Commission on

Sport Management

Accreditation



Site Visit Preparation Manual

December 2015

Amended April 2016

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## SITE VISIT PREPARATION MANUAL

### Introduction

The contents of this document will help you prepare for a COSMA site visit and contains information useful to programs hosting the visit and site evaluators conducting the site visit. An overview of the site visit process is found below.

Site Visit Flow Chart

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Prepares Self study Report** | **Self study Report Sent to COSMA Headquarters** | **Site Visit is Conducted by the COSMA Site Visit Team** | **Site Visit Team’s Report is Prepared** | **Institution Responds to Site Visit Report** | **Board of Commissioners Reviews Materials** |
| 1. Includes Volume I and Volume II 2. Site visit date is scheduled as far in advance as possible | 1. Preliminary review of self study by COSMA staff. 2. Site visit team receives electronic copy of self study 3. Program makes arrangements with the site visit team 4. Program drafts site visit schedule and sends to team | 1) Site visit occurs and site visit team validates the accuracy of the information in the self study | 1. The site visit team completes a report of their findings and sends the report to COSMA. 2. The program and site visit team complete evaluation forms about the process | 1. A summary of the site team’s findings is forwarded to the program for its review and response. 2. When the program’s response is received by COSMA, the self study, site team report and response are sent to a subgroup of Commissioners assigned to lead discussion on the program. Any additional materials are also forwarded. | 1. The COSMA Board of Commissioners meets to review all materials and discuss an accreditation decision. 2. The BOC decision is prepared and sent to the program. If accreditation is granted, the letter includes any Notes, Observations and Commendations. |

# EXPECTATIONS OF SITE REVIEWERS AND PROGRAMS UNDERGOING A COSMA SITE VISIT

### Costs for Site Visits for Programs in the United States

The costs related to obtaining accreditation by COSMA will vary slightly by program because of the location and size of the site visit team. These costs include a $1,200 application fee plus travel, food, and hotel expenses for the site visit team. Normally, a two-person visitation team is used for programs located in the United States. These team members are paid an honorarium for their work. The chair of the team is paid $300 per day and the other team member(s) is (are) paid $200 per day. Listed below is an approximation of the total direct costs for COSMA accreditation for U.S. programs, assuming a 2-day site visit by a 2-person team.

|  |  |
| --- | --- |
| **Item** | **Estimate** |
| Application Fee (must be paid prior to preparing the self study and having the site visit) | $1,200.00 |
| Travel for Site Visit Evaluators | $1,000 |
| Honorarium for Site Visit Evaluators (two days) | $1,000 |
| Hotel Accommodations and Food for Site Visit Evaluators (two days) | $600 |
| TOTAL | $3,800.00 |

Note: These above-listed figures are estimates. When site visits are scheduled, COSMA headquarters can provide updated information.

The site visit team consists of trained peer reviewers from the COSMA membership (see Site Visit Team Composition for details about site team selection and training). Academic units/sport management programs may include a COSMA staff member in a consultative capacity as a member of the team. No honorarium is required for the staff consultant; the only costs to the institution for this person are travel, food, and hotel expenses. A member of the Board of Commissioners may act as an observer on a site visit. No honorarium is required for the Commissioner and COSMA will cover this person’s travel, food, and hotel expenses.

If the site visit requires airline travel, it is the program’s responsibility to purchase tickets in advance, in consultation with COSMA headquarters. Hotel arrangements for the site visit team should be made by and billed to the program, also in consultation with COSMA headquarters.

COSMA will invoice the program for all other site visit costs incurred by the team, and will pay each evaluator after he or she has filed an expense report with COSMA headquarters. Neither the program nor the institution will make direct payments to members of the site visit team. Reimbursements to COSMA should be made by the program within 30 days for all of the invoiced costs of the site team visit.

### Costs of Site Visits for Programs Outside of the United States

The program must pay the cost of the site visit 90 days in advance of the visit. COSMA will invoice the program for the estimated costs of the visit. Following the visit, a final accounting will be provided with a final billing or credit. Costs may be paid by credit card or wire transfer. Payment information is provided in Appendix E.

The costs of a site visit include a $1,600 application fee plus travel, food, and hotel expenses for the site visit team. A three-member site visit team is used for site visits to programs located outside of the United States. This team includes two trained peer reviewers and a consultant from COSMA staff. Non-COSMA staff team members receive honoraria totaling $500 per day (the chair is paid $300 per day and the other team member is paid $200 per day). Typically, a site visit takes three days. Listed below is an approximation of the total direct costs of COSMA accreditation for programs located outside of the United States.[[1]](#footnote-1)

|  |  |
| --- | --- |
| **Item** | **Estimate** |
| Application Fee  (must be paid prior to preparing the self study and the site visit) | $1,600 |
| Travel for Site Visit Evaluators (3 individuals) | $3,500 |
| Miscellaneous Travel Expenses (e.g., baggage fees, parking, travel to and from home airport) | $500 |
| Honorarium for Site Visit Evaluators (three days) | $1,500 |
| Hotel Accommodations and Food for Site Visit Evaluators (three days) | $3,000 |
| Other Miscellaneous Expenses (e.g., food not directly covered) | $500 |
| TOTAL | $10,600 |

### Site Visit Team Composition

After a program submits its self study report and provides potential site visit dates, COSMA will designate a team of trained program evaluators to conduct the site visit. Eligible site reviewers must be members of COSMA (program or individual), have attended a training and have taken a post-training “test.” Results of the test are used to reiterate information not known or not retained. Additional guidance is provided by COSMA staff for each site visit team as it prepares to go on a site visit. Training and retraining is held annually via webinar and in person, as needed. All site visitors are strongly encouraged to attend accreditation process training and training offered at the COSMA Conference.

COSMA selects site visit team members from its membership – a pool of well-qualified persons with experience in the evaluation process. The chair of the team will be responsible for assuring that the visit is conducted objectively. The size of the team and the qualifications of its members are influenced by the program’s size, program complexity, and number of off-campus locations. For programs located outside of the United States, if the sport management are taught in a language other than English, at least one member of the site visit team will be fluent in the language of instruction.

COSMA is committed to avoiding potential conflicts of interest by evaluators, and thus uses the following guidelines when determining site visit team composition:

1. No member of the team will have had a recent affiliation with the program being considered for accreditation, nor will the team member have relatives who are employees of the program.
2. No member of the team will be a recent graduate of the program being considered for accreditation.
3. No member of the team will have a known, expressed bias for or against the program or institution.
4. No member of the team will currently be a full-time employee of another program in the program’s primary competitive market (e.g., within the same state or country).

### 

### Observers

In one effort to provide reasonable consistency in the review of programs, COSMA will assign a Commissioner or staff member to act as an observer on site visits. This individual’s role is to watch over the process and act as a consultant to both the site visit team and visited program, regarding COSMA procedures only. In the case of a Commissioner acting in this role, that person may contribute to the BOC discussion about the site visit, but will not vote on an accreditation decision. COSMA may also send site reviewers-in-training on a site visit to act as only an observer. All costs associated with sending Commissioners, staff or trainees on site visits will be paid for by COSMA. The program undergoing the site visit is in no way required to have a site reviewer-in training on the site visit and will not be penalized in any way if the program chooses not to.

### Logistical Arrangements

After the site visit dates are agreed upon and the team is appointed, the academic unit/sport management program will be responsible for coordinating logistical arrangements with the chair of the team and/or COSMA. These include hotel reservations, developing the agenda for the site visit, procuring a meeting room on campus for team meetings, communication of the visit arrangements with on-campus personnel, and arrangements for the visiting team to meet key staff, faculty, students, alumni, and community groups. A sample site visit agenda is shown on the following page.

Once team members have accepted an accreditation visit assignment and a team chair has been designated, COSMA will notify the program of the member’s names and positions and the dates of their visit. COSMA will distribute copies of the self study report to each member of the evaluation team. Team members are expected to examine carefully, prior to the site visit, all materials submitted by the applying program.

Prior to the site visit, the team chair will work with the academic unit/sport management program’s primary representative to ensure that support is available to have a successful visit. The team chair is responsible for keeping the team members informed about the site visit arrangements and the team arrival and departure.

Team members will normally arrive the evening before the first day of the official visit. The team chair will notify the other members of the team of the time and place of their first team meeting. At the team meeting, the team chair will review the specific plans for the visit, establish which team members will be responsible for writing specific portions of the report, and organize the team so a successful visit is possible. This meeting should also include a discussion of the team's reaction to the program’s self study report and related materials, review of the agenda for each day of the visit, and a discussion of how and when the final evaluation report will be compiled and forwarded to COSMA headquarters.

##### Typical Site Visit Team Schedule

The Campus Coordinator will prepare a written schedule and agenda for the site visit, in concert with the site visit Team Chair. Programs differ so much that it would be difficult to present an all-inclusive outline for all visits. There are, however, several meetings and tasks that are normally scheduled during a site visit. Some of these have been listed below to assist the program and the site team in developing their own schedule:

1. Meet with the head of the sport management department/unit as the first item of business.
2. Meet with the top-level administrators of the institution, usually the President, the Chief Academic Officer and/or the Dean.
3. Meet with the campus coordinator of outcomes assessment. When reviewing the sport management department/unit’s outcomes assessment plan, the questions in the outcomes assessment outline (see Appendix B) will need to be answered.
4. Validate the self study statistical contents and narrative contents (work time in the site team’s meeting room of two to three hours).
5. Meet with some (possibly all if appropriate and convenient) of the faculty who teach sport management courses (usually and preferably done collectively).
6. Interview some of the students enrolled in sport management courses (done collectively).
7. Brief tour of the physical facilities used by the sport management students, including the library.
8. If an off-campus site delivers 25% or more of student credit hours for the sport management department/unit, an off-site visit will be required.
9. Exit interview with the head of the academic sport management unit.

A suggested work schedule for the site visit team can be found below. It is important to remember that the site team must allocate adequate time to validate the information submitted in the self study and this may be done in coordination with the sport management department/unit head and/or the Campus Coordinator of the site visit.

# SAMPLE ACCREDITATION SITE VISIT AGENDA

|  |  |
| --- | --- |
|  |  |
| **Pre-visit meeting with site team members** | Site visit team meets the evening before the first day of the site visit |
|  |  |
| **Day 1** |  |
| **8:00 a.m.** | Meet with the head of the Sport Management department/unit to discuss the two-day visit |
| **9:00 a.m.** | Meet with the President, Chief Academic Office and/or Dean |
| **9:30 a.m.** | Meet with Outcomes Assessment Coordinator to review the program’s outcomes assessment plan and results |
| **10:30 a.m.** | Review the outcomes assessment plan and results of the academic Sport Management department/unit |
| **Noon** | Lunch with faculty |
| **1:30 p.m.** | Work time for the site visit team and Sport Management leadership to validate the self study materials and ask questions |
| **4:30 p.m.** | Return to hotel. |
|  |  |
| **Day 2** |  |
| **8:00 a.m.** | Meet with students majoring in Sport Management programs |
| **9:00 a.m.** | Tour facilities (library, classrooms, computer lab, etc.) |
| **10:30 a.m.** | Commence exit interview with the head of the Sport Management department/unit (may include anyone else, as desired) |
| **Noon** | Lunch with additional faculty, Advisory Board members, Alumni, etc. |
| **1:30 p.m.** | Site team completes its report |
| **3:00 p.m.** | Site team departs campus |

**Site Visit Room Materials**

The self study year is always the full academic year preceding the date of the site visit. Each site visit team member will bring his/her copy of the institution’s self study document to the site. The institution will usually have additional materials available for the site team in the team’s meeting room.

Items frequently available in the meeting room for the accreditation site visit team include:

1. Sport Management program course syllabi (from self study year and current course offerings)
2. Institutional catalog.
3. A copy of the last Regional Accreditation (or its equivalent) self study report and a copy of the findings of that visiting team.
4. Faculty members’ vitae (during self study year and current year, full and part time)
5. Faculty handbook
6. Self study document
7. Internship manual (if applicable)
8. Computer to access any electronic files, website OR internet access for site reviewers’ computers

The visiting team may need materials other than those listed above, and if so, the campus coordinator of the site visit will assist the team in obtaining the materials.

**General Responsibilities and Ethics**

The overall responsibilities of a site visit team are as follows. The team:

1. Must read the program’s self study report thoroughly before making the visit.
2. Must arrive on time at the visitation site and work with the other site team members in a harmonious manner.
3. Should handle the site visit evaluation activities in a professional and expeditious manner.
4. Should complete the site visit assignment while on site and prepare a written report of the findings. The Team Chair is responsible for compiling an overall summary report of the findings **within two weeks** of the date of the site visit and sending the report to COSMA headquarters (see Appendix F).
5. Should perform the site visit evaluation objectively, not letting personal bias interfere with the assignment.

The site team members play a key role in maintaining the integrity of the COSMA accreditation process. Accordingly, all members of the team, before accepting an assignment, must agree to avoid impropriety, to avoid being partial, to refrain from inappropriate activity, and to **preserve the confidential nature** of the information reviewed during the site visit. See Appendix C: Site Reviewer Resource Guide for additional guidance.

### Site Visit Team’s Responsibilities

During its first day on campus, the team should meet with the president of the institution, the chief academic officer, the head of the academic unit/sport management program, faculty, and others as deemed appropriate. The team begins the process of evaluation by considering the academic unit/sport management program in its entirety. As representatives of COSMA, the evaluation team is responsible for validating that the information in the self study report is accurate. The team should try to accumulate as much pertinent information as it can, and use appropriate sampling techniques to review the accumulated data. The team’s findings should reflect its collective judgment about the clarity of mission of the academic unit/sport management program and its ability to deliver a quality educational learning experience to its students.

A final team meeting should be held during the last day of the site visit, at which time the team will seek to reach agreement on the proposed content of its report to the COSMA Board of Commissioners. At this meeting, the team chair should finalize plans for an exit interview with the head of the academic unit/sport management program. At the exit interview, the team chair will provide the program representatives with an oral summary of the major findings that will be in the team’s written report. The team chair should make it clear in the exit interview that the COSMA Board of Commissioners makes decisions on accreditation, not the visiting team.

Note: The team will not express any opinions as to whether accreditation will be granted; accreditation decisions are the sole prerogative of COSMA’s Board of Commissioners.

Each member of the site visit team is responsible for writing a portion of the team’s report. The team chair has overall responsibility for gathering this information from the team members and preparing a comprehensive final typed report for the COSMA Board of Commissioners. If no additional information is required from the program, the site visit team’s report normally will be completed no later than two weeks after the team’s visit to the program and forwarded to COSMA headquarters. If the final site visit team’s report of findings is delayed beyond two weeks, COSMA headquarters should be notified.

The precise length of the site visit depends on the location(s), size, and number of programs offered. Generally, two days for programs in the United States and three days for programs located outside of the United States is sufficient time to allocate for the site visit. It may take extra days if there are extensive off-campus sites.

**Team Chair’s Responsibilities**

Each site visit team will have a chairperson appointed by COSMA headquarters (Team Chair). The Team Chair will also function as one of the site team evaluators. The Team Chair, in cooperation with the COSMA headquarters, is responsible for organizing the overall site visit. A representative of the institution seeking accreditation will be identified as the “Campus Coordinator” of the site visit, and the Team Chair will work through this coordinator in developing a work schedule for the two-day site visit. The Team Chair will also work with the COSMA headquarters and the Campus Coordinator in making travel and lodging arrangements for the site visit team.

The Team Chair should agree on the site visit arrival and departure times for the site team members. Materials and information not provided to COSMA, by the institution, but needed by the team, will be obtained through the institution’s site visit campus coordinator. Working with the Team Chair, the site Campus Coordinator is responsible for obtaining airline tickets (“electronic” tickets preferred) for each site team member, for making hotel reservations for the site visit team, and for reserving a convenient meeting location on campus for the site visit team to use during the visit.

The Team Chair is responsible for ensuring that the site visit evaluation is conducted in compliance with the policies and procedures of COSMA. The institution being visited, in turn, has the responsibility for providing information in its self study that is accurate and verifiable.

Pre-Visit Meeting of Site Team Members

Normally the site visit team arrives the evening before the site visit commences, so the team can hold a pre-visit meeting among themselves. The following is a suggested list of topics for the team members to discuss (the Team Chair should modify this list as necessary):

1. Discussion of the site visit team’s report, which is to be completed by each member of the site visit team during their visit
2. Brief overview of the self study materials sent by the institution
3. Review of the time schedule for the site visit and the importance of abiding by it (see suggested timetable for the site visit meetings in Appendix A)
4. Plan for the opening session and exit session with the head of the academic Sport management unit
5. Determination of additional information and/or materials needed by the site visit team

**Preparation of the Site Team Report (Findings)**

Each member of the site team will prepare his/her version of the findings of the site visit and include that in their report (see Appendix A for a checklist). Using a template (see Appendix F), the final report should address the team’s findings related to the COSMA accreditation expectations. When the sport management department/unit is in compliance, it is so noted in the report. When a program is in noncompliance with a COSMA expectation, the site team will address the noncompliance in the findings section of the visit team’s report. Even when the institution is in compliance, the site visit team may identify strengths and weaknesses and address them in the findings of the visit team’s report. The key for the site visit team is to be objective and withhold opinions and biases.

The Team Chair is responsible for collecting the checklists from each member of the site visit team and for preparing a summary report using the template based on the findings of the team. Both the Chair’s final summary report and the individual site team checklists must be sent to COSMA headquarters *no later than two weeks after the site visit.* The team as a whole should agree in principle on the content of the report before the team departs from the campus they have visited. This consensus will allow the Team Chair to proceed with the preparation of the final report after arriving home. The Team Chair’s final report is a summary of the findings of the site visit team.

While the report should represent the consensus of the team members, the Team Chair must assume responsibility for the contents of the final report. If a member of the team is in disagreement with any statements in the final summary report, a minority report may be filed with COSMA headquarters within 15 days after the final summary report is filed, and the Board of Commissioners will be made aware of the minority report.

Soon after the Team Chair completes the final summary report, COSMA headquarters will send a copy of the final report and a summary of the findings to the head of the sport management department/unit, with copies to the President and Chief Academic Officer, for their review and written response. The program will be given a due date to submit a rejoinder, generally at least four weeks prior to the next meeting of the Board of Commissioners.

**Program Evaluation of the Site Visit Process**

A program that has just undergone a site visit by COSMA has the opportunity to assess the work of the members of the site visit team and the process itself (see Appendix D). COSMA wants to use top-level evaluators in the accreditation process and it is important to review the performance of each site visitor to inform training and retraining. Some areas the program will address in the performance review are:

1. Professional behavior of the team members.
2. Aspects of the institution’s academic Sport Management department/unit that might have been overlooked by the team.
3. Strengths and/or limitations of individual members of the team.

The program’s comments will be held in strict confidence. The performance reviews should be sent to COSMA Headquarters.

**Site Team Member Evaluations**

Members of the site team are encouraged to review each other’s performance in connection with the site visit process that was used (see Appendix E). Possible topics that might be addressed by a site visit team member include, but are not limited to:

1. Adequacy of the pre-visit arrangements
2. Timeliness with respect to receipt of the self study materials and related items
3. Effectiveness of the team’s chairperson
4. Preparedness of the program for the visit
5. Contents of the team’s report
6. General suggestions for improvements

### Academic Unit/Sport Management Program’s Response

After the site visit team’s report has been forwarded to COSMA headquarters, a copy of the report and a summary letter is sent to the academic unit/sport management program’s primary representative for review and comment. A written response (rejoinder) by the academic unit/sport management program’s primary representative or his or her designee is required within the time period specified by the Board of Commissioners in the summary letter; the COSMA Board of Commissioners cannot review the program’s request for accreditation without this response. Accordingly, a specific written response to each finding, indicating areas of agreement, disagreement, and/or clarification, must be provided by the academic unit/sport management program.

The self study, along with the institution’s catalog (for the self study year, describing the Sport management degree programs), the Outcomes-Assessment Plan and other supplemental materials should be sent to the COSMA headquarters 90 days prior to the site visit date. The site visit team (usually a two-member team) will need to have a meeting/ working area set aside for them at the institution to use during the two-day visit. This meeting space must be secured to protect the site visit materials. An extra copy of all self study materials should be available in this room or be readily available if needed. For reference purposes, it is also useful to have in the evaluators’ meeting area a copy of the institution’s last regional self study document and a copy of the Regional site visit team’s report.

**APPENDIX A: Key Content Areas of an Outcomes Assessment Plan**

# I. Mission and Broad-Based Goals

## A. State the approved mission statement for the academic sport management unit.

## B. List the approved broad-based goals for the academic sport management unit

### 1. Student learning goals

#### a) Knowledge and/or skill goals

#### b) Basic skills development goals

#### c) Personal/professional development goals

### 2. Operational goals

# II. Student Learning Assessment

## A. Identify program-level student learning objectives

### 1. Knowledge and/or skill objectives

### 2. Basic skills development objectives

### 3. Personal/professional development objectives

## Identify measures of student learning that assess the degree to which the program-level

## student learning objectives have been accomplished

### 1. At least two direct measures of student learning

### At least two indirect measures of student learning

### These measures must include ways to assess each of the program-level student learning objectives, including knowledge/skill objectives, basic skills development objectives, and personal/professional development of students objectives.

## Provide copies of the assessment instruments used as direct and indirect student learning

## measures, along with rubrics

# III. Operational Assessment

## A. Identify unit-level operational objectives

## B. Identify the measures that will be used to assess the degree to which the unit-level

## operational objectives have been accomplished, and provide copies of these measures.

# IV. Planning and Budgeting Integration Processes

## Explain how the outcomes assessment activities will be integrated into the institution’s planning and budgeting processes.

# APPENDIX B:

**SELF STUDY REVIEW CHECKLIST**

**The Chair of the COSMA site visit team and other site team evaluators are listed below:**

**Institution:**

**Program(s) Evaluated:**

**Site Visit Dates:**

**Site Visit Chair:**

**Other Site team member(s):**

## Background Information

1. **Was the name and title of each individual who participated in preparing the self-study identified?**

 Yes  No

1. **Was there a brief history of the institution provided?**  Yes  No
2. **Was there a brief history of the sport management department/unit provided?**  Yes  No
3. **Was a list of the sport management degree programs seeking COSMA accreditation provided in the self-study?**  Yes  No
4. **Were there any situations present at the institution requiring a special understanding during the accreditation process included in the self-study?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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## SELF -STUDY EVALUATION SECTION

## Principle 1: Outcomes Assessment

### 1.0 Outcomes Assessment

1. Was a copy of the sport management department/unit’s outcomes assessment plan(s) that covers all degrees programs to be accredited included in the self-study?  Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. Has the Sport Management department/unit identified at least two direct and two indirect measures for measuring student learning outcomes?

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**3. To what degree is the basic skills development program is meeting the needs of sport management students?**

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **To what degree is the personal development program is meeting the needs of sport management students?**

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **To what degree are benchmarks for operational effectiveness measures being met?**

**Evaluator’s Comments (if any):**

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1. **Has a summary of the changes and improvements that are needed based on the results of the implementation of the outcomes assessment plan been included, including changes in strategic planning and budgeting?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Have action plans targeting changes and improvements been identified?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Has a summary of realized outcomes from the execution of the action plan, including changes to strategic planning and budgeting, been included?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Consider the general conclusions drawn from the self-study regarding the effectiveness of the outcomes assessment process in supporting excellence in sport management education and the narrative assessment of the extent to which the academic unit is accomplishing its mission and broad-based goals. To what degree is the academic unit accomplishing its mission and broad-based goals?**

**Evaluator’s Comments (if any):**

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**Master’s Degree Programs**

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

**Evaluator’s Comments (if any):**

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**Doctoral Programs**

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

**Evaluator’s Comments (if any):**

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**Principle 2: Strategic Planning**

1. **Was a copy of the document(s) used in the strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, or any other documents used in the planning process) provided in the Appendix?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Was a description of the academic unit’s mission consistent with the mission of the institution, and the ways in which the academic unit and institutional strategic planning processes consonant with each other?**   Yes  No

**Evaluator’s Comments (if any):**

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**3. Is there a description of how action items are developed for the enhancement and development of resources, educational processes, and the academic quality of your sport management programs and evidence of these improvements?**

 Yes  No

**Evaluator’s Comments (if any):**

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**4. Is there a description of the methods used by the academic unit to monitor and evaluate its progress in accomplishing its goals and outcomes?**

 Yes  No

**Evaluator’s Comments (if any):**

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**5. If applicable, is there a description of the ways in which the academic unit’s strategic planning process is linked to the institutional budgeting process?**  Yes  No

**Evaluator’s Comments (if any):**

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**6. Is there a description of the ways in which various stakeholders of the academic unit (e.g., faculty, staff, students, internship site coordinators, Advisory Board members, representatives of sport industry, etc.) are involved and participate in its strategic planning process?**  Yes  No

**Evaluator’s Comments (if any):**

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**7. Is there a description of the general conclusions drawn regarding the effectiveness of the strategic planning process in supporting excellence in sport management education, identifying any changes and improvements and describing proposed courses of action to make those changes and improvements?**

 Yes  No

**Evaluator’s Comments (if any):**

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## Principle 3: Curriculum

### 3.1 Program Design

1. **Does the self study include a description of the curricular requirements for each sport management program included in the accreditation review (including majors, concentrations, specializations, emphases, cognates, and tracks?**  Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study identify and describe all of the methods (face-to-face, online, hybrid, etc.) that the academic unit employs to deliver each sport management program included in the accreditation review?**   Yes  No

**Evaluator’s Comments (if any):**

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**3. Does the self study state the number of contact hours required to earn one unit of academic credit for each sport management program. If the academic unit uses online or hybrid delivery modes, does the self study describe the way in which the unit defines a student contact hour, and explain the ways in which the academic unit ensures that the quality of such programs is equivalent to of traditionally-delivered, face-to-face programs?**

 Yes  No

**Evaluator’s Comments (if any):**

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**4. Does the self study state the number of semester or quarter hours of academic work that are required to earn a bachelor’s degree in sport management?**

 Yes  No

**Evaluator’s Comments (if any):**

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**5. (If applicable) Does the self study state the number of semester or quarter hours of academic work that are required to earn a master’s degree in sport management?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **(If applicable) Does the self study 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?**

 Yes  No

**Evaluator’s Comments (if any):**

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### 3.2 Common Professional Component

1. **Did the Appendix of the self study include an Abbreviated Course Syllabus for each required course in each bachelor’s degree sport management core(s)?**

** Yes  No**

**Evaluator’s Comments (if any):**

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1. **Did the self study include an appropriately-filled out and separate Table 1: Summary of Common Professional Component (CPC) Activity for each bachelor’s-level program that contains a different sport management core?**

** Yes  No**

**Evaluator’s Comments (if any):**

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3. Does the self study provide a narrative that explains to what degree the CPC areas are covered in the undergraduate sport management program(s), including any rationale for variations in CPC coverage wherein some areas are not covered or some areas have a lot of coverage?

** Yes  No**

**Evaluator’s Comments (if any):**

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### 3.3 General Education

1. **Does the self study include a description of the institution’s general education requirements and page numbers for the section in the institution’s catalog and current web address?**  Yes No
2. **Does the self study include an appropriately-filled out Table 2: Undergraduate Curriculum Composition?**

 Yes  No

1. **Does the self study 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?**

 Yes  No

**3.4 Breadth and Depth of Curriculum**

**1. Do the Sport management degree programs include sufficient advanced courses**

**to prepare students for careers and /or further study? This item is not applicable**

**to institutions that do not have an undergraduate program**.

 Yes  No

**Evaluator’s Comments (if any):**

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**3.5 Curriculum Review and Improvement**

1. **Does the self study describe the process of continuous evaluation of sport management courses? Does the description include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in the academic unit/sport management program?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study document the involvement of faculty in the periodic review of sport management degree programs and curricula and involvement in the evaluation of the institution’s general education program?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Does the self study describe how alumni, employers of interns and graduates, the sport management community and other outside groups are involved in the periodic review of the sport management programs and curriculum?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Does the self study describe the process for changing the curriculum or developing a new degree program for the academic unit/sport management program?**

 Yes  No

**Evaluator’s Comments (if any):**

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**5. Does the self study describe the general conclusions the sport management academic unit drew regarding the effectiveness of the sport management curricula and curricula-related processes in supporting academic quality and excellence in sport management education?**

 Yes  No

**Evaluator’s Comments (if any):**

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### 3.6 Master’s Degree Curriculum (if applicable)

1. **Does the self study include a copy of the stated curricular requirements for the master’s degree programs?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study identify those master’s-level courses not reserved exclusively for graduate students and provide an explanation for this procedure?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study describe the ways in which they are handling the coverage of the undergraduate CPC topical areas for students entering the master’s-level programs who have not completed an undergraduate sport management degree?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **For any master’s-level sport management program included in the accreditation review requiring fewer than thirty semester credit hours (forty-five quarter hours), does the self study provide a rationale explaining why this is the case?**

 Yes  No

**Evaluator’s Comments (if any):**

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**3.7 Doctoral Curriculum**

1. **For each doctoral-level sport management program, does the self study describe the ways in which the curriculum of the program contributes to the professional and scholarly development of the doctoral students? Is a description of the ways in which ethical principles are reinforced through the curricula and administrative policies of the program included?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Are syllabi provided for all doctoral courses?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study provide an analysis of the curricular requirements for the doctoral-level sport management programs that lists each course, indicates whether the course is reserved for doctoral students and provides the percentage of courses in the program that can be taken only by students enrolled in the doctoral program?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study describe the research components in each doctoral-level sport management program and indicate the percentage of the total hours required for the degree program dedicated to courses in statistical and research methods and to a rigorous research project such as a thesis or dissertation?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study describe any areas of specialization taught within the doctoral program?**

 Yes  No

**Evaluator’s Comments (if any):**

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1. **Is a copy of the dissertation manual in the Appendix)?**  Yes  No

**Evaluator’s Comments (if any):**

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1. **Does the self study describe the ways in which coverage of the undergraduate CPC topics are handled for non-sport management students entering the doctoral sport management program?**

 Yes  No

**Evaluator’s Comments (if any):**

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**Principle 4: Faculty**

### 4.1 Faculty Qualifications

1. **Does the self study provide a current vita for all full- and part-time sport management faculty members?**

 Yes  No

1. **Does the self study provide the current web address and page numbers in the catalog that describe the academic credentials of each full-time and part-time faculty member?**

 Yes  No

1. **Is Table 3: Faculty Qualifications submitted and filled out correctly?**

 Yes  No

1. **Does the self study provide a brief rationale for each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s)?**

 Yes  No

1. **Is Table 4: Teaching Load and Student Credit Hours Generated submitted and filled out correctly?**

 Yes  No

1. **Is Table 5: Faculty Coverage Summary submitted and filled out correctly?**

 Yes  No

**Evaluator’s Comments (if any):**

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### 4.2 Faculty Load

**1. Does the self study identify the document(s) and page numbers that contain the following policies related to the teaching loads of faculty?**

**a. The institutional policy that determines the normal teaching load of full time faculty.**

1. **A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.**
2. **An explanation of any variations between the academic load policies used in the sport management academic unit and other academic units of the institution.**
3. **The policy on teaching loads for part time faculty.**

 Yes  No

**2. Referring to Table 4: Teaching Load and Student Credit Hours Generated, does the self study explain any deviations between actual teaching loads and the institution’s academic load policy?**

 Yes  No

1. **Does the self study list all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reasons?**

 Yes  No

**4. Does the self study explain how the faculty is sufficient to manage program operations and how are internships and student advising is handled?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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### 4.3 Program Coverage

**1. Does each academic major/concentration in Sport management have at least one full-time doctorally- or professionally qualified faculty member who teaches in one of the majors/concentrations in that program?**

 Yes  No

**2. Was Table 6 appropriately filled out?**  Yes  No

**Evaluator’s Comments (if any):**

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### 4.4 Faculty Evaluation

1. **Does the self study describe the faculty evaluation process for the sport management academic unit and the ways in which it is used to measure teaching and student learning effectiveness?**

** Yes  No**

1. **Does the self study include copies of the instruments used in the faculty evaluation process and evidence that these instruments are being used?**

 Yes  No

**3. Does the self study describe the general conclusions drawn regarding the sport management academic unit’s faculty characteristics and activities and its faculty-related processes in supporting academic quality and excellence in sport management education?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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### 4.5 Faculty Development

* + - 1. **Does the self study describe the faculty development program for the institution and the academic unit/sport management program?**

 Yes  No

* + - 1. **Does the self study demonstrate the effectiveness of the faculty development program by providing examples of the results of its implementation within the academic unit/sport management program?**

 Yes  No

* + - 1. **Does the self study describe to what degree the faculty development program is effective and contributes to academic quality and excellence in sport management education?**

 Yes  No

**Evaluator’s Comments (if any):**

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### 4.6 Faculty Policies

1. Does the sport management department/unit have written policies and procedures document pertaining to their faculty (full and part time) that included the following information?
   1. Faculty development, including eligibility criteria
   2. Tenure and promotion practices for faculty
   3. Evaluation procedures and criteria for faculty
   4. Workload policies for faculty
   5. Service policies for faculty
   6. Professional principles of faculty
   7. Scholarly principles of faculty
   8. Termination and leave policies for faculty

 Yes  No

1. **Does the self study contain a copy/URL of the faculty handbook?**

 Yes  No

1. **Is there a description of the process in which the faculty are made aware the policies and any changes made to them?**

 Yes  No

**Evaluator’s Comments (if any):**

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### 5.0 Scholarly and Professional Activities

1. **Does the self study provide a current vita for all full-time and part-time sport management faculty members?**

 Yes  No

1. **Does the self study summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years?**

 Yes  No

1. **Does the self study summarize the scholarly and professional activities for all part-time and adjunct faculty for the self-study year and previous two years?**

 Yes  No

1. **Does the self study describe the general conclusions the sport management academic unit drew regarding the scholarly and professional activities of its faculty in supporting academic quality and excellence in sport management education?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Principle 6: Resources**

### 6.1 Financial Resources

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

* + - 1. **Is a description of the budget development and budget amendment processes of the institution included in the self study?**

 Yes  No

**2. Is Table 7, Educational and General Expenditures filled out appropriately?**

 Yes  No

**3. Does the self study describe to what degree the resources allocated to the academic unit/sport management program are commensurate with other comparable academic units in the institution?**

 Yes  No

1. **Does the self study list the number of support personnel (non-faculty) in your academic unit/sport management program by type of classification?**

 Yes  No

1. **Does the self study provide Table 8, Salary Ranges by Rank?**

 Yes  No

1. **Does the self study state the method of computation for extra pay of full-time?**

 Yes  No

1. **Does the self study state the rates of pay for part-time (adjunct) faculty who are teaching sport management courses?**

 Yes  No

1. **Does the self study identify the catalog page numbers that describe the tuition and fees for each academic program in sport management?**

 Yes  No

1. **For institutions without U.S.-based regional accreditation, does the self study provide a copy of the audited financial statements for your institution?**

 Yes  No

1. **Doctoral Programs: Does the self study describe the financial resources supporting the doctoral programs in sport management and evaluate the sufficiency of these resources for accomplishing the mission and broad-based goals of the doctoral program?**

 Yes  No

**6.2 Facilities**

* + - 1. **Does the self study provide a narrative that describes the physical facilities available to sport management students and faculty?**

 Yes  No

**2. Does the self study identify the number and type of offices for the faculty and include a narrative that evaluates the adequacy and proximity of the educational space and the adequacy and proximity to the sport management academic unit?**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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### 6.3 Learning Resources

1. **Does the self study provide a list of the sport management-related journals and databases available to sport management students and faculty?**

 Yes  No

1. **Does the self study provide a general statement of the library support for the sport management programs?**

 Yes  No

1. **Does the self study provide a narrative that assesses the adequacy of the learning resources available to the academic unit/sport management program to support high-quality sport management education?  Yes  No**

 Yes  No

**Evaluator’s Comments (if any):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**6.4 Educational Technology and Support**

**1. Is a description of the instructional and educational technology and support available to sport management students and faculty provided in the self study?**

** Yes  No**

**2. Is an assessment of the instructional and educational technology available for sport management faculty and students provided?**

 Yes  No

**Evaluator’s Comments (if any):**

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**6.5 Locations**

1. **Is Table 10 completed?**

 Yes  No

1. **Is a description of the resources available at each location where sport management programs or courses are offered included in the self study?**

 Yes  No

1. **Is a narrative that describes the ways in which you ensure that the quality of all locations is comparable provided?**

 Yes  No

4. For each location, is a narrative that assesses the (a) adequacy of resources available at that location to achieve standards of academic quality and excellence in teaching and learning and (b) the degree to which the mission of the sport management program is met at that location provided?

 Yes  No

**Evaluator’s Comments (if any):**

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**Principle 7: Internal and External Relationships**

**7.1 Internal Relationships**

* + - 1. **Is a description of the working relationships the academic unit/sport management program has with other units within the institution. Include any affiliations that are pending or periodic included?**

 Yes  No

* + - 1. **Is a description of the general conclusions drawn regarding the quality and effectiveness of internal relationships in supporting excellence in sport management education, identifying any changes and improvements needed, and describing proposed courses of action to make those changes and improvements included?**

 Yes  No

**Evaluator’s Comments (if any):**

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### 7.2 Admissions Processes

**Undergraduate**

1. **Are descriptions of the policies and procedures for admission to undergraduate programs in the following areas included in the self study?**
   1. **Admission of first year students to these programs.**
   2. **Admission of students from within your institution to these programs.**
   3. **Admission of transfer students from other institutions to these programs.**
   4. **Admission of students from within your institution between different formats of these programs, if applicable.**
   5. **Acceptance of transfer credit from other institutions and your method of validating the credits for these programs.**

 Yes  No

1. **Is there a description of the exceptions made in the administration of your admissions policies for bachelor’s degree students?**

 Yes  No

1. **Is there a description of the procedure for recommending degree candidates and the procedure used by the Registrar’s Office to validate that the requirements for sport management degrees have been fulfilled?**

 Yes  No

1. **Are the page numbers and current web address for the sections in the institution’s catalog provided that describe the academic policies pertaining to bachelor’s degree students?**

 Yes  No

1. **Is there a description of the academic policies used by the sport management academic unit to place bachelor’s degree students on probation or suspension and to readmit suspended students?**

 Yes  No

1. **Are the number of students in each bachelor’s-level sport management program included in the accreditation review who were subject to academic sanctions during the self-study year included?**

 Yes  No

**Graduate**

1. Is there a description of the policies and procedures for admission to the programs and the ways in which the admission of students to these programs conforms to the approved admissions policies and identify any exceptions made?

 Yes  No

1. **Is there a description of any differences in admissions policies for each format in which the master’s/doctoral-level sport management programs are offered?**

** Yes  No**

1. **Is there a description of the policies and procedures pertaining to the acceptance of transfer credit from other institutions and the method of validating the credits for the master’s/doctoral-level programs in sport management and sport management-related fields?**

** Yes  No**

1. **Is there an explanation of the ways in which the master’s/doctoral-level program admissions requirements attempt to ensure that students admitted to master’s/doctoral-level programs have a reasonable chance to succeed?**

** Yes  No**

1. **Are the page numbers and current web address for the sections in the institution’s catalog that describe the academic policies pertaining to master’s/doctoral degree students provided?**

** Yes  No**

1. **Is there a description of the academic policies used by the sport management academic unit to place master’s/doctoral degree students on probation or suspension and to readmit suspended students?**

** Yes  No**

1. **Are the number of students in each master’s/doctoral-level sport management program included in the accreditation review that were subject to academic sanctions during the self-study year listed?**

** Yes  No**

**Evaluator’s Comments (if any):**

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### 7.3 Business and Industry Linkages/Internship

1. **Is there a description of the academic unit/sport management program’s activities and linkages with sport management, industry and other relevant organizations?**

 Yes  No

Is there a description of the internship program and all components?

 Yes  No

1. **Is the internship manual URL or document included in the self study?**

 Yes  No

**Evaluator’s Comments (if any):**

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**7.4 External Cooperative Relationships and Oversight**

1. **Is there evidence of the legal authorization of the institution to operate and confer degrees?**

 Yes  No

1. **Is the regional or national accrediting body identified that provides the institutional accreditation? Is a copy of that body’s most recent letter of affirmation or reaffirmation of accreditation included in the Appendix?**

 Yes  No

1. **Is a list included of the principal institutions from/to which the institution receives/sends transfer students and a description of the policies and procedures for reviewing and accepting academic credit?**

 Yes  No

1. **Is there a description of the advising procedure for transfer students?**

 Yes  No

1. **Is there a description of other relationships between sport management unit and external educational institutions or organizations?**

 Yes  No

**Evaluator’s Comments (if any):**

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**7.5 International Sport Management**

1. **Is there a description of the institution’s and academic unit/sport management program’s orientation toward the global sport management environment?**

 Yes  No

1. **Are there specific examples of curricular, co-curricular and operational activities that prepare students to understand and appreciate the global sport management environment?**

 Yes  No

1. **Is there a description of the general conclusions drawn regarding the quality and effectiveness of the international activities in supporting excellence in sport management education, identify any changes and improvements needed and describe proposed courses of action to make those changes and improvements?**

 Yes  No

**Evaluator’s Comments (if any):**

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### 7.6 Diversity in Sport Management

* + - 1. **Is there a description of the institution’s and academic unit/sport management program’s policies regarding diversity and encouraging diversity?**

 Yes  No

* + - 1. **Are there specific examples of curricular, co-curricular and operational activities that prepare students to understand and appreciate the diversity of the sport environment?**

 Yes  No

* + - 1. **Are general conclusions drawn regarding the quality and effectiveness of the diversity activities in supporting excellence in sport management education, identify any changes and improvements needed and describe proposed courses of action to make those changes and improvements?**

 Yes  No

**Evaluator’s Comments (if any):**

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**7.7 External Accountability**

1. **Is Table 11, Program Outcomes Data completed?**

 Yes  No

1. **Is the URL and a description of the ways the program communicates key student learning outcomes to the public provided?**

 Yes  No

1. **Is the URL provided that shows where the program’s accreditation status is posted?**

 Yes  No

1. **Are the ways in which the public is notified of the availability of this information and the various ways it may access it included in the self study**

 Yes  No

**Evaluator’s Comments (if any):**

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Principle 8: Educational Innovation

1. **Was there a statement provided that reflects the institution’s posture regarding educational innovation?**

 Yes  No

1. **Was the process that is used by the sport management department/unit for encouraging educational innovation described in the self-study?**

 Yes  No

1. **Were examples provided of educational innovation in recent years, including improvements in the sport management programs?**

 Yes  No

**Evaluator’s Comments (if any):**

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Student, Faculty, Advisory Board etc. Comments:

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**Additional Evaluator Comments:**

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**APPENDIX C:**

**Site Reviewer Resource Guide**

**Overview:** Congratulations! You have agreed to represent COSMA and excellence in Sport Management education through the site visit process. While you are likely very familiar with COSMA policies and procedures as well as the details related to each Principle, this guide may help you organize your thoughts and help you start conversations and touch on topics that are important to cover in a site visit.

**Where**: The site visit will take place on the campus you are visiting, and maybe across more than one campus or site depending on the size and scope of the program(s). The hosting institution will have a room prepared for you that contains materials related to the items presented in the self-study document. If you require additional materials or clarification, ask the Campus Coordinator (likely the person who primarily wrote the self-study) to assist you.

Part of the site visit will entail taking a tour of offices, classrooms, the library, computer labs and any other facilities utilized by SM faculty and students. Wear comfortable shoes or be prepared to change shoes so that you can take this walk. Let the Campus Coordinator know before you arrive if you need any accommodations in getting around for the tour or in any other way.

**Who**: You will meet with faculty, students, support staff, librarians, administrators, alumni (optional), advisory board members (if applicable) and individuals involved in outcomes assessment (if applicable). When you review the draft site visit schedule, determine if the individuals and the time allotted is appropriate based on what you have read in the self-study document. You should meet with **all** SM faculty (full-time, part-time, adjuncts) and the President of the institution. There are circumstances in which you won’t meet with the President, but the reasons should be made clear by the hosting Department. You may meet with the Dean and/or Provost and other top administrators that are involved in programmatic oversight and decision making processes. Again, who you meet with is in part dictated by the content of the self-study. What you discuss with the various individuals depends upon their knowledge of the Department, their involvement in enabling the Department to access resources and the knowledge they possess relevant to each Principle.

**What**: What do you talk about? What kinds of questions are appropriate for the various stakeholders? What does it really mean to “validate” the contents of the self-study document? This is the challenge facing a reviewer since being on site is on-the-job training coupled with preparation – even so, you cannot be fully prepared for everything. This guide is intended to provide you with broad questions to start conversations which will lead to more specific questions, comments and requests.

The site visit is not just you interviewing people as a journalist would – it is listening, comparing how different people answer the same question, reading between the lines and, at times, directly asking about specific deficits or areas of noncompliance. In addition, you are there as a liaison to COSMA – by clarifying the process, explaining what areas are deficient and what areas could be improved, brainstorming solutions when presented with a problem or difficult situation and tying everything back to the COSMA Principles. At times, it will be appropriate for you to reference your own program and experiences you have as an SM faculty member and/or in the SM industry. Use this tool judiciously to make comparisons, not to brag or put the program down.

To assist you in touching upon key aspects of each of the Principles as well as to provide you with examples of questions you might ask various stakeholders, I offer the following suggestions:

**Side Bar: Hospitality**

In general, the hosting institution wants to impress you, maximize your perception of them during the visit and try to sway you away from the negative and toward the positive. This is a good thing! However, there are some limitations, although what those limits are is sometimes ambiguous. In general, it is okay for you to accept a small token/gift from the institution such as a mug, pen, pad of paper, etc. Some institutions will have a small gift basket in your hotel room – this is okay. They will be paying for your meals and snacks and may be trying to show you the local fare and venues. However, it is *not* okay to accept anything that is similar to cash – tickets, gift cards, vouchers or coupons. Kindly let them know that while you appreciate their sentiment and hospitality, you are prohibited from accepting these types of gifts.

What does the institution’s hospitality tell you about the program? It may simply show you the degree to which the program has prepared for the site visit and thought about the details that will make the visit go smoothly. They may anticipate your every need, for example, by escorting you to a parking garage so you can find your car. Different schools have different budgets for these sorts of things and you should not compare one institution to another. In other words, do not be wooed or wowed by a fancy gift basket! Be more concerned about the content of the program and student learning experience.

**Site Visit: The Night Before**If you arrive at your site visit location before dinner, the host(s) may ask you to join them and colleagues for dinner. You are free to decline, but if you agree, use this dinner to talk generally about the site visit and to get to know your dinner mates on a general but more personal level. This dinner can be a time to get the “jitters” out for everyone and to show that you are a human being! Of course, you may also learn valuable information during the conversation, so listen carefully and take a few notes privately. If individuals – such as alumni or advisory board members – are present at this dinner, ask them general questions, for example (but not limited to):

What is your connection to X University’s SM program?

How did you get involved?

What do you like most about what the program is doing?

What areas could they improve?

What do you know about COSMA and the accreditation process?

How much involvement do you have with the faculty? The students? Internships? The curriculum?

**Site Visit: Day 1**

You should have an initial meeting with the key individuals taking charge of the accreditation process. You will see the room they have assigned to you and the materials they have provided. You may request internet access, printing (if needed) and a place to charge your phone. You can discuss any logistics of your day during this meeting and then open with some general questions/comments:

1. Overview – succinctly describe the purpose of the visit and COSMA process.
2. Start with general areas you will focus on, based on your reading of the self-study.
3. Let them know that if there are any areas they know they want “assistance” with, to talk about that with you. This might mean – “We really need an additional faculty member” or “ Our office space is very tight and it impacts our advising/research/preparation.”
4. Depending on who you are meeting with during this day, ask if there are any issues to raise or focus on with those individuals (see #3).
5. Answer any questions they have about content or process.

**Administrators**: You must walk a fine line when meeting with top-level administrators during your site visit. You want to appear neutral in that you are there to make an objective assessment. At the same time, your voice may have a positive impact on requests that the Department has not been successful in making. In this way, you may use the material you read about in the self-study, and comments made by your hosts, to subtly raise areas of weakness and to suggest ways the circumstances could be improved. In general, you are assessing their knowledge of and involvement in the program, including the support provided and access the Department has to them. Some potential questions may include:

How frequently are you in contact with the SM Department?

What kinds of requests do you field from them?

How do they fit into the institution as a whole?

In what ways is the Department part of campus-wide committees such as curriculum, general education, tenure/promotion, etc.?

What do you see as the strengths of the Department? The weaknesses? How can these be improved?

What challenges do you think the SM Department faces?

How can we as representatives of an accrediting body help the SM Department?

Whether you know it yet or not, these questions are part of the Department’s documentation of Principle 3: Curriculum; Principle 4: Faculty; Principle 6: Resources and Principle 7: Internal and External Relationships (among others).

**Students**: The students you meet should span as wide a spectrum of the types of students admitted to the program as possible. Of course, they will generally pick the best students! Students will be honest about what they like, what they don’t like and ways to improve the program. You can ask them about any areas in which you would like to validate what is happening – with respect to faculty, resources, outcomes assessment, and preparation for graduation, internships, research and a career. Encourage them to ask you questions as well.

**Site Visit: Days 1 and 2**

The following provides some sample questions that may be used to talk specifically about each of the Principles. They are not required, nor are they exhaustive or specific. There will be a time during the site visit where you sit with the Department and ask specific questions related to their self-study – items to clarify, items to verify and a chance to offer suggestions for improvement.

**Principle 1: Outcomes Assessment**

Do the measurement tools and rubrics appropriately fit/measure the student learning outcomes with which they are associated?

How does the program use the data collected to make decisions?

How do they follow up on these decisions?

What systematic methods do they use to create a feedback loop of data – interpretation – action plan – follow up (realized outcomes)?

How is the student learning outcomes data used in strategic planning?

**Principle 2: Strategic Planning**

In addition to having the parts of the strategic plan in place, how do they use the information to help guide the program?

How does the institutional strategic plan fit into the Department’s strategic plan?

Is the length of the cycle of strategic planning appropriate and functional?

Are appropriate individuals involved?

What would they want to improve about the process?

**Principle 3: Curriculum**

(Undergraduate programs only) Are they covering the CPC areas appropriately?

Are the CPC areas covered by faculty with appropriate qualifications?

Are tracks, concentrations, minors and cognates appropriate for the major?

How does general education support a student’s knowledge/growth in the SM major?

Are any content areas weaker than others and why?

(Graduate programs only) Do graduate students receive appropriate supervision by doctorally qualified faculty?

Are admissions requirements appropriate to ensure that students have a reasonable chance to succeed in the program?

Does the curricular content support the program and institutional mission?

**Principle 4: Faculty**

Are faculty appropriately qualified to teach the courses to which they are assigned?

Are faculty loads appropriate and in line with university policy?

Does the Department think there are “enough” faculty to meet their mission?

How many adjuncts/part time faculty are there?

What role do adjuncts/part time faculty have in departmental processes?

What role, if any, do graduate students play in teaching? How are they supervised?

What are the university policies on faculty development? Are they sufficient?

Are the institutional policies for faculty conveyed to the SM faculty and are they appropriate?

**Principle 5: Scholarly & Professional Activities**

Is there enough financial support so that faculty may participate in a range of S&P activities?

Are there any areas that are weaker than others in terms of participation by the faculty?

What improvements could be made?

Do the type of S&P activities engaged in by SM faculty reflect the program and institutional mission?

**Principle 6: Resources**

Are the resources allotted to the program “enough” – poor, adequate, good, excellent?

In what areas do faculty and students indicate they want more resources?

Does the proportion of the total institutional budget allotted to the Department allow for growth and change?

In general, note where there are any discrepancies in what is allotted and whether that is adequate or not.

**Principle 7: Internal and External Relationships**

What are the relationships like between the SM Department and other departments on campus?

What role does the SM Department play on campus?

Does the SM Department have appropriate external linkages to the sport industry?

How could these be improved?

How do alumni/advisory board members help the SM Department with these linkages?

Are relationships with other educational institutions (e.g., community colleges, international institutions) clearly articulated?

**Principle 8: Educational Innovation**

What does the program do that is “innovative” – in terms of teaching, resources, technology, methodology, activities, etc.?

Are there any discrepancies between what they think is innovative and what you think is innovative?

Is the administration supportive of various types of innovation?

**Exit Interview**: In reality, you are preparing for the exit interview before you arrive on campus. During this final conversation, you will convey a number of observations to the program:

1. What you saw and experienced
2. At what you think they excel
3. What improvements you think they could make
4. Your appreciation for their time, effort and hospitality

You should prepare notes for this segment of the site visit and let the program know that they may decide who attends this session (i.e., a small group or a wider circle). Your comments should be inclusive so that when they receive the summary letter based on your report, there are no surprises. In other words, based on this discussion, they should have a good sense of where they stand. Remember, you are not speaking for the Board of Commissioners during this session, you are talking to them about your observations.

**APPENDIX D:**

**PROGRAM EVALUATION OF THE COSMA SITE VISIT**

**Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site Visitors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dates of site visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please take the time to evaluate your site visit experience so that COSMA can improve this process. The information is held in the strictest confidence and in no way impacts a program’s accreditation status. Submit this form to Heather Alderman at COSMA headquarters by email or regular mail.

1. Comment on the professional behavior of the site visit team members. Address issues such as timeliness, preparation, organization, and ethical behavior.

2. Highlight any aspects of your program’s academic department that might have been overlooked by the site visit team.

3. Outline the strengths and/or limitations of the individual members of the site visit team.

1. Comment on the team chair and how well that person handled the responsibilities of his/her role (e.g., establishing dates of visit and other logistics, responding to emails/phone calls, complying with COSMA policies and procedures).
2. What aspects of the site review process would you change and how? What was most challenging? What went well?
3. Provide any other comments you have about the site visit team, the site review process, and the accreditation process.

**APPENDIX E:**

**PEER EVALUATION FOR SITE REVIEWERS**

Visited Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of other site reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates of visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place an “X” next to the most correct answer and add comments where appropriate.

1. To what degree was the other site reviewer prepared for the site visit? (i.e., read the self-study, prepared questions, etc.)

1 2 3 4 5

Not at all Prepared Extremely Well Prepared

2. How well did the other site reviewer participate in the pre-site visit meeting?

1 2 3 4 5

Not at all Well Extremely Well

3. How professionally did the other site reviewer conducted him/herself while you were on-site?

1 2 3 4 5

Not at all Professionally Extremely Professionally

1. 4. How fully did the other site reviewer participate in the on-site review process?

1 2 3 4 5

Not at all Participated Fully

5. How timely was the other site reviewer in writing his/her site visit report?

1 2 3 4 5

Not at all Timely Extremely Timely

6. How well-organized, well-written, and accurate was the other site reviewer's report?

1 2 3 4 5

Not at all Extremely Organized

7. How helpful was it to have a Commissioner on the site visit as an observer?

1 2 3 4 5

Not at all Helpful Extremely Helpful

8. How adequate was the assistance that COSMA headquarters provided to you throughout the site review process?

1 2 3 4 5

Not at all Adequate Extremely Adequate

9. How effective was the Team Chair in his/her role?

1 2 3 4 5

Not at all Effective Extremely Effective

Additional Comments:

# APPENDIX F:

**SITE VISIT TEAM REPORT**

**Name of Parent Institution/Academic Unit:**

**Site Visit Dates/Length of Visit:**

**Site Visit Chair/Team Member(s)/BOC Observer:**

**List of Degree Programs Evaluated for Accreditation: (e.g., B.S. Sport Management)**

**1.**

**2.**

**Process Summary** [Guidance: Provide short description of program as a whole, including: 1) History of the academic unit/sport management program, 2) degree programs for which academic unit is seeking accreditation, 3) any special circumstances surrounding the site visit and 4) thank anyone who was particularly helpful, or in contrast, any difficult circumstances/people you encountered.]

**Review of Each Principle (delete this section when submitting the final report)**

In each section below:

1) Put an “X” on the line indicating compliance level with the Principle

2) Use bullets in each of the three sections to summarize your observations.

Fully Compliant = There are no significant issues to report on this Principle.

Partially Compliant = The program has 1-3 deficiencies to report on this Principle.

Non-Compliant = The program has more than 3 deficiencies to report on this Principle.

**Recommendations**: Include areas in which the program could improve, but that are not out of compliance with the Principle. These areas may include ways in which the program could enhance what they do and how they do it above and beyond basic compliance. Include recommendations under the area/Principle in which they fit best.

**Principle 1: Outcomes Assessment**

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

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:**  (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

1) Mission Statement

2) Broad-based Learning and Operating Goals

3) Program-level Student Learning Outcomes and Measures

4) Basic Skills Development Program

5) Personal Development Program

6) Operational Goals and Effectiveness Measures

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 2: Strategic Planning**

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

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 3: Curriculum**

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

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 4: Faculty**

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

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 5: Scholarly and Professional Activities**

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.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 6: Resources**

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

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 7: Internal and External Relationships**

Excellence in sport management education requires the academic unit/sport management program to have effective working relationships with other units within the institution and to have current and meaningful linkages to sport management practitioners and organizations.

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

**Principle 8: Educational Innovation**

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

Compliance:

\_\_\_\_\_Fully Compliant; \_\_\_\_\_Partially Compliant; \_\_\_\_\_Non Compliant

**Summary Comments:** (Provide a narrative summary of how the program met or is not meeting the Principle in each of these sections.)

**Program Strengths/Commendations:** (What does the program do well?)

**Program Areas of Need/Areas of Partial Compliance:** (Describe the deficiencies noted wherein the program is not meeting the Principle)

1. These figures are estimates for budgeting purposes. In many cases, actual costs are lower than these estimates. When site visits are scheduled, COSMA headquarters can provide updated information. [↑](#footnote-ref-1)