



Sport Management Education Journal

Call for Papers for Special Issue: Accreditation and Assessment in Sport Management Education

Guest Editors:

Dr. Elizabeth Gregg, Dr. Jason Lee, Heather Alderman

Awareness of sport management accreditation has increased during the past decade and become incorporated into research papers ranging from the conceptual (Newman, 2014) to the methodological (Shapiro & Pitts, 2014). Pedagogical research (Jones, Brooks, & Mak, 2008; Laird, Johnson, & Alderman, 2015) often cites accreditation principles as a framework against which innovation and change are documented.

Program accreditation provides outside observers with the knowledge that a given academic program of study meets a threshold of quality and overall excellence. Fielding, Pitts, and Miller (1991) cited accountability for the quality of the educational experience as one important reason for accreditation. Similarly, Walker and Lough (1995) determined that a program's reputation is enhanced when it is accredited. Accreditation has become increasingly prevalent and necessary as the sport management discipline continues to develop (Yiamouyiannis, Bower, Williams, Gentile, & Alderman, 2013).

"Return on investment" is a key component to convince programs to become accredited and move forward with the accreditation process. Programs are also required to seek program accreditation by the institution in which it is housed as a means of validating its level of quality. Programs often use accreditation principles to shape curriculum prior to or without going through the accreditation process itself.

Programs are impacted by the presence of accreditation in the marketplace of sport management programs. Accreditation principles serve as best practices for sport management educators. This special issue will address a variety of research and conceptual issues surrounding accreditation, its role, and its value for sport management education.

Possible Topics:

- Role of outcomes assessment in program improvement
- Strategic planning and program improvement
- The role of faculty in sport management accreditation and assessment
- The role of students in sport management accreditation and assessment
- Resource allocation for sport management programs
- Role of program accreditation and campus reputation
- Internships and experiential learning role in accreditation and assessment
- Global sport industry impact on accreditation and assessment
- Faith-based institutions and accreditation

- The role of the Commission on Sport Management Accreditation
- The role of the Council of Accreditation for Parks, Recreation, Tourism and Related Professions
- Developing outcome assessments

Submission Guidelines

This special issue is open to all methodologies for research manuscripts, and practical case studies and essays submitted under the Pedagogical Innovations section will also be considered (see *SMEJ* submission guidelines). Submissions for this special issue should conform to the general submission guidelines for *SMEJ*, which can be found at

<https://journals.humankinetics.com/page/authors/smej>

Authors should submit their manuscript through Manuscript Central, the online submission system for *SMEJ* at https://mc.manuscriptcentral.com/hk_smej, with the special issue and the type of article (e.g., Article; PI—Case studies; PI—Educational Research Reviews; PI—Essays, Dialogues, and Interviews) chosen as the article type. Please clearly indicate in the cover letter that the submission is intended for this special issue related to *Accreditation and Assessment in Sport Management Education*.

Submission Deadline: October 1, 2022

Specific questions should be addressed to the guest editors:

Dr. Elizabeth Gregg
University of North Florida
liz.gregg@unf.edu
904-620-5199

Dr. Jason Lee
University of North Florida
jason.lee@unf.edu
904-620-1144

Heather Alderman
COSMA
heather.alderman@gmail.com
202-329-1189