

Commission on Sport Management Accreditation

# SELF-STUDY TEMPLATE DOCUMENT

**Title Page**

The title page, which is the first page of the self-study, is shown after this section. The self-study time period must cover one full academic year; this should be the full academic year **immediately preceding** the date for the site visit. For example, if the site-visit is scheduled for the Fall of 2024 or the Spring of 2025, use the preceding year (2023-24 academic year) as the self-study year.

## Table of Contents

Please include a Table of Contents for each volume in the self-study. This table should delineate the major sections of the self-study document.

## Background Information

The information in this section is necessary to communicate a profile of the institution and the academic unit/sport management program with oversight of sport management programs, to provide essential background information and to document the process used to develop the self-study. The format to use when reporting these items can be found in the COSMA’s example of Volume 1 of a self-study.

Provide the following information in the listed sequence. In your response to an item, provide the location of any supporting materials placed in the appendix (Volume 2).

1. *Identify the name and title of each individual who participated in preparing the self-study.*
2. *In one or two paragraphs, provide a brief history of the institution. Cite the URL where the history can be found.*
3. *In one or two paragraphs, provide a brief history of the sport management academic unit. Cite the URL where the history can be found.*
4. *List each sport management degree program for which the sport management academic unit is seeking COSMA accreditation.*
5. *Describe any situations present requiring a special understanding during the accreditation process (e.g., changes in administration, non-traditional data collection methods or cycles, non-traditional delivery methods, etc.).*

The accreditation process includes a review of all academic activities in your academic unit/sport management program. In other words, if an institution offers associate’s degrees, bachelor’s degrees, and graduate degrees in sport management, the accreditation process includes all of these in the self-study. Similarly, if an institution has a branch campus (or campuses) or if there are extension centers or other types of auxiliary operations where sport management courses are taught, then the accreditation process and the self-study will include all of these locations. Refer to the *Accreditation Process Manual* (March 2022) section on “Scope of Accreditation” for detailed information.

## Documentation of Accreditation Principles

Document each principle in the order listed in this template, using the self-study guidelines for each principle to respond to the principle. For evaluation purposes, all tables need to be labeled and presented as shown in this template. Please contact COSMA headquarters if you have questions concerning these instructions.

## Appendices

Volume 2 of your self-study consists of the Appendices. Materials that are sufficiently long to hinder the readability of the self-study should be placed in an Appendix. Many of these materials have been mentioned earlier. If materials are placed in an Appendix, please document in the text of your self-study the location in which the materials are to be found. It is expected that all self-studies are submitted electronically.

Title Page of Self-Study

**Commission on Sport Management Accreditation**

**(COSMA)**

|  |  |
| --- | --- |
| Name of Institution |  |
| President/Chancellor Name/Title |  |
| Chief Academic Officer Name/Title |  |
| Head of Academic Unit/Sport Management Program Name/Title |  |
| Academic Year covered by self study |  |
| Primary Contact during accreditation site visit: Name |  |
| Title |  |
| Street Address |  |
| City, State, ZIP |  |
| Phone |  |
| E-mail |  |
| Program web site URL |  |
| Date of Submission of Self-Study to COSMA |  |

## Principle 1: Outcomes Assessment

#### Self-Study Guidelines

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

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

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

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

## Principle 2: Strategic Planning

#### Self-Study Guidelines

*In the Appendix, provide a copy of the strategic planning document (as outlined in this Principle’s Description) and supporting documentation.*

*Describe the ways in which the sport management academic unit’s strategic planning process is linked to the institutional strategic plan and budgeting process.*

*Describe a detailed succession plan, developed in conjunction with the Dean, Program Chair (e.g., head of sport management academic unit) and other internal and external stakeholders. Identify at least three individuals at different levels who take responsibility for accreditation reporting requirements.*

*Provide a statement that describes the institution’s support for innovation in the sport management academic unit citing institutional-level strategic goals (or other means) by which the sport management academic unit is supported or encouraged to be innovative.*

*Describe general conclusions drawn regarding the effectiveness of your strategic planning process in supporting excellence in sport management education, identify any changes and improvements needed in the sport management academic unit’s strategic planning process and describe proposed courses of action to make those changes and improvements.*

## Principle 3: Curriculum

### 3.1 Program Design

#### Self-Study Guidelines

*1. Describe the curricular requirements for each sport management degree program included in the accreditation review (including majors, concentrations, specializations, emphases, cognates, and tracks). If this information is included in the institution’s catalog, provide the URL and page numbers for the relevant sections.*

*2. Identify and describe all of the methods (face-to-face, online, hybrid, etc.) the sport management academic unit employs to deliver each sport management degree program included in the accreditation review.*

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

*4. State the number of semester or quarter hours of academic work that are required to earn an associate’s degree in sport management.*

*5. State the number of semester or quarter hours of academic work that are required to earn a bachelor’s degree in sport management.*

*6. State the number of semester or quarter hours of academic work that are required to earn a master’s degree in sport management.*

*7. State the number of semester or quarter hours of academic work that are required to earn a doctoral degree in sport management, including the dissertation.*

### 3.2 Common Professional Component (undergraduate only)

#### Self-Study Guidelines

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

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

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

1. *Provide in the Appendix an Abbreviated Course Syllabus worksheet for each required course in each associate’s and bachelor’s degree sport management core(s).*
2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for* ***each*** *associate’s and bachelor’s-level degree program included in the accreditation review**that contains**a* ***different sport management core****. The information in this table should be presented as shown in sample Table 1 in these guidelines. This information comes directly from the Recap section in the Abbreviated Course Syllabus worksheet. You may use either the spreadsheet worksheet or sample document below.*
3. *Provide a narrative explaining to what degree the CPC areas are covered in your undergraduate sport management degree program(s), including any rationale for variations in CPC coverage wherein some areas are not covered or some areas have a lot of coverage.*
4. *If the bachelor’s-level programs require additional courses beyond the sport management core, you may choose to include these courses in the CPC table. This includes courses from a business core.*
5. *(Optional) If you include student contact hours in the “innovations” column, describe how the course(s) content falls outside the pre-populated CPC areas and are important to your students’ educational and/or career development.*

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

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

##### (Contact Hours) (Undergraduate Only)

* + - * 1. **(Category names are NOT course names)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CPC AREAS****CORE COURSES** | **FOUN/DEF/ HIST** | **MNGMT** | **G&P** | **INTL** | **OPEREVT****FM** | **MAR SALE****PR** | **MED****COM** | **FIN****BUD****ACCT ECON** | **LEG****RM** | **ETH** | **DIV** | **TECH** | **INT/ EXP/CAP** | **INN\*** | **TOTALS** |
|  |
| **A1, 2** | **A3** | **A4** | **A5** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** | **D1** | **E1** |  |
| **SPMGT 101** | 42 | 3 | 6 | 10 |   |   |   |   |   | 1 | 3 | 2 |   |  | **67** |
| **SPMGT 105** |   |   |   |   |   | 1 | 1 |   |   | 1 |   | 5 |   |  | **8** |
| **SPMGT 201** |   | 10 | 5 | 10 | 5 | 5 | 5 | 15 | 5 | 5 | 5 | 5 |   |  | **75** |
| **SPMGT 220** | 57 | 1 | 5 | 10 |   |   |   | 2 |   | 3 | 20 | 15 |   |  | **113** |
| **SPMGT 230** |   |   |   | 5 |   | 25 | 25 |   |   | 15 |   | 45 | 15 |  | **130** |
| **SPMGT 310** | 16 | 18 | 3 |   | 6 | 6 | 3 |   |   | 6 | 10 | 10 |   |  | **78** |
| **SPMGT 320** |   | 40 | 10 | 2 |   | 1 | 2 | 3 | 2 | 5 | 20 | 15 | 5 |  | **105** |
| **SPMGT 330** | 5 | 7 |   | 10 | 3 | 45 | 5 | 3 | 4 | 5 | 5 | 15 | 15 |  | **122** |
| **SPMGT 340** | 6 |   |   | 4 |   | 1 | 3 | 50 | 1 | 1 |   | 10 | 10 |  | **86** |
| **SPMGT 350** | 3 | 8 |   | 3 | 3 | 5 | 45 |   | 5 | 5 | 5 | 25 | 20 |  | **127** |
| **SPMGT 401** |   | 3 |   |   |   |   |   |   | 1 | 2 | 4 | 5 |   |  | **15** |
| **SPMGT 410** | 2 | 14 | 1 | 4 | 6 | 20 | 20 | 12 | 5 | 3 | 5 | 15 | 20 |  | **127** |
| **SPMGT 420** | 4 | 23 | 1 | 3 | 45 | 2 | 2 | 5 | 10 | 2 | 6 | 5 | 5 |  | **113** |
| **SPMGT 425** | 2 | 9 | 6 |   | 3 | 2 | 2 | 1 | 45 | 2 | 15 | 2 | 2 |  | **91** |
| **SPMGT 475** | 3 | 4 | 2 |   | 2 | 2 | 5 | 3 | 2 | 45 | 15 | 5 |   |  | **88** |
| **SPMGT 480** |   | 8 |   | 2 |   | 1 | 1 |   |   |   | 2 | 1 |   |  | **265** |
| **TOTALS** | **140** | **148** | **39** | **63** | **73** | **116** | **119** | **94** | **80** | **101** | **115** | **180** | **92** |  |  |

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

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

#### Self-Study Guidelines

***Master’s Degree and Doctoral Programs****: This Principle does not apply.*

1. *Cut and paste the description of the institution’s general education requirements and provide the URL and page numbers for the section in the institution’s catalog. Indicate which general education courses also count toward the required sport core courses.*
2. *Provide Table 2: Undergraduate Curriculum Composition. The table should include both the number of credit hours in the institution’s general education requirements and the percentage of the total number of credits required for graduation for each associate’s and bachelor’s level sport management program(s) included in the accreditation review.*
3. *If any bachelor’s degree program requires less than 20 percent sport management courses or less than 30 percent for associate’s degrees, provide the rationale.*
4. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

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

**Table 2: Undergraduate Curriculum Composition**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **MINIMUM CREDIT HOURS IN GENERAL****EDUCATION** | **SPORT MGMT CREDIT HOURS** | **GENERAL****ELECTIVESCREDITHOURS** | **CREDIT HOURS REQUIRED FOR GRADUATION** |
| **SPORT MGMT COREREQUIREMENTS** | **REQUIREMENTSBEYOND CORE** |
| **Hrs** | **Pct** | **Hrs** | **Pct** | **Hrs** | **Pct** | **Hrs** | **Pct** |
| SportManagement Bachelor’s Degree | 40 | 33.33% | 40 | 33.33% | 12 | 10% | 28 | 23.33% | 120 |
| Sport Management Associate’s Degree | 30 | 50% | 20 | 33% | 6 | 10% | 4 | 7% | 60 |

### 3.4 Curriculum Review and Improvement

#### Self-Study Guidelines

1. *Describe the process for changing your curriculum or developing a new degree program for your sport management academic unit. Include the following:*

*a. Describe the process of continuous evaluation of sport management courses.*

*b. Document the involvement of your faculty in the periodic review of sport management degree programs and curricula and involvement in the evaluation of the institution’s general education program.*

*c. Describe how your alumni, employers of interns and graduates, the sport management community and other outside groups are involved in the periodic review of your sport management programs and curriculum.*

### 3.5 Master’s Degree Curriculum

#### Self-Study Guidelines

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

### 3.6 Doctoral Curriculum

#### Self-Study Guidelines

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

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

## Principle 4: Faculty

### 4.1 Faculty Qualifications

#### Self-Study Guidelines

1. *Provide a current vita for ALL full- and part-time sport management faculty members in the Appendix (see definition above).*
2. *Provide the URL(s) and/or the catalog page number(s) that describe the academic credentials of each full-time and part-time faculty member.*
3. *Prepare and submit Table 3: Faculty Qualifications. All faculty who teach sport management-coded courses must be included, even if they are from another academic unit, with full- and part-time faculty members listed separately in alphabetical order. When a faculty member teaches at more than one program level (undergraduate, masters, doctoral), list each program level on a separate line under the heading “Program Level.” In determining whether a faculty member is doctorally-, professionally-, or minimally-qualified, see the definitions above (4.1, Description).*
4. *For each full-time faculty member indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of their degree discipline(s), provide a brief rationale for this qualification status (if applicable).*

**Table 3: Faculty Qualifications**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FULL-TIME FACULTY** | **YEAR OF****HIRE** | **HIGHEST****DEGREE****EARNED/AREA OF STUDY** | **PROGRAM****LEVEL** | **LEVEL OF QUALIFICATION** | **ASSIGNED AREAS OF TEACHING** |
| **Brown, K.** | 2021 | MA, Sport Management | UndergradMasters | ProfProf | Intro to SM Ethics |
| **Kisk, B** | 2017 | PhD, Sport Leadership | UndergradMastersDoctoral | DoctDoctDoct | Sport Governance |
| **Link, Y.** | 2005 | PhD, Sport Business | Associate’sBachelor’sMastersMastersDoctoral | DoctDoctDoctDoctDoct | International Sport |
| **True, D.** | 2010 | EdD, Education | Associate’sBachelor’s | DoctDoct | EthicsVenue Management |
| **Worhall, E.** | 2020 | MBA | Associate’sBachelor’s | Prof | EconomicsFinanceMarketing |
| **Zilche, K.** | 2013 | JD | Bachelor’sMaster’sDoctoral | DoctDoctProf | Sport Law |
| **PART-TIME FACULTY** |  |  |  |  |  |
| **Baker, C.** | 2015 | PhD, Sport Marketing | Bachelor’sMastersDoctoral | DoctDoctDoct | EthicsMarketing |
| **Thomas, T.** | 2016 | PhD, Sport Communications | Associate’sMasters | DoctDoct | OperationsCommun. |

### 4.2 Faculty Load

#### Self-Study Guidelines

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

In preparing the table, full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the sport management degree program during the self-study period—both required and elective sport management courses. Determine the qualification level of each faculty member for the courses taught. Totals, by faculty qualification level (doctorally, professionally, and minimally) are shown as well as a total for undergraduate, master’s degree and doctoral-level student credit hours. If the institution operates on a quarter system, the table will require a slight modification to include three quarters rather than two semesters. This table should also include the number of sections, course preparations and disciplines taught by each faculty member.*
3. *Referring to Table 4: Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution’s academic load policy.*
4. *Cut and paste the institutional policy on teaching loads for part time faculty.*
5. *List all faculty members who receive reductions in teaching loads for other professional responsibilities, such as leading an accreditation process, and indicate the amount of the reduction and the reasons.*
6. *Describe how internships and student advising are handled in relation to faculty teaching load and research expectations.*
7. *Explain how the current number of full- and part-time faculty is sufficient to manage all aspects of program operations (e.g., teaching, administrative duties, advising, professional development, scholarly activities, accreditation processes, etc.). Provide a rationale if additional faculty resources are needed.*

**Table 4: Teaching Load and Student Credit Hours Generated**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | **Qualification Level (Associate’s****Bachelor’s)** | **Qualification Level (Masters)** | **Qualification Level (Doctoral)** |
| **FACULTY MEMBER** | **Fall Semester** | **Spring Semester** |
|  | **UG** | **Mast** | **Doct** | **# of** | **# of** | **UG** | **Mast** | **Doct** | **#of** | **#of** | **Doct** | **Prof** | **Min** | **Doct** | **Prof** | **Min** | **Doct** | **Prof** |
| **Full-Time** | **CH** | **CH** | **CH** | **Sec** | **Prep** | **CH** | **CH** | **CH** | **Sec** | **Prep** | **CH** | **CH** | **CH** | **CH** | **CH** |  | **CH** | **CH** |
| Brown, K | 490 |  | 20 | 4 | 2 | 300 |  | 33 | 4 | 3 |  | 790 |  |  |  |  | 53 |  |
| Kisk, B | 207 |  | 18 | 4 | 3 | 183 | 84 | 21 | 4 | 3 | 390 |  |  | 84 |  |  | 39 |  |
| Link, Y | 267 | 66 |  | 3 | 2 | 246 | 87 |  | 3 | 2 | 513 |  |  | 153 |  |  |  |  |
| True, D | 213 |  |  | 4 | 3 | 381 |  |  | 4 | 2 | 81 | 513 |  |  |  |  |  |  |
| Worhall, E | 378 |  |  | 4 | 3 | 258 |  |  | 4 | 2 |  |  | 636 |  |  |  |  |  |
| Zilche, K | 300 | 99 |  | 4 | 3 | 336 | 75 |  | 4 | 3 | 636 |  |  | 99 | 75 |  |  |  |
| **Part-Time** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baker, C | 48 |  | 15 | 1 | 1 | 69 |  |  | 1 | 1 |  | 117 |  |  |  |  | 15 |  |
| Thomas, T | 141 |  | 12 | 2 | 3 | 120 | 81 |  | 2 | 2 |  | 261 |  |  | 81 |  | 12 |  |
| **Totals** | **2044** | **165** | **65** | **26** | **20** | **1893** | **327** | **54** | **26** | **18** | **1620** | **1681** | **636** | **336** | **156** |  | **119** | **0** |
| **Total credit hours taught by doctorally-qualified faculty** |  | **1620** |  |  | **336** |  |  | **119** |  |
| **Total credit hours taught by doctorally- and professionally-qualified faculty** |  | **3301** |  | **492** |  | **119** |  |
| **Total credit hours taught—by program level** |  | **3973** | **492** | **119** |

Column Headings: UG = undergraduate (associate’s, bachelor’s)

CH = student credit hours

Mast = Master’s degree

Sec = course sections

Prep = course preparations

Doct = doctorally-qualified

Prof = professionally-qualified

Min = minimally qualified

**4.3 Program Coverage**

#### Self-Study Guidelines

1. *Prepare Table 5: Faculty Coverage Summary. Take the student credit hours from Table 4 and include the totals per faculty qualification level in the appropriate row.*
2. *Prepare Table 6: Program Coverage showing the name of at least one* ***full-time*** *doctorally or professionally qualified faculty member who has oversight of each CPC area.*

**Table 5: Faculty Coverage Summary**

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

**Table 6: Program Coverage**

|  |  |  |  |
| --- | --- | --- | --- |
| **CPC AREA** | **FACULTY MEMBER** | **LEVEL OF QUALIFICATION** | **PROGRAM** |
| Foundations of Sport and Sport Management: Definition, Historical, Sociological, Psychological | Kisk, B | Doctorally | Associate’sBachelor’sMaster’s |
| Management Concepts | Link, Y | Doctorally | Bachelor’s |
| Governance & Policy | Kisk, B | Doctorally | Associate’sBachelor’s |
| International Sport | Link, Y | Doctorally | Bachelor’sMaster’s |
| Sport Operations, Event and Facilities Management | True, D | Doctorally | Bachelor’s |
| Sport Marketing, Sales and Public Relations | Worhall, E | Professionally | Bachelor’sDoctoral |
| Sport Media & Communications | Link, Y | Doctorally | Bachelor’sDoctoral |
| Sport Finance, Budgeting, Accounting & Economics | Worhall, E | Doctorally | Bachelor’sMaster’s |
| Legal and Risk Management Aspects | Zilche, K | Doctorally | Master’sDoctoral |
| Ethical aspects | Brown, KTrue, D | ProfessionallyDoctorally | Bachelor’s |
| Diversity and sociological issues | Kisk, B | Doctorally | Associate’sBachelor’s |
| Technological Advances in Sport | Kisk, BLink, Y | DoctorallyDoctorally | Bachelor’s |
| Internship/Practical/Experiential Learning/Capstone Experience | Kisk, BLink, Y | DoctorallyDoctorally | Bachelor’sMaster’s |
| Innovations (optional) | Zilch, K. | Doctorally | Bachelor’s Master’s |

###

###

### 4.4 Faculty Evaluation

#### Self-Study Guidelines

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

### 4.5 Faculty Development and Policies

#### Self-Study Guidelines

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

## Principle 5: Scholarly and Professional Activities

### 5.0 UniScope Model of Scholarship

#### Self-Study Guidelines

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

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

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

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

**Principle 6: Resources**

**6.1 Locations**

#### Self-Study Guidelines

1. *Complete Table 8: Off-Campus Locations and provide a list of each site (main campus, satellite campuses, all other off-campus and virtual sites) and indicate the percentage of credit hours in sport management taught at each location.*
2. *Describe the resources available at each location where sport management programs or courses are offered. This description should address the following:*
	1. *Full-time faculty*
	2. *Financial resources*
	3. *Facilities*
	4. *Libraries*
	5. *Technology and Support*
3. *Provide a narrative that describes the ways in which you ensure that the quality of all locations is comparable and that assesses the (a) adequacy of resources available at that location to achieve standards of academic quality and excellence in teaching and learning and (b) the degree to which the mission of the sport management academic unit is met at that location.*

**Table 8: Off-Campus Locations**

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

###

### 6.2 Financial Resources

#### Self-Study Guidelines

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

*2. Provide Table 9: Educational and General Expenditures. This table should provide data for your institution for the self-study year, the year prior to the self-study year and the budgeted amount for the self-study year. You may need your chief financial officer’s assistance in compiling this information.*

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

*4. List the number of support personnel (non-faculty – e.g., internship coordinator, advisors, administrative staff) in your sport management academic unit by type of classification. Describe the role and scope of support personnel in terms of their responsibility to the sport management academic unit.*

*5. Provide Table 10: Salary Ranges by Rank. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the sport management academic unit. Do not include faculty who are on leave or on sabbatical and receiving a reduced rate during the period of absence.*

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

*a. Overload*

*b. Evening credit courses*

*c. Off-campus credit courses*

*d. Summer credit courses*

*e. Non-credit courses*

*f. Administrative duties (e.g., accreditation, committee work, etc.)*

*7. State the rates of pay for part-time (adjunct) faculty who are teaching sport management courses.*

*8. Identify the catalog page numbers that describe the tuition and fees for each academic program in sport management.*

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

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

##### Table 9: Educational and General Expenditures

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

#####

##### Table 10: Salary Ranges by Rank

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

### 6.3 Facilities

#### Self-Study Guidelines

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

*2. Identify the number and type of offices for the faculty, as shown in Table 11: Office Facilities. Include a narrative that evaluates the adequacy and proximity of the educational space and the adequacy and proximity to the sport management academic unit.*

**Table 11: Office Facilities**

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

### 6.4 Learning Resources

#### Self-Study Guidelines

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

### 6.5 Educational Technology and Support

#### Self-Study Guidelines

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

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

## Principle 7: Internal and External Relationships

### 7.1 Internal Relationships

#### Self-Study Guidelines

1. *Describe the working relationships the sport management academic unit has with other units within the institution. Consider providing an organizational chart to show these relationships. Include any affiliations that are pending or periodic, formal and informal.*
2. *Describe the internal service and/or research relationships on which faculty are evaluated.*
3. *Describe general conclusions drawn regarding the quality and effectiveness of your internal relationships in supporting excellence in sport management education, identify any changes and improvements needed and describe proposed courses of action to make those changes and improvements.*

### 7.2 Admissions Processes

#### Self-Study Guidelines

***Associate’s-Level Degree Programs:***

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

***Bachelor’s-Level Degree Programs:***

* + - 1. *For each bachelor’s-level sport management degree program included in the accreditation review, describe the policies and procedures for admission to these degree programs in the following areas (cite relevant URL(s) and catalog page numbers):*
	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.*
1. *Describe the exceptions you have made in the administration of your admissions policies for bachelor’s degree students.*
2. *Describe the procedure for recommending degree candidates. Describe the procedure used by the Registrar’s Office to validate that the requirements for sport management bachelor’s degrees have been fulfilled.*
3. *Provide the page numbers and current URL(s) for the sections in your institution’s catalog describing the academic policies pertaining to bachelor’s degree students.*
4. *Describe the academic policies used by your sport management academic unit to place bachelor’s degree students on probation or suspension and to readmit suspended students.*
5. *State the number of students in each bachelor’s-level sport management degree program included in the accreditation review who were subject to academic sanctions during the self-study year.*

***Master’s-Level Degree Programs:***

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

***Doctoral-Level Degree Programs:***

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

*5. Provide the catalog page numbers and current URL(s) that describe the academic policies pertaining to doctoral degree students.*

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

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

### 7.3 Business and Sport Industry Linkages/Internship

### (optional for Community Colleges)

#### Self-Study Guidelines

* + - 1. *Describe the sport management academic unit’s activities and linkages with the sport management industry and other relevant organizations.*
			2. *Describe the external service and/or research relationships on which faculty are evaluated.*
			3. *Describe your institution’s procedures for enacting affiliation agreements with outside entities (refer to Principle 7.4, as needed).*

*4. Describe how your internship program provides the following elements to students and include a URL or copy of an internship manual (place in the Appendix):*

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

*b. Professional, trained supervision and guidance.*

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

*d. Clarification of students’ career goals.*

*e. Development of relationships with sport industry practitioners.*

*f. Insurance/liability coverage for students working on internship sites.*

*g. Student employment and networking opportunities.*

*h. Alignment with current Department of Labor laws regarding unpaid (and paid) internships or other experiential learning opportunities.*

### 7.4 External Cooperative Relationships and Oversight

#### Self-Study Guidelines

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

### 7.5 International Sport Management

#### Self-Study Guidelines

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

### 7.6 Diversity, Equity and Inclusion in Sport Management

#### Self-Study Guidelines

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

**Table 12: Program Diversity Performance Data**

|  |
| --- |
| **Diversity Performance Data** |
| **Student Information** | **Number** | **Percentage** |
| **Total Sport Management Undergraduate Enrollment** |  |  |
|  | Majors |  |  |
|  | Minors |  |  |
|  | Tracks/Concentrations/Certificates, etc. |  |  |
|  |  |  |  |
| **Total Sport Management Master’s Enrollment** (add rows as needed for distinct programs) |  |  |
| **Total Sport Management Doctoral Enrollment** (add rows as needed for distinct programs) |  |  |
| **Distribution of female and male major**s |  |  |
|  | Undergraduate - Women |  |  |
|  | Undergraduate - Men |  |  |
|  | Undergraduate - Unknown, Other |  |  |
|  | Master’s - Women |  |  |
|  | Master’s - Men |  |  |
|  | Master’s - Unknown/Other |  |  |
|  | Doctoral - Women |  |  |
|  | Doctoral - Men |  |  |
|  | Doctoral - Unknown/Other |  |  |
| **Student: Faculty Advising Ratio (separate undergraduate and graduate degree programs)** |  |  |
| **Student Demographics: Number of Students by race/ethnicity and program level** |
|  |  | **UG****Program/s** | **Master’s Program/s** | **Doctoral Program/s** |
|  |  | # | % | # | % | # | % |
|  | # African |  |  |  |  |  |  |
|  | # African American/Black |  |  |  |  |  |  |
|  | East Asian (including Chinese, Japanese, Korean, Mongolian, Tibetan, Taiwanese) |  |  |  |  |  |  |
|  | # Hispanic/Latinx |  |  |  |  |  |  |
|  | # Indigenous or First Nations (including Native American/American Indian, Alaska Native, Pacific Islander, Native Hawaiian) |  |  |  |  |  |  |
|  | # Middle Eastern/North African (including Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian) |  |  |  |  |  |  |
|  | # South Asian (including Bangladeshi, Bhutanese, Indian, Nepali, Pakistani, Sri Lankan) |  |  |  |  |  |  |
|  | # Southeast Asian (including Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Thai, and Vietnamese) |  |  |  |  |  |  |
|  | # White |  |  |  |  |  |  |
|  | # Two or more races |  |  |  |  |  |  |
|  | # Unknown |  |  |  |  |  |  |
| **Faculty Information** | **Number** | **Percentage** |
| **Distribution of faculty** |  |  |
|  | Full-time faculty |  |  |
|  | Tenure-track faculty |  |  |
|  | Tenured faculty |  |  |
|  | Adjunct/part-time faculty |  |  |
| **Distribution of faculty by sex** |  |  |
|  | Full-time female faculty |  |  |
|  | Full-time male faculty |  |  |
|  | Full-time unknown/other faculty |  |  |
|  | Part-time female faculty |  |  |
|  | Part-time male faculty |  |  |
|  | Part-time unknown/other faculty |  |  |
| **Faculty Demographics by race/ethnicity** |
|  | # African |  |  |  |  |
|  | # African American/Black |  |  |  |  |
|  | # East Asian (including Chinese, Japanese, Korean, Mongolian, Tibetan, Taiwanese) |  |  |  |  |
|  | # Hispanic/Latinx |  |  |  |  |
|  | # Indigenous or First Nations (including Native American/American Indian, Alaska Native, Pacific Islander, Native Hawaiian) |  |  |  |  |
|  | # Middle Eastern/North African (including Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian) |  |  |  |  |
|  | # South Asian (including Bangladeshi, Bhutanese, Indian, Nepali, Pakistani, Sri Lankan) |  |  |  |  |
|  | # Southeast Asian (including Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Thai, and Vietnamese) |  |  |  |  |
|  | # White |  |  |  |  |
|  | # Two or more races |  |  |  |  |
|  | # Unknown |  |  |  |  |

### 7.7 External Accountability

#### Self-Study Guidelines

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