sport media. Faculty and other scholars have access to resources about the commercial and sociological aspects of sport. The Media Project hosts the NFL Boot Camp in conjunction with the National Football League Player Engagement program. During NFL Boot Camp, Bowling Green State University and the Maxwell Project hosted 23 current and former NFL players.

Upcoming Events/Training:

- **September – April (Dates TBD):** "Principle of the Month" – attend a short webinar addressing a single principle and its requirements for COSMA accreditation
- **November 19, 2014, 5-7pm:** Accreditation Process and Site Visit Preparation training, SEVT Conference, Columbia, SC
- **February 12-13, 2015:** First Annual COSMA Conference, Philadelphia, PA, hosted by Drexel University.

LETTER FROM THE EXECUTIVE DIRECTOR

To COSMA Members:



Heather Alderman
Executive Director

I am excited to announce that Bowling Green State University's undergraduate program was accredited by COSMA on May 28, 2014! The accompanying article in this issue describes their program and some of the excellent things

they do. They are also the COSMA member who went through the process the "fastest" – one year from start to finish!

This spring, you elected Curt Laird of Win-gate University to the Board of Commissioners and his term began in May – read about him on page 3. You also brought back Colleen Colles from the Metropolitan State University of Denver and Tim Newman of York College of Pennsylvania for second terms on the Board of Commissioners. I also want to welcome Elizabeth Taylor from the University of Tennessee, Knoxville – a doctoral student elected to the Board of Directors as our new Student Director. Read about her on page 3. Some new faces, some returning ones!

I am pleased to announce that COSMA is planning a conference to be held on February 12-13, 2015, in Philadelphia, PA, hosted by Drexel University. The theme is "Excellence in Education: Teaching Sport Management." Read more about it on page 4.

I will be in attendance at the SEVT Conference in Columbia, SC, hosted by COSMA member, the University of South Carolina. On Wednesday, November 19 from 5-7pm, I will provide the general "Accreditation Process" training and site visit preparation workshop. I may also provide site reviewer training during the conference, so check the website to get the updated information:

www.cosmaweb.org.

I am also developing short webinars called "Principle of the Month." In each webinar, I will address the requirements and most fre-

quently asked questions and concerns I've heard for each principle. Look for invitations to these webinars and sign up for the areas that you feel you need the most help. As always, I'll take questions and make it as interactive as possible.

The Board of Commissioners also had a productive spring meeting reviewing programs' candidacy status applications and working toward a revised draft of the Accreditation Principles. Those changes will be sent to you, the membership, for comment when they are available. Both the Board of Commissioners and the Board of Directors must agree on a draft before it is made public. And any changes made will be incorporated into all training and supporting documents.

Let's welcome institutional member Indiana University – Purdue University of Indianapolis (IUPUI) to the COSMA fold and the following new Individual members:

Daniel Kelly, Wilmington College

Lajuan Hutchinson, University of West Alabama

Eve Atkinson, West Chester University of Pennsylvania

Sloane Milstein, Texas A&M University

Ed Garrett, Belhaven University

Stephen Posner, Springfield College

Liye Zou, Springfield College

Lei Ouyang, University of Northern Colorado

Alan Ledford, United States Sports Academy

Rhema Fuller, Alfred State College, SUNY College of Technology

Mark Still, Delaware State University

Tim Newman, York College of Pennsylvania

Elizabeth Taylor, University of Tennessee, Knoxville

Michelle Brimecombe, Cazenovia College

Jordan Kobritz, SUNY Cortland

Dexter Davis, University of Tennessee,

Martin

CHEA Eligibility

As COSMA moves forward toward CHEA recognition – by submitting our eligibility application in November – we are evaluating our current business model. Independence for COSMA from SHAPE America (formerly AAHPERD) is being explored as both of our organizations are growing and changing. We are exploring other options for financial management and continued independence from any other entities is ideal for achieving CHEA recognition.

About COSMA

COSMA (www.cosmaweb.org) is a specialized accrediting body that promotes and recognizes excellence in sport management education worldwide in colleges and universities at the baccalaureate and graduate levels. Institutions, students, employers, and the general public all benefit from the external verification of quality provided through COSMA's accreditation process. They also benefit from the process of continuous quality improvement that is encouraged by COSMA's developmental approach to promoting excellence in sport management education.

COSMA's fiscal year begins on July 1 and both institutional and individual membership applications are accepted year-round. For more information and application materials, please visit www.cosmaweb.org. Heather Alderman, Executive Director, can be contacted at

cosma@cosmaweb.org or 202-329-1189.

Sincerely,

Heather Alderman

Heather Alderman



COSMA Board of Commissioners Welcomes Dr. Curt Laird

by Christi DeWaele, Winthrop University



COSMA welcomes **Dr. Curt Laird**, Associate Professor, Wingate University, to the Board of Commissioners. Curt has the unique experience of successfully leading two programs through the COSMA accreditation process. While in his tenure at Winthrop University in Rock Hill, SC, Curt was an integral part of the accreditation process: He wrote the self study document and managed the site visit process. And again in 2013, Curt took over the already-in-progress self study document at Wingate University and worked diligently to lead Wingate's programs successfully to accreditation. Curt also has experience as a COSMA site reviewer and led a webinar and in-person training on rubric development.

While he will miss being a site reviewer, his current role will allow him to act as a resource for programs considering going through the accreditation process, clarify the requirements for accreditation, and help programs understand what they can do to prepare for the process. Since being elected, he is already fielding inquiries from sport management programs across the country. As the Accreditation Principles document goes through a revision, Curt will contribute by working to clarify the language on some of the principles in order to leave less room for misinterpretation.

Curt is excited to have the opportunity to serve on the BOC, and be part of COSMA. He attended his first BOC meeting in Pittsburgh, PA, and looks forward to the next one in Columbia, SC, in November.

The Board of Commissioners also welcomes back **Colleen Colles** from the Metropolitan State University of Denver

and **Tim Newman** from York College of Pennsylvania to their second, three-year terms. Tim and Colleen have both played an integral role in the past three years on the BOC and their institutional knowledge will help COSMA move forward with consistent and fair decision making. Both are also involved in the revision of the Accreditation Principles document with proposed changes to how faculty are defined and the common professional component (CPC) areas.

The Board of Commissioners continues to represent the COSMA membership with members from a variety of institutions and programs and one non-member representing sport industry. While BOC members cannot comment on subjects relating to accreditation decisions, they are able to provide general guidance and act as a resource for programs going through the process. Each year brings new openings on the BOC and new opportunities for member involvement in COSMA.

Engaging the Grads: Meet New Student Director, Elizabeth Taylor

by Dr. Ed Garrett, Belhaven University

As COSMA grows, so does interest in engaging the next generation of professors and sport management professionals in understanding and supporting the accreditation process. To assist in that charge, the COSMA membership recently elected **Ms. Elizabeth Taylor** to serve on the Board of Directors as



its new Student Director. Elizabeth is currently pursuing her Ph.D. in Sport Management at the University of Tennessee. Stepping up to the helm of this position, Elizabeth understands she is following strong leadership in the past student director and wants to continue the momentum. "I see this position as providing a student voice and perspective to

COSMA. I want to bring COSMA to the attention of all students in the hopes of helping them grow professionally."

Elizabeth brings passion to the position, and also shares a realistic view that she will focus on helping fellow students get connected: "What COSMA is trying to do is raise the bar for sport management programs in order to strengthen student learning." With this focus, she wants to devote time in this role toward helping students find quality COSMA accredited programs in which to pursue their degrees. "Students need to understand the benefits a COSMA accredited program can bring to their education."

And with all the buzz about the first COSMA Conference in February 2015, I wanted to know what Elizabeth felt was in store

for students who attend. "Students should see the COSMA Conference as a great avenue to network." Elizabeth went on to say that COSMA is also working on several forums and roundtable sessions geared towards students and their pursuit of sport management as a major.

The student voice is very strong; COSMA hears that voice and strives to focus its attention on the next generation of sports management professionals. With Elizabeth Taylor on the Board of Directors, we look for great things to develop from our student population.

Inaugural COSMA Conference Planned for February of 2015



COSMA is planning a conference to be held on February 12-13, 2015, in Phila-

delphia, PA, hosted by Drexel University. The theme is "Excellence in Education: Teaching Sport Management" and the content will be focused in several areas: Accreditation process training for new and prospective members, outcomes assessment, and faculty qualifications, to name a few. In addition, COSMA will prepare a "Call for Proposals" for additional session content, with member submissions being given priority (another reason to join!). Our Program Committee is

putting together panels on current topics, round table sessions that will enable you to workshop any documentation you are working on (such as your outcomes assessment plan) and you will have the opportunity to talk directly to members of the Board of Commissioners about your program, compliance with COSMA principles, and what they are looking for when they review your materials. Think about a variety of areas for your submissions such as strategic planning, curriculum assessment and improvement, writing student learning outcomes, rubric development and improvement, teaching sport finance, integrating sport analytics, strategies to increase student engagement, the impact of technology on curriculum and teaching, etc. The event will

include time to network, to talk to members of the Board of Commissioners and Board of Directors, and a chance to taste Culinary Arts student cooking at Drexel University's Academic Bistro! COSMA members will receive a discounted conference rate and we hope you bring more than one representative from your institution. The location will allow for "locals" to attend some or all of the programming and gives many members the ability to drive, fly, or take the train in and out to minimize time away from the classroom and home. See you in Philly!

Developing Meaningful Rubrics to Support Assessment Efforts

by Dr. Curt Laird, Wingate University

A rubric is a "coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria" (Brookhart, 2013, p. 4). Rubrics are often used to measure student learning for COSMA's outcomes assessment process, yet few faculty feel confident in creating a useful and helpful rubric for this purpose. During a recent webinar and in-person workshop, I discussed how to develop rubrics and what to consider during this process.

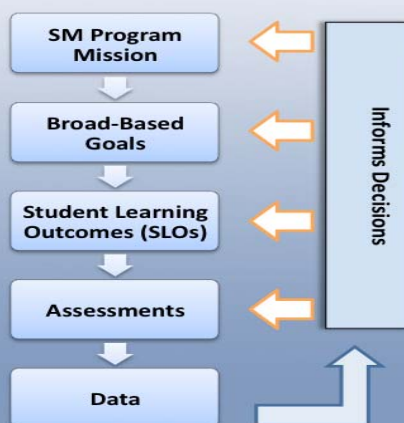
We use rubrics for a variety of purposes: To assess student performance, measure student learning over time, assist in making teaching adjustments, and make data-based decisions. The rubric's position or timing in the assessment process will impact what it is used for. Summative scores on a rubric can guide the direction of your academic program, while formative scores can guide how you approach the skills and knowledge

you expect your students to have, at the time they should be acquiring or demonstrating them. However, rubrics are only one measure of how well a program is meeting its student learning outcomes and mission.

Rubrics should be designed to measure the performance of specific student learning outcomes. Instead of focusing on the task or assignment out of context, you should ask if the task/assignment is an indicator of performance of the student learning outcome to which it is linked. In a rubric, the criteria by which you are measuring student performance are its "categories." A student's performance in each category is scored using a scale – either a simple 2-3 point scale, or more differentiated for a more nuanced analysis. Rubric criteria should be appropriate, definable, observable, distinct (from one another), complete in covering all aspects of the SLO it is measuring, and able to be described over a continuum of quality (Brookhart, 2013, p. 25).

Some common mistakes are made when developing and using rubrics. Rubrics should be designed to link sufficiently to the SLO that they are measuring, and, in general, try not to measure more than one SLO using one rubric. Some rubrics' flaw is that they do not use the proper or most direct criteria to measure a student's performance, so when developing the criteria, keep this in mind. Other rubrics focus on the frequency of an "event" occurring, instead of the quality of a student's performance. For example, how many slides a student has in a presentation is not as important as the quality of what is on those slides. Last, but not least, rubrics must be updated and adjusted over time to take into account changes in tasks/assignments or to more accurately measure the student learning they are trying to capture.

The COSMA Assessment Process



Three Examples of Program Assessment Development

Heather Alderman (COSMA), Kimberly Bogle-Jubenville (SNHU), Colleen Colles (MSU-Denver), and Michael Pfahl (Ohio University) presented as a panel at the 2014 NASSM Conference in Pittsburgh.

Following is an overview of their “Three Examples of Program Assessment Development: Addressing Different Delivery Mediums, Demographics, and COSMA Requirements” panel presentation:



Sport management programs put together their assessments of student learning in variety of ways. Some colleges and universities have their own systems and require departments and programs to collect student learning outcomes data and some are only starting in on this

process and are looking to specialized accrediting bodies, like COSMA, for direction. COSMA’s main role is to assist programs in developing and improving functional, useful, and helpful outcomes assessments to guide a program toward continuous improvement. In addition, when programs are already using outcomes assessment to measure student learning for their colleges or universities and for other accrediting bodies, COSMA helps programs present the information that COSMA requires, but without contributing to “accreditation fatigue.” How does a program take the assessment data it already collects and fit it into a program-level outcomes assessment for COSMA? What differences exist between the different layers of data – university-level, department level, program level – and what do they tell us about student learning?

We need to understand something about the field of sport management to tackle these questions. It is well known that sport management programs are found in colleges of business, education, and health and human performance, among others. They may be housed in a department with physical education, recreation, coaching, athletic training, and leadership. Sport management programs are being taught in the classroom, both in the classroom and online, and entirely online. In some institutions, the sport management undergraduate major is the most popular major on campus. SM programs are located **literally** all over the map. Students attending these institutions may be the first in their families to go to college, are commuter students, older students, working students, and students with families. What does all this mean for collecting data on their learning and who is the main driver in creating the requirements of what constitutes student learning?



The answer is that primarily, meeting accreditation requirements drives the collection of student learning outcomes data. However, the use on campuses of this data is shifting from meeting **external** requirements to meeting **internal** requirements or for internal requirements to be as important or more than external ones. This is a positive trend. It is powerful when an institution collects data on student learning and uses it to drive its strategic planning, academic policy development, to revise learning goals, for program review, curriculum modification, institutional improvement, and resource allocation. In some cases, it is used for faculty and professional development. In addition, research shows that outcomes assessment results are more often used to guide changes in policy and practice at the course or program level than at the institutional level. Because of this, support for assessment activities is growing – institutions are stating their commitments to assessment, faculty engagement in assessment is on the



Dr. Colleen Colles

bodies that are helping programs look critically at the data - how it is compiled, what to do with it, and how to use it to improve programs and student learning. To move forward, colleges and universities must cultivate an institutional culture that values gathering and using student outcomes data as integral to fostering student success and increasing institutional effectiveness—as contrasted with it just being a compliance exercise. Assessment must be viewed and undertaken as a **continuous improvement process** yielding **actionable information** for faculty and staff as well as for institutional leaders.

What constitutes a quality sport management program?

In some ways, COSMA leaves the answer to this question up to each program – but, not entirely, of course. It is through the process of creating an outcomes assessment plan, collecting data on student learning, reviewing and analyzing that data, asking for feedback from a variety of stakeholders in interpreting the data, and tying student performance to specific elements of a sport management program that a program begins to define quality for itself – as based on its mission. But, programs also use the structures inherent in the accreditation process to improve in all areas that help define “quality.” These areas include: Student learning, strategic planning, curriculum, faculty, scholarly and professional work, having appropriate resources, having effective working relationships within the university and without to stakeholders and sport industry, and fostering educational innovation.



Heather Alderman

Within a competitive university environment, how do sport management programs show the direct connection between the curriculum, practical learning experiences, and either further education in the field or employment in the field of sport management? Accreditation’s role in this is to assist programs in developing data collection systems that they can use to assess student learning, make effective and efficient programmatic tweaks, and use their strengths to promote the kind of education for students that prepares them for the work force and for graduate education. Institutional assessments must focus on questions and issues that are central to attaining their mission and that produce actionable evidence in the form of student learning that occurs not only in the classroom, but outside of it as well. And, students themselves should be asked regularly to help interpret assessment results and to offer their ideas to improve their learning. This is also part of what makes a quality program.



COSMA Board of Directors

Dr. Jay Gladden, IUPUI, Institutional Director - (3 year term, expires 2015) - Chair
Dr. Jo Williams, University of Southern Maine, Institutional/Secretary Director - (4 year term, expires 2016)
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Dr. Gil Fried, University of New Haven, Finance Director (4 year term, expires 2016)
Elizabeth Taylor, University of Tennessee, Student Director (2 year term, expires 2016)
Dr. Robertha Abney, Slippery Rock University - (3 year term, expires 2016)- Chair of the Board of Commissioners (non-voting)

COSMA Board of Commissioners

Dr. Robertha Abney, Slippery Rock University - (3 year term, expires 2016)- Chair
Dr. Colleen Colles, Metropolitan State University of Denver - (3 year term, expires 2017)
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Dr. Darlene Kluka, Barry University - (3 year term, expires 2016)
Dr. Curt Laird, Wingate University - (3 year term, expires 2017)
Dr. Tim Newman, York College of Pennsylvania - (3 year term, expires 2017)
Dr. Robert Prior, Northeastern University - (3 year term, expires 2015)
Russell Scibetti, KORE Software - (3 year term, expires 2016)

COSMA Accredited Institutions

Bowling Green State University (June 2014 - June 2021)
 Bachelor of Science in Education, Sport Management Program

Liberty University (June 2011 - June 2018)
 Bachelor of Science, Sport Management

Neumann University (June 2011 - June 2018)
 Bachelor of Science, Sport and Entertainment Management
 Master of Science, Sport and Entertainment Management

Ohio University (June 2012 - June 2019)
 Bachelor of Science, Sport Science with Sport Management major,
 Master of Sports Administration
 Master of Science in Athletic Administration
 Professional Master of Sports Administration

Saint Leo University (June 2010 - June 2017)
 Bachelor of Science, Sport Business
 Master of Business Administration, Sport Business

Slippery Rock University (June 2010 - June 2017)
 Bachelor of Science, Sport Management

Southeast Missouri State University (October 2013 - October 2020)
 Bachelor of Science, Sport Management
 Master of Business Administration, Sport Management option
 Master of Arts in Higher Education Administration, Athletic Administration focus

Thomas College (October 2012 - October 2019)
 Bachelor of Science, Sport Management
 Bachelor of Science, Sport Marketing Management
 Bachelor of Science, Sport Management, Golf Concentration
 Bachelor of Arts, Sport Management/Masters of Business Administration
 Masters of Business Administration/Human Resources/
 Bachelor of Science, Sport Management

Troy University (June 2011 - June 2018)
 Bachelor of Science, Sport and Fitness Management
 Master of Science, Sport and Fitness Management

University of Indianapolis (October 2013 - October 2020)
 Bachelor of Science, Sport Management
 Master of Science, Sport Management

University of Louisville (October 2012 - October 2019)
 Bachelor of Science, Sport Administration
 Master of Science, Sport Administration
 Doctor of Philosophy, Educational Leadership and Organizational Development (Sport Administration Specialty)

Wichita State University (June 2012 - June 2019)
 Bachelor of Arts, Sport Management
 Master of Education, Sport Management

Wingate University (October 2013 - October 2020)
 Bachelor of Science, Sport Management
 Master of Arts, Sport Management

Winthrop University (June 2012 - June 2019)
 Bachelor of Science, Sport Management

York College of Pennsylvania (June 2012 - June 2019)
 Bachelor of Science, Sport Management

COSMA Institutional Members:

Charter Members

York College of Pennsylvania*
Wichita State University*
Liberty University, Inc.*
Saint Leo University*
Neumann University*
Winthrop University*
Slippery Rock University*
Troy University*
Ohio University*
Thomas College*
Wingate University*
 Nichols College
 University of Mount Union
 Lasell College
 University of Massachusetts
 North Greenville University
 University of New Mexico
 Southern New Hampshire Univ.
 George Mason University

Joined FY 09-10

University of South Carolina
 University of North Florida
 Delaware State University

Joined FY 10-11

Davenport University
Southeast Missouri State Univ.*
University of Louisville*
 Kutztown University
 Western Carolina University

Joined FY 11-12

Northeastern University
 Winston Salem State University
 Lindenwood University
 Central Michigan University

Joined FY 12-13

Arkansas State University
University of Indianapolis*
 SUNY Cortland
 Minnesota State Univ.-Mankato
 Endicott College
 Metropolitan State Univ. of Denver
 Western New England University
 Saint John Fisher College
 Southeastern Louisiana University
 American Public University System

Joined FY 13-14

Bowling Green State University *
 University of South Dakota
 Ashford University
 Coppin State University
 St. Thomas Aquinas College

Joined FY 14-15

Indiana University – Purdue University of Indianapolis (IUPUI)

****Accredited Institutions***

COSMA Individual Members

Individual Members

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Karla Gavin	Upper Iowa University	Liye Zou	Springfield College
Ron Blizzard	Currently Unaffiliated	Lei Ouyang	University of Northern Colorado
Charles Crowley	California University of Pennsylvania	Alan Ledford	United States Sports Academy
Roy Yarbrough	California University of Pennsylvania	Rhema Fuller	Alfred State College, SUNY College of Technology
Laura Miller	California University of Pennsylvania	Mark Still	Delaware State University
Shannon McCarthy	University of Arkansas	Tim Newman	York College of Pennsylvania
Gary Bernstein	University of Louisville	Elizabeth Taylor	University of Tennessee, Knoxville
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Richard LaRue	University of New England		
N. Jonas Ohrberg	Ashford University		

Candidacy Status Update

The following 17 programs have been granted Candidacy Status (as of 11-16-2013):

* = Indicates site visit scheduled

Arkansas State University

2105 E. Aggie Road
Jonesboro, AR 72401

Southern New Hampshire University

2500 North River Road
Manchester, NH 03106

SUNY Cortland

PO Box 2000
Cortland, NY 13045

Southeastern Louisiana University

400 Tennessee Avenue
Hammond, LA 70402

Kutztown University

15200 Kutztown Road
Kutztown, PA 19530

Minnesota State University, Mankato

1400 Highland Center (HN 176)
Mankato, MN 56001

Western New England University*

1215 Wilbraham Road
Springfield, MA 01119

University of Mount Union*

1972 Clark Avenue
Alliance, OH 44601

University of North Florida*

1 UNF Drive
Jacksonville, FL 32224

Central Michigan University*

2212 Health Professions Building
Mount Pleasant, MI 48859

Delaware State University

1200 North Dupont Highway
Dover, DE 19901

North Greenville University

7801 Tigerville Road
Tigerville, SC 29688

Lasell College*

1844 Commonwealth Avenue
Newton, MA 02466

Davenport University

6191 Kraft Avenue SE
Grand Rapids, MI 49512

Northeastern University

360 Huntington Avenue
Boston, MA 02115

Nichols College

PO Box 5000
Dudley, MA 01571

Endicott College

376 Hale Street
Beverly, MA 01915

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