

# Teaching & Learning Fair

**Adding to the Body of Knowledge Environmental Sustainability in Sport Management Integrative Experience**

*Brian P. McCullough, Seattle University*

COSMA CPC: Integrative Experience

This display provides handouts detailing guidelines and a rubric for an environmental sustainability focused capstone/colloquium project. The framework guides students to focus their project and the rubric evaluates their knowledge and the value the project contributes to the growing body of knowledge of the intersection of sport and environmental sustainability.

**An Unacceptable Status Quo: A Sport Development Case Study of Swimming and Drownings**

*Brennan K. Berg, The University of Memphis*  
*Michael Hutchinson, The University of Memphis*

COSMA CPC: Integrative Experience

This case illustrates the complexity of sport development decision making and specifically highlights the public health concern of drowning disparities in the United States. Students must consider various factors for the most effective approach to attract and retain participants involved in local swimming programs. A case copy will be available.

**Applying Sport for Development and Peace in Your Own Backyard: Experiential Learning at Portland Elementary School**

*Jeffrey Levine, University of Louisville*

COSMA CPC: Social, Psychological, & International Foundations of Sport

This presentation discusses a sport for development and peace experiential learning project students undertook involving working with children at a local elementary school. It identifies the project's elements, opportunities, and challenges of using experiential learning to help students better understand fundamental sport for development and peace concepts through local volunteerism.

**Binary Sampling Method of Teaching Economics of Sport**

*Peter Omondi-Ochieng, University of Louisiana at Lafayette*

COSMA CPC: Economics of Sport

This is a step-by-step procedure for undertaking the Binary Sampling Method (BSM). With the help of non-parametric statistics, BSM is designed for teaching, especially in explaining the successes or failures of national teams at Olympics or World Cups. A copy of BSM is available in a handout.

### **Debating Classroom Debates: Structures, Rubrics and Integrating the Entire Class in Partner Debates**

*Annemarie Farrell, Ithaca College*

COSMA CPC: Integrative Experiences

How can students become articulate speakers and problem solvers? Topics addressed in classes can be integrated into debates, challenging students to think quickly, assess information, form relevant questions, and utilize research skills to prepare arguments. This display will highlight debate structures, grading rubrics, and methods to integrate the entire class.

### **Experiential Learning in PR: Classroom to Field Experience**

*Chad Witkemper, Indiana State University*

COSMA CPC: Sport Marketing and Communication

This display showcases a semester long experiential learning activity. The experience takes the student out of the classroom and into the field where they become sideline reporters. Concepts discussed in the class are brought to life through a website and twitter account enabling students to present what they have learned.

### **Incorporating Cross-Culture Elements into Sport Ethics Course Instruction**

*Tyreal Yizhou Qian, University of Georgia*  
*James Zhang (Advisor), University of Georgia*

COSMA CPC: Ethics in Sport Management

Sport professionals do businesses in an increasingly globalized marketplace today and face challenges in understanding legal and ethical perimeters in cross-cultural settings. They are necessarily equipped with augmented knowledge, skills, and capability to be effective. This presentation will illustrate on how to incorporate cross-cultural elements into a sport ethics course.

### **Integration of an Advisory Board in an Introductory Course**

*Corinne Farneti, Mount St. Mary's University*

COSMA CPC: Integrative Experiences

This display features details regarding the integration of an advisory board into an introductory-level sport management course. Intended to expose students to industry professionals and improve networking skills, this activity includes résumé-building and interview components. Assignment details will be available in a handout.

### **Long Distance Sport Management Internship Site Visits Through the Use Computer and Internet Technologies**

*Robert Case, Old Dominion University*

COSMA CPC: Integrative Experiences

This display focuses on how to use technology to conduct long distance virtual internship site visits. A demonstration of the process will be shown using I-Phones, Skype, video streaming, and You Tube. Handouts will be distributed that explain the steps, mobile devices, and programs involved in the process.

## **Sport Management Students Utilizing iPads to Conduct Marketing Research**

*Amanda Greene, East Tennessee State University*

COSMA CPC: Sport Marketing and Communication

This diagram features a step by step process for developing a marketing research project for students, in collaboration with the athletic department. This process offers students out-of- classroom experiences at athletic events, networking opportunities and experience in the use of technology in collecting and analyzing data.

## **Strategies to Maximize Internship Experiences**

*Yongjae Kim, Kutztown University*

COSMA CPC: Integrative Experiences

This presentation features strategies that enable students to have a variety of experiences and career development skills through a structured internship. Elements of the internship include mandatory internship meetings, internship site assessment, internship supervision, and course expectations, and performance evaluation. A copy of the structured internship information will be available.

## **Teaching Diversity (in a Not So Diverse Class)**

*Joyce O. Olushola Arkansas State University*

COSMA CPC: Social, Psychological, and International Foundations of Sport

The display will include activities to engage students in diversity. Designed for classes which appear homogeneous, the activity handout will include a self-assessment of identity, a link to a Prezi presentation on surface and deep diversity, and a group activity that exposes students to the concept of deep diversity.

## **Teaching History and Politics using Selected Olympic Games**

*Rachel Madsen Ithaca College*

COSMA CPC: Social, Psychological, & International Foundations of Sport

International Sport students analyze controversial Olympic Games to learn world history, culture, politics, and importance of sport in global society. Students discuss the specifics of controversial Olympic Games considering the mark made on Olympic history and how the events fit into the social and cultural context at the time.

## **Teaching Sport Ethics Online**

*Nicholas Schlereth University of New Mexico*

COSMA CPC: Ethics in Sport Management

The display will feature case studies that have been utilized in teaching sport ethics online. The use of case studies forces students to evoke critical thinking skills to address topics that can influence their future leadership skills as sport managers. Copies of case studies will be available for participants.

### **Tips and Rubrics to Hold Students Accountable in Event/Facility Management Course Group Projects**

*Donna Pastore, The Ohio State University*

*Sean Dablin, The Ohio State University*

*James Morton, The Ohio State University*

*Michael Fraina, The Ohio State University*

*Chad Gerber, The Ohio State University*

*Rick Bailey, The Ohio State University*

COSMA CPC: Management - (Sport Operations Management/Event & Venue Management)

This display features tips and rubrics that can be used to hold students accountable for their contributions to group projects in event/facility management. The tips are based on a literature review and the rubrics were developed by course instructors. The information is available in a handout format.

### **Using a Step-Wise Career Development Guide to Effectively Mentor Sport Management Undergraduate Students**

*Sun Kang, Manchester University*

*Ryan Hedstrom, Manchester University*

COSMA CPC: Integrative Experiences

Students have difficulty articulating realistic career goals and appropriate action steps. The authors have created a step-wise career planning guide. A handout will outline: (1) the career development process; (2) the benefits and expectations for both faculty mentors and students; and (3) the step-wise career development plan.

### **A Quasi-Experimental Examination of Methods to Improve Graduate Students' Writing**

*Rebecca Achen, Illinois State University*

COSMA CPC: Sport Marketing and Communication

The display will present the results of a quasi-experimental examination of strategies to improve graduate students' writing. These strategies include offering rewrites, inviting students to turn in first drafts prior to the due date, and completing peer reviews in class. Assessment of the effectiveness of these methods will be presented.

### **Assessment Questionnaire for Sport Facility Classes**

*Tom Bell, Campbellsville University*

COSMA CPC: Management (Venue Management)

This questionnaire features an original assessment tool to sensitize students to sport facility needs. This questionnaire uses a self-reporting format, where a sport facility is visited and students report facility deficiencies, positive aspects, and make suggestions for improvement. A copy of this questionnaire is available in a handout.

### **Assignment Description for Oral History Interviews**

*Sam Winemiller, University of Florida*

COSMA CPC: Social, Psychological, & International Foundations of Sport

This display offers an assignment handout that asks students to conduct a semi-structured interview with someone whose life has been notably influenced by sport. The objective is to familiarize students with qualitative interviews, and to enrich students' understanding of sport's centrality in society and impact in shaping characters.

### **Charity 5K Run/Walk**

*Justin Wartella, Lock Haven University of Pennsylvania*

COSMA CPC: Management

This display highlights an experiential learning class assignment requiring students to organize and administer a 5K run/walk for a local or national charity selected through student research and a student vote. Student learning in several professional components including marketing, event and venue management, leadership, and fundraising will be stressed.

### **Diversity Project in Sport**

*Kunsoo Shim, Campbellsville University*

COSMA CPC: Social, Psychological, & International Foundations of Sport

Given the importance of diversity issues in sport, this project is to ask students to closely examine diversity issues in sport organizations. Based on the Rational Model (Robbins, 1990), students provide possible diversity management strategies. Project overview and a copy of the assignment are available in a handout.

### **Integrating the Undergraduate Sport Management Curriculum: Methodological Considerations**

*Adam Goodwin, University of Windsor*

*Jess Dixon, University of Windsor*

*David M. Andrews University of Windsor*

COSMA CPC: Integrative Experiences

To understand the state and integration of the undergraduate sport management curriculum at the University of Windsor, course syllabi from the previous five years were reviewed and analyzed. This display will focus on the processes and steps taken so other sport management programs can identify gaps in curriculum integration.

### **Job Preparedness, Networking, and Mock Interview Assignment: A One Year Follow-Up**

*Katie Brown, Texas A&M University*

*Zachary J. Damon, Texas A&M University*

*Andrew Pickett, Texas A&M University*

COSMA CPC: Integrative Experiences

This display provides updated results and materials related to a student networking and skills development project. Through the assignments outlined, students develop important professional skills through a semester-long mock job hunt process (résumé and cover letter development, interview skills, etc.). Evaluation materials and grading criteria for assignments will be provided.

### **Intramural Learning: Sport Management Beyond the Course Section**

*Brittany Jacobs, The University of Northern Colorado*

COSMA CPC: Integrative Experiences

This display considers the development of intramural learning competitions between course sections. Seeking to engage students in the sport management curricula, it necessitates a collaborative environment within the classroom, while constructing the opportunity for unfettered competition beyond the classroom. A handout will be made available.

### **MiLB Case Study: The Biloxi Shuckers and Southern Miss Sport Management**

*R. Douglas Manning, University of Southern Mississippi*

COSMA CPC: Sport Marketing

Overview of the applied partnership between USM students and executives from the Biloxi Shuckers. Students assessed the current marketing efforts, followed by application of theory for organizational issues. This competitive group project created unique learning experiences in sport marketing. A copy of case materials, including student exemplars, are available.

### **NCAA Division I Ticketing Policies Group Activity**

*Peyton Stensland, University of Kansas*

COSMA CPC: Management

This display features a group activity constructed to evaluate students' opinions on current ticketing practices used by NCAA Division I institutions. The activity has the students analyze the differing options used in practice in a debate style setting. A handout with procedures and best practices will be provided.

### **Peer Evaluation in Team-Based Learning**

*Cassandra Coble, Indiana University*

*Erin McNary, Indiana University*

COSMA CPC: Management

This display will present formative and summative peer evaluation examples, focusing on the managerial, procedural, and social contributions that students are effective at evaluating in team-based learning (Lee & Lim, 2012). Additionally, techniques concerning the integration of peer evaluations into final project or in-class assignment grades will be provided.

### **Sport Facility & Event Management Class and Division III Athletics: A Mutually Beneficial Relationship**

*Cindy Veraldo, Mount St. Joseph University*

COSMA CPC: Social, Psychological, and International Foundations of Sport

Division III athletic departments can provide opportunities to plan and execute events. Through a partnership between the sport management program and intercollegiate athletics, students receive hands on experience in event operations through planning, organizing, leading, and evaluating sport events on campus. Details of the partnership are available in a handout.

### **Teaching Event Management through the Planning and Operation of a Sporting Event**

*Zach Scola, University of Kansas*

COSMA CPC: Sport Operations Management/Event & Venue Management

This presentation will depict how a sporting event can be planned and operated through an event management course during a given semester. Specifically, the planning and operation of a wheelchair basketball tournament will be the sport context explained. Organizing committee documents, critical dates, calendars, and promotional examples will be included.

### **The Comprehensive Format and Method for Sport Marketing Case Studies**

*Young Do Kim, University of Nebraska Kearney*

*Yoon Tae Sung, The Florida State University*

COSMA CPC: Sport Marketing

This presentation features a comprehensive format and method for analyzing sport marketing case studies. This format and method can be applied to various sport marketing cases. Solution paper and presentation guidelines, seven case articles, and evaluation rubrics are highlighted. A copy of the project overview is available as a handout.



### **Ticket Sales Boot Camp**

*Ted Peetz, Belmont University*

COSMA CPC: Sport Marketing

This handout is an overview of a "Ticket Sales boot Camp" developed to introduce students to ticket sales. The materials displayed will showcase the two day workshop including: an overview of ticket sales, pros and cons of sales, role playing activities, game implementation, and call center activities.

### **Utilizing a Sport-Based Youth Development Student Organization to Facilitate Community Engagement and a Capstone Student Experience**

*Shelley Lyle, University of Florida*

COSMA CPC: Integrative Experiences

This display demonstrates a systematic process for creating and activating a volunteer student organization committed to increasing access and opportunities to sports in a local community. The Sport Equity Team program allowed students to gain valuable knowledge on how to develop and evaluate SBYD programs, while also fostering community engagement.

### **Active Learning Strategies in Online Learning Programs in Sport Management**

*J. Michael Martinez, Louisiana State University*

COSMA CPC: Management (Sport Management Principles, Sport Leadership, Sport Operations Management/Event & Venue Management)

This display focuses on the incorporation of active-learning strategies within selected courses of an online graduate program in Sport Management. The purpose of using these strategies would be to foster engagement among online students. An instructional handout, with examples of specific strategies, will be provided to attendees.

### **Assessing Experiential Leadership Activities According to Wilber's Integral Theory**

*Gregory Kane, Eastern Connecticut State University*

*Sarah Walton, Central Connecticut State University*

COSMA CPC: Management

This display will apply Wilber's Integral Theory in assessing experiential learning activities in sport leadership. Available handouts will detail the usefulness of Integral Theory in assessing student leaders and their groups both from the perspective of the student (internal to the group) and the professor (external to the group).

### **Assessment Rubric for Online Discussion**

*Janet Howes, University of Northern Colorado & Marshall University*

*Jennifer Mak, Marshall University*

COSMA CPC: Sport Management

This display features a rubric constructed to assess students' contribution to the weekly discussion thread in an online class. This rubric is used to assess the students' comprehension of material, writing style, class engagement and timeliness of submissions. A copy of the rubric will be available in a handout.

### **Case Debate Assignment for Sport Law**

*Emily Dane-Staples, St. John Fisher College*

COSMA CPC: Legal Aspects of Sport

This assignment is a mini-mock trial where *all* students are engaged as either plaintiff, defendant, judge or jury. Using a set of case facts, participants prepare for argumentation prior to class and then are assigned a specific role. A copy of the assignment and sample case facts will be provided.

### **Closing the Loop on Online Discussions on Foundational Issues in Sport**

*Jennifer Kane, University of North Florida*

*Elizabeth Gregg, University of North Florida*

COSMA CPC: Social, Psychological, & International Foundations of Sport

## 2016 North American Society for Sport Management Conference (NASSM 2016)

If you have ever struggled with seeing the “group” value in discussion board assignments, you will appreciate this approach. A strategy and example will be provided that effectively closes the loop on discussion board posts so students can gain a better perspective of foundational issues being presented in the class.

### **Creating a Traditional Format in an Online Environment**

*Gi-Yong Koo, Troy University*  
*Packianathan Chelladurai, Troy University*  
*John Miller (Troy University)*

COSMA CPC: Legal Aspects of Sport

WebEx allows instructors to share a common Power Point and interact with students from up to 20 remote sites simultaneously. This technology can provide a traditional class format for legal aspects, as well other sport management classes, in an online learning environment. Examples of recorded classes will be provided.

### **Exploring Digital Marketing Best Practices through a Social Media Audit**

*Donald P. Roy, Middle Tennessee State University*

COSMA CPC: Sport Marketing and Communication

A social media audit assignment impacts students’ learning of the role of social media in a sport organization’s marketing strategy. Audit elements include channels used, content types, audience engagement, and overall effectiveness. Students go beyond merely recognizing social media tactics of a sport brand to critically evaluate their effectiveness.

### **Fantasy Football and Sport Finance: Applying Analytics to Academia**

*N. David Pifer, University of Georgia*

COSMA CPC: Sport Finance/Sport Economics

This display will feature a descriptive handout of how fantasy football can be used as an interactive learning tool and class project in a sport finance classroom setting. This project can be used throughout the semester to help students grasp an understanding of money management and asset evaluation.

### **Financial Valuation of a Sporting Goods Retail Store**

*Daniel A. Rascher, University of San Francisco*  
*Matthew Brown, University of South Carolina*  
*Mark S. Nagel, University of South Carolina*

COSMA CPC: Finance/Accounting/Economics

This display features a teaching case that has the student walk through the steps of a financial valuation of a sporting goods retail business (single store). Three methods of valuation, Income Approach, Market Approach, and Liquidation Approach, are used to showcase the breadth of financial valuation. A handout is available.

### **Global Sport Marketing: A Cross-Cultural Strategy**

*Jiyoung Park, University of Northern Colorado*

COSMA CPC: Sport Marketing & Communication

## 2016 North American Society for Sport Management Conference (NASSM 2016)

The purpose of this assignment is to have students in sport management classes, both international and native, develop a cross-cultural marketing approach based on select country's characteristics using a case study and critical incident approach. A copy of the assignment is available in a handout.

### **Increasing Awareness and Interest in Research among Sport Management Majors**

*Robert Turick, University of Florida*

*Trevor Bopp (Advisor), University of Florida*

COSMA CPC: Management

This display details our semester-long course project which was designed to introduce undergraduate sport management students to scholarly journals and articles. Students will learn how to locate academic articles and analyze the methodology, results, and literary value of research. A copy of the instructions will be available in a handout.

### **Live Tweeting Reactions to a Film**

*Melissa Davies, University of the Pacific*

COSMA CPC: Finance/Economics

Directions will be provided for how to structure a "live-tweet" activity in a Sport Finance and Economics class. The example used will describe how to have a class live-tweet reactions to a 30 for 30 film (Broke), however the assignment is also transferable to other topics and films.

### **Social Media in the Classroom: Enhance Learning, Create Connection, Improve Retention.**

*Rebeccab Mercado, University of Florida*

COSMA CPC: Sport Management

Social media has changed how we communicate, deliver information, and form educational communities. Using social media effectively can increase classroom participation, facilitate two-way conversations between multiple users, and promote connectedness. Guidelines for use, misuse, and best practices for incorporation of social media into the sport management classroom will be demonstrated.

### **Sport Marketing Promotional Plan Rubric**

*Jillian McNiff Villemaire, Flagler College*

COSMA CPC: Sport Marketing and Communication

This presentation features a rubric created for a sport marketing promotional plan done with our college's athletic department. Students are expected to create and implement their plans in small groups and must show an increase in attendance. Students are graded by peers and members of the athletic department staff.

### **Student Perceptions of the Twitter as an Educational Tool in the Sport Management Classroom**

*Andy Gillentine, University of South Carolina*

COSMA CPC: Management (Sport Management Principles, Sport Leadership, Sport Operations Management/Event & Venue Management)

This study investigated the use of Twitter as an educational tool. Students followed the instructor's twitter page to

## **2016 North American Society for Sport Management Conference (NASSM 2016)**

receive Tweets related to ancillary classroom materials. Tweets linked students to materials to support and stimulate class discussion. The results of this study may contribute to understanding student perceptions electronic class materials.

### **Answer in the Form of a Question: Using Jeopardy in the Ethics Classroom**

*Jordan Bass, University of Kansas*

COSMA CPC: Ethics in Sport Management

This presentation will outline the numerous ways in which to use Jeopardy Labs to create in-class assessments and exam study guides in a sport ethics class. This technique allows for repeated reinforcement of foundational concepts and theories underlying sport ethics and leads the students into application strategies.

### **Assessment Rubric for Personal Reflection Journal Entries Included in an Event Management & Marketing Course**

*Kostas Karadakis, Southern New Hampshire University*

*Michael Stellefson, University of Florida*

*Trevor Bopp, University of Florida*

COSMA CPC: Sport Operations Management/Event

Feedback from reflection journals submitted by students operating a charity event will be presented. Students were responsible for Marketing, Registration, Event Operations, Corporate Sponsorship, and Volunteer Management during the event. Presenters will share strategies for improving assessment of student journals in marketing/event management. Assignment instructions/grading rubrics will be provided.

### **Incorporating Theory and Practice into a Sport Communications Course**

*James Strode, Ohio Dominican University*

COSMA CPC: Sport Marketing and Communication

This presentation focuses on how instructors can pair communication theory with practical, real-world course projects in a sport communications class. Links will be made between applicable theory and hands-on projects, such as operating a press conference, writing a game recap, and developing a multimedia presentation.

### **Experiential Learning in Event Management: Partnering with Community Organizations and Teams for an Interactive Classroom**

*Nicole Imbrogno, The University of Memphis*

COSMA CPC: Management

This teaching method of partnering with local community organizations and teams allows for students to take lecture best practices in event management and apply them to real-life current events. Students' efforts are then activated by the local community partner. A handout with specific project examples will be provided.

### **Walking with Wheels: Experiencing Wheelchair Mobility**

*Jacqueline McDowell, George Mason University*

COSMA CPC: Social, Psychological, & International Foundations of Sport

This display provides information about a project that required sport management students to spend 36 hours in a wheelchair. Students used movie editing software and Lino to make video and picture diaries of their experiences. Diaries discussed environmental barriers, social reactions and interactions, personal and professional impact, and ethical considerations.

### **Decision Tree for Solving Time Value of Money (TVM) Problems**

*B. David Tyler, Western Carolina University*

COSMA CPC: Finance

This decision tree offers a graphical, step-by-step guide to determine the correct formula to use when solving time value of money problems (e.g., determining the present value of an athlete's deferred compensation). Covers present and future value; standard and delayed annuities (and annuities due); and growing annuities.

### **Utilizing Community Partners for Term-Long Marketing Projects**

*Jason A. Rice, North Central College*

COSMA CPC: Sport Marketing

This presentation includes information on fostering relationships with community partners to create unique learning experiences in the classroom. These partners assist with designing real-world projects and directly engage with student groups assigned to their project. A copy of the assignment and rubric will be made available.

### **Project-Based Learning for Athletic Administration & Coaching**

*Sean Daly, Johnson & Wales University*

COSMA CPC #2: Management – Sport Administration

This display features a project & rubric for a term project related to athletic administration and coaching. The goal is to learn the knowledge and skills related to college coaching and athletic administration (scheduling, budgeting, management). A copy of the project outline and rubric will be available in a handout.

### **Sport Marketing Campaign “Face-Off”**

*Alex Rondon, University of Northern Colorado*

COSMA CPC: Sport Marketing and Communication

The purpose of this assignment is to provide students with the opportunity to demonstrate their marketing skills. Groups of students will develop a marketing campaign and present it in class. Students will serve as peer critics. At the end of the activity a more refined campaign will be the outcome.

### **Sport Venue and Facility Trends Project**

*Stephen Shin, Belmont University*

COSMA CPC: Management (Sport Operations Management/Event & Venue Management)

This display features a project constructed for students to understand an evolving sport venue and/or facility by focusing on new trends and unique aspects with regards to rationales for a facility, design sketches, operation, security management and ADA compliance. A copy of the guideline and the rubric is available.

### **Using Video Animations for Student Engagement**

*Helmien Rambaldo, Amsterdam University of Applied Sciences*

COSMA CPC: Integrative Experiences

A series of whiteboard video animations were created to engage students with the topic before the lessons. Positive student feedback was received on the use of these video animations as preparation for the lessons. A handout with instructions on how to create these whiteboard video animations is available.

### **How a Graduate Teaching Assistant Could Be an Effective Guest Instructor in Sport Management Classes**

*Wen-bao Winston Chou, University of Georgia*

*Brandon Mastromartino, University of Georgia*

*James Zhang (adviser), University of Georgia*

COSMA CPC: Integrative Experiences

Doctoral students in sport management programs are at times asked to serve as guest instructors for academic courses due to faculty attendance at conferences, illnesses, or other unexpected obligations. How could they prepare effectively before standing on the podium? This presentation is aimed to provide practical insights and useful guidelines.

### **Personal Branding Project**

*Joe Mullins, Reinhardt University*

COSMA CPC: Sport Marketing and Communication

This project requires students to learn the concept of branding through the development of their own personal brand. Students develop personal logos, multiple resumes, and participate in a 28-day personal growth challenge. Students read "Impressions" by Dr. Coyte Cooper as part of the assignment. Copies of the assignment are available.

### **Facility Crisis and Avoiding Future Issues**

*B. Colin Cork, University of Arkansas*

COSMA CPC: Sport Operations Management/Event & Venue Management

This display highlights the use of crisis and preventative management techniques in facility management. Student groups will be required to research a facility crisis and propose solutions and/or interventions. The two part assignment requires a written paper and oral presentation. Assignment details, grading rubric, and lectures are provided as handouts.



### **Sport Stock Market Project**

*Chanbo Kang, University of North Alabama*

COSMA CPC: Finance

This project allows students to become familiar with stock investing strategies to maximize returns through the use of sport stock investments. The main objective is to understand main financial documents (i.e., balance sheet, income statements, and cash flow statements) through financial ratio analysis. A handout will be available.

### **Tips and Rubrics to Hold Students Accountable in Event/Facility Management Course Group Projects**

*Donna Pastore, The Ohio State University*

*Sean Dablin, The Ohio State University*

*James Morton, The Ohio State University*

*Michael Fraina, The Ohio State University*

*Chad Gerber, The Ohio State University*

*Rick Bailey, The Ohio State University*

COSMA CPC: Management - (Sport Operations Management/Event & Venue Management)

This display features tips and rubrics that can be used to hold students accountable for their contributions to group projects in event/facility management. The tips are based on a literature review and the rubrics were developed by course instructors. The information is available in a handout format.

### **Using a Step-Wise Career Development Guide to Effectively Mentor Sport Management Undergraduate Students**

*Sun Kang, Manchester University*

*Ryan Hedstrom, Manchester University*

COSMA CPC: Integrative Experiences

Students have difficulty articulating realistic career goals and appropriate action steps. The authors have created a step-wise career planning guide. A handout will outline: (1) the career development process; (2) the benefits and expectations for both faculty mentors and students; and (3) the step-wise career development plan.