

# CIEP Submission Form

## Class A Sport Management (P-12)

(for Educator Preparation Chapter adopted 8-12-2021)

**Institution Name:**

**Date Submitted:**

**Submitting for:** *Choose one of the options below.*

- Initial review of a proposed program
- Continuing review of a currently approved program
- Resubmission to address unmet standards and/or conditions

### Overview of Each Required Section:

- I. Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

**SECTION I Background Information**

- 1. Include the proposed checklist as a separate document.
  
- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**  
*Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.*

| <b>Academic Year<br/>September 1 to<br/>August 31</b> | <b>Number of<br/>Unconditional<br/>Admissions</b> | <b>Number of<br/>Program<br/>Completers<sup>1</sup></b> | <b>Number<br/>Recommended for<br/>Alabama<br/>Certification</b> |
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<sup>1</sup> Use the Title II definition for program completers.

## **SECTION II Key Assessments, Data, and Data Analysis**

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

| #              | Key Assessment Title   | Name of Key Assessment <sup>2</sup> | Type of Key Assessment <sup>3</sup> | When Required by Program <sup>4</sup> |
|----------------|--|-------------------------------------|-------------------------------------|---------------------------------------|
| 1 a            | <b><u>State Certification Tests:</u></b> <sup>5</sup>                |                                     |                                     |                                       |
| 2              | <b>Content Knowledge</b> <sup>6</sup>                                |                                     |                                     |                                       |
| 3              | <b>Ability to Fulfill Professional Responsibilities</b> <sup>7</sup> |                                     |                                     |                                       |
| 4              | <b>Internship</b>  |                                     |                                     |                                       |
| 5              | <b>Ability to Promote Student Achievement</b> <sup>8</sup>           |                                     |                                     |                                       |
| 6 <sup>9</sup> |  |                                     |                                     |                                       |
| 7              |  |                                     |                                     |                                       |
| 8              |  |                                     |                                     |                                       |

<sup>2</sup> Identify assessment by title used in the program.

<sup>3</sup> Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

<sup>4</sup> Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

<sup>5</sup> Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

<sup>6</sup> Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

<sup>7</sup> Examples of assessments of fulfilling professional responsibilities include data-driven projects, data-based and long-range planning, action research projects, needs assessments, or intervention plans appropriate to the area of instructional support.

<sup>8</sup> Examples of appropriate assessments for ability to promote student achievement include developing program improvement plans, case studies, and action research projects appropriate to the area of instructional support.

<sup>9</sup> Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

### **SECTION III Alignment of Standards to Curriculum and Key Assessments**

*Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.*

| <b>Standard 1 Knowledge of:</b>  |   |  |
|--|---|--|
| <b>Indicators</b>  | <b>Curriculum Components—<br/>Courses or Other<br/>Requirements<sup>10</sup></b><br><i>(Include course prefix,<br/>number, and name.)</i> | <b>Key<br/>Assessment(s)</b><br><i>(Identify by key<br/>assessment<br/>number[s] in<br/>Section II.)</i> |
| <b>1.1</b><br>Eligibility requirements for participating in athletics.                     |   |  |
| <b>1.2</b><br><b>The interrelationships among sports, culture, and society, including:</b> |   |  |
| 1.2.1<br>The historical relationship between sports and education.                         |   |  |
| 1.2.2<br>The role and function of sports in contemporary society.                          |   |  |
| 1.2.3<br>The socio-cultural factors that influence participation in sports.                |   |  |
| 1.2.4<br>Local, state, and national professional and regulatory organizations.             |   |  |
| <b>1.3</b><br><b>Organization and administration of sports programs, including:</b>        |   |  |
| 1.3.1<br>Program development, operation, and assessment.                                   |   |  |
| 1.3.2<br>Leadership styles and their impact on the management process.                     |   |  |

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| 1.3.3<br>Personnel management and development of human resources.  |  |  |
| 1.3.4<br>Accounting, budgeting, marketing, and fundraising.  |  |  |
| <b>1.4</b><br>Facilities management, including planning, construction, use, and maintenance of indoor and outdoor sports, physical education, and recreational facilities. |  |  |
| <b>1.5</b><br>Sports marketing, public relations, and media.   |  |  |
| <b>1.6</b><br><b>Sports law and risk management, including:</b>  |  |  |
| 1.6.1<br>Legal structures and terminology.   |  |  |
| 1.6.2<br>Tort liability and negligence.  |  |  |
| 1.6.3<br>Personal and school board liability.  |  |  |
| 1.6.4<br>Documentation of injuries, circumstances, and care.   |  |  |
| <b>1.7</b><br><b>Issues in sports, including:</b>  |  |  |
| 1.7.1<br>Gender equity.  |  |  |
| 1.7.2<br>Title IX of the Educational Amendments of 1972 to the Civil Rights Act of 1965.   |  |  |
| 1.7.3<br>Drug use and abuse.   |  |  |
| 1.7.4<br>Diversity.  |  |  |
| <b>1.8</b><br>The Alabama Educator Code of Ethics and ethics in sport management.  |  |  |
| <b>1.9</b><br><b>Health and safety in sports programs, including:</b>  |  |  |
| 1.9.1<br>Adaptive physical activities, nutrition, and exercise.  |  |  |

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| <p>1.9.2<br/>Certification in first aid, cardiopulmonary resuscitation (CPR) for the adult and child, and automated external defibrillator (AED) for the adult and child.</p> |  |  |
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| <b>Standard 2 Ability to:</b>  |  |  |
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| <b>Indicators</b>  | <b>Curriculum Components—<br/>Courses or Other<br/>Requirements</b><br><i>(Include course prefix,<br/>number, and name.)</i> | <b>Key<br/>Assessment(s)</b><br><i>(Identify by key<br/>assessment<br/>number[s] in<br/>Section II.)</i> |
| 2.1<br>Support academic learning for all athletes.   |  |  |
| 2.2<br>Work collaboratively and effectively with students, parents, teachers, administrators, athletic staff, community members, and others to establish and reach academic and program goals. |  |  |
| 2.3<br>Use a variety of problem solving-techniques and decision-making skills to solve problems.   |  |  |
| 2.4<br>Use effective and appropriate written and oral communications.  |  |  |
| 2.5<br>Model appropriate behavior for students, parents, teachers, administrators, athletic staff, community members, and others.  |  |  |
| 2.6<br>Develop and administer policies that promote safety and equity.   |  |  |
| 2.7<br>Make decisions based on the legal and ethical principles.   |  |  |
| 2.8<br>Manage staff, budgets, and facilities effectively.  |  |  |
| 2.9<br>Develop and produce materials for diverse purposes (promotional, informational, media news releases).   |  |  |
| 2.10<br>Plan, organize, staff, market, and implement an athletic event.  |  |  |

**SECTION IV Summary of Field Experiences and Internship**

1. List all courses (or other curriculum requirements) that have a required field experience, in the order that the courses are typically taken. *Include the course prefix, number, and title.*

| Course Prefix | Course Number | Course Title |
|---------------|---------------|--------------|
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2. Are field experiences always done in this order?      Yes      No  
If no, provide a brief explanation.
3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.
4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.