

# **COSMA Annual Report Submission Instructions Academic Year 2023-24**

**Due Date: NO LATER THAN July 31.**

Use this document; changes are made annually.

## **2023-24 Annual Fees Announcement:**

Annual Membership Fees have increased by **10 percent for the 2024-25 membership/fiscal year (July 1 – June 30) to \$1,980**. We are instituting a process to allow “limited resource institutions\*” a reduced fee for membership. COSMA wants to enable all sport management programs to afford the accreditation process and to ensure a more equitable financial process for member institutions. The following guidelines will help you navigate an “exceptions” process that will be evaluated annually.

\* Be among the bottom 15 percent of active Division I schools from a resource standpoint, as determined by per capita school expenditures, per capita athletics department funding and per capita Pell Grant aid for the student body. **OR**

Be a member of a conference in which 60 percent of the schools are among the bottom 15 percent of active Division I members from a resource standpoint. ([AASP Grants for Schools - NCAA.org](https://www.aasp.org/))

- 1) If your program is budgeted for and can afford to pay the \$1,980 annually, do nothing differently.
- 2) Programs going through first-time accreditation in FY 2024-25: Gradual payment schedule
  - Year 1: \$495 (25% of \$1,980)
  - Year 2: \$990 (50% of \$1,980)
  - Year 3: \$1,485 (75% of \$1,980)
  - Year 4: \$1,980 (100%)
- 3) Other adjustments to membership fees will be determined on a case-by-case basis. See page 11 for additional information.

Late fees (\$200) will be enforced for the 2024-25 fiscal year.

Not submitting materials or not communicating with COSMA Headquarters will result in AUTOMATIC ADMINISTRATIVE PROBATION on August

1. An email will be sent to your University/College and Departmental Administrators.

**The Annual Report consists of three parts:**

**Section 1:** Programmatic Information (completed by all programs), pages 3-5

**Section 2:** Outcomes Assessment (completed by programs in Candidacy Status and Accredited Programs) – pages 6-10

**Section 3:** Budget Chart: Reference for programs yet to be accredited and for those requesting annual fee reductions – page 11.

Program Information Profile – This Council for Higher Education Accreditation (CHEA) form has been modified to include basic student outcomes information: Graduation rate, completion rate, transfer rate, graduates going to graduate school and job placement rate. If you collect these data as part of your Operational Effectiveness Goals, refer to that matrix – page 10.

Extension request: For extension of fee payment and/or Annual Report submission (page 12).

# COSMA Annual Report 2023-24

## U.S. and non-U.S.-based Programs

**This annual report should be completed for your academic unit/sport management program and submitted electronically to COSMA by July 31 of each year.**

### SECTION 1: PROGRAMMATIC INFORMATION (COMPLETED BY ALL PROGRAMS)

Institution's Name:		York College of Pennsylvania		
Address:		441 Country Club Road		
City:	York	State:	PA	ZIP/Postal Code: 17403
Primary COSMA Contact Name and Designated Alternate Contact:		Name 1: Molly Hayes Sauder		
		Name 2: Michael Mudrick		
Telephone:	717.991.1827	Email:	msauder@ycp.edu	
Sport Management Degree Program(s):	Bachelor of Science, Sport Management			
Name of College where Sport Management degree(s) is housed:	Graham School of Business			
Academic Unit URL: <a href="https://www.ycp.edu/academics/graham-school-of-business/programs/sport-management/">https://www.ycp.edu/academics/graham-school-of-business/programs/sport-management/</a>				

A. Check the box to reflect the accreditation status of your academic unit/sport management program:

<b>X</b>	Accredited
	Reaffirmation of Accreditation (check if within 2 years/letter received) *
	Candidate for Accreditation*
	Program Member (have not been granted Candidacy Status)

\*Estimate the month and year you want to hold a site visit:

Submission of self-study in August 2025 and site visit in November of 2025.

B. Identify any significant changes that have taken place in your sport management degree programs during the reporting period. Indicate the impact of any of these changes, if applicable, in a written statement of explanation.

1. Did you terminate any degree programs during the reporting year?

<b>X</b>	No
	Yes. If yes, please identify terminated programs.

2. Were changes (e.g., curricular) made in any of your sport management majors, concentrations or emphases?

<b>X</b>	No
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	Yes. If yes, please identify the changes by adding an additional page to this document.
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3. Were any new sport management degree programs established during the reporting year?

<b>X</b>	No (skip to Section C)
	Yes. If yes, please identify the new degree programs and answer B4.

4. Was approval of your regional or national accrediting body required for any of these programs?

<b>N/A</b>	No
	Yes. Provide a copy/URL of the approval letter from your accrediting body.

5. Do you have an Associate's degree program in sport management to include in the accreditation process?

<b>X</b>	No
	Yes (You will be contacted to discuss this.)

C. Identify any administrative and other changes that directly affect your academic unit/sport management program and attach an updated organizational chart that shows these relationships. Such changes would include:

- Your sport management unit's primary representative to COSMA
- Your institution's President, Academic Vice President, Dean, Provost, etc.
- The head of your academic unit/sport management program (if different from the primary representative to the COSMA).
- Faculty changes

<b>Position: President</b>	<b>Name: Dr. Thomas Burns</b>	<b>Title: College President</b>
	<b>Email: collegepresident@ycp.edu</b>	
<b>Position</b>	<b>Name</b>	<b>Title</b>
<b>Email</b>		
<b>Position</b>	<b>Name</b>	<b>Title</b>
<b>Email</b>		

What impact have these changes had on your program? Comment specifically about faculty changes (faculty leaving, new faculty, other forms of faculty turnover). If you have a new COSMA accreditation primary representative: What are you doing to maintain continuity with the accreditation process? Provide a narrative response to these questions.

This has had minimal impact on the sport management program. The President is supportive of excellence in education, including accreditation. Thus, it has been "business as usual" for the year.

### *Other Changes/Issues*

- D. Briefly comment on other changes or issues pertaining to your academic unit/sport management program (e.g., new partnerships, innovations, campus locations, change in program delivery, etc). Describe any modifications made to your program delivery, collection of outcomes assessment data and grading/graduation requirements, if applicable. Provide supporting documentation, as needed. Failure to report changes may result in administrative probation.

There have not been major changes, although of course there is always collaboration among the faculty and other stakeholders to ensure continual improvement. Perhaps the most important adjustment was welcoming three new adjuncts to the program. Each is highly qualified educationally and experientially, and student observation data shows that they were very effective. This is an excellent new development and of course, required support and on-boarding to be successful.

#### [Optional Responses]

- E. How has COSMA and the accreditation process benefitted your program, faculty, students, alumni and/or other?

COSMA provides positive assurance for external stakeholders and helps internal stakeholders to engage in more effective processes (strategic planning, outcomes assessment, etc.).

- F. What can COSMA do to serve you better?

COSMA is great. Thank you for all your help!

**SECTION 2: OUTCOMES ASSESSMENT (TO BE COMPLETED BY ACCREDITED PROGRAMS AND PROGRAMS IN CANDIDACY STATUS)**

A. Has your outcomes assessment plan changed from initial approval or since last year’s Annual Report?

<b>X</b>	No
	Yes. <b>Attach the revised O/A plan.</b>

B. Complete the following chart if you are responding to feedback from the Board of Commissioners as follows:

- Notes and Observations in a recent accreditation granted letter
- Required response items to a Candidacy Status granted letter
- Action Items from a Site Visit report
- Required response items to an accreditation deferred letter

Copy and paste the note, observation, action item or required response item in Column 1. Indicate your response to the item in the second column. Feel free to include your response as an addendum and attach documentation accordingly. **You have two years to resolve Notes.**

<i>Notes, Observations, Action Items, Required responses</i>	<i>Your Response</i>
1. N/A – no feedback in recent years from the	
2. Board of Commissioners regarding	
3. annual reports.	
4.	
5.	

C. Provide the URL(s) for the page on your academic unit/sport management program’s website that makes available to the public the following (pp. 7-10 of this document):

- SLO matrix
- OEG matrix
- Program information profile
- Statement of accreditation status (includes Candidacy Status)
- Accreditation seal (accredited programs only)

**This information must be updated annually.** Failure to comply with this request will result in Administrative Probation.

URL(s): <a href="https://www.ycp.edu/academics/graham-school-of-business/programs/sport-management/">https://www.ycp.edu/academics/graham-school-of-business/programs/sport-management/</a>
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D. Complete the following program-level student learning outcomes (SLO) matrix and program-level operational effectiveness goals (OEG) matrix.

## Student Learning Outcomes Matrix – Academic Year 2023 – 2024

*Note: If you are using different direct and indirect measures for different degree programs, please replicate the matrix, using one matrix for each program that has different measures. If different programs use the same measures, only one copy of the matrix is needed.*

Identify Each Student Learning Outcome and Measurement Tool(s)	Identify Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b><i>Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.</i></b>					
SPM 335 Sport Sales and Ticketing Operations  Final class project - demonstration of the sales process.	90% of students will achieve a “meets expectations” or “higher.”	46	39	85%	Does not meet expectation
Exit Survey	90% of soon-to-be graduates will report that they are somewhat to highly prepared to understand and use sales and marketing techniques in sport management	14	28	50%	Does not meet expectation
<b><i>Explain contemporary issues in sport management and craft best practice responses in an ethical manner.</i></b>					

<p>SPM 475 Ethics and Current Issues in Sport</p> <p>Case Study: “consideration of stakeholder input”, “internal/external influence on decision making process”, and application of risk management and diversity factors in the decision- making process sections in the rubric.</p>	<p>90% of students will achieve a “meets expectations” or higher on the ethical decision- making case study.</p>	<p>29</p>	<p>15</p>	<p>50%</p>	<p>Does not meet expectation</p>
<p>Exit Survey</p>	<p>90% of soon-to-be graduates will report that they are somewhat to highly prepared to handle legal and ethical issues in sport management.</p>	<p>23</p>	<p>28</p>	<p>82%</p>	<p>Does not meet expectation</p>
<p><b><i>Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.</i></b></p>					
<p>SPM 340 Financing Sport Operations</p> <p>Budget project: assess the college athletics landscape and concoct a viable and balanced budget for a sport organization.</p>	<p>90% of students will demonstrate the ability to budget by achieving proficiency on all three sections of the rubric.</p>	<p>15</p>	<p>11</p>	<p>73%</p>	<p>Does not meet expectation</p>



Exit Survey	90% of soon-to-be graduates will report that they are somewhat to highly prepared to handle matters of finance in sport management.	17	28	61%	Does not meet expectation
<b><i>Apply evidence-based management practices to foster safe and productive sport organizations.</i></b>					
SPM 320 Sport Administration and Management Practices  Sport organization research project: Craft a recommendation.	90% of students will achieve an "excellent" in all three categories of the rubric on the sport organization research and recommendation project.	20	21	95%	Meets expectation
Exit Survey	90% of soon-to-be graduates will report that they are somewhat to highly prepared to manage a sport organization.	22	28	79%	Does not meet expectation
<b><i>Exhibit proficiency in the skills of communication within the context of the sport management discipline.</i></b>					
SPM 225 Communication in Sport  Sport Feature	90% of students will achieve a "meets expectations" or above on all areas of the rubric.	N/A	N/A	N/A	N/A

SPM 225 Communication in Sport  Individual oral presentations	90% of students will achieve a “good” or above on the following criteria of the presentation rubric: introduction, eye contact, engagement & vigor, poise, use of facts, key takeaways, professional attire, filler phrases, and follow-up responses.	N/A	N/A	N/A	N/A
SPM 480 Work Experience - Supervisor Final Evaluation  Verbal communication and written communication portions of the supervisor work experience evaluation.	SPM 480: 100% of students will get a “good or higher.”  Verbal  Written	22  23	23  23	96%  100%	Does not meet expectation  Meets expectation
<i>Exhibit proficiency in synthesizing cross-disciplinary knowledge so as to develop supported recommendations within the context of the sport management discipline.</i>					
SPM 470 Senior Seminar  Business plan.	90% of students will achieve a “meets expectations” or above on all areas of the cross-disciplinary thinking rubric.	27	24	89%	Does not meet expectation

SPM 480 Work Experience - Supervisor Final Evaluation  Critical thinking portion of the supervisor work experience evaluation.	SPM 480: 100% of students will get a “good or higher.”	23	23	100%	Meets expectation
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***Develop knowledge and skill in key career and professional development competencies for the sport management field.***

SPM 470 Senior Seminar - Competency in resume writing and cover letter writing: resume/cover letter rubric.	100% of students will achieve a “38/50” or higher on the resume rubric.	27	22	81%	Does not meet expectation
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SPM 470 Senior Seminar - Competency in professional interviews: Professional Interview Scoring Rubric.	100% of students will achieve a “competent” or higher in all nine of the categories of the Professional Interview Scoring Rubric.	27	24	89%	Does not meet expectation
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***\*\*Explanation of course action for intended outcomes not realized:***

***Overall Statement:***

The faculty are really pleased to see that the new approach to collecting survey data as students exit the program is working - the response rate has increased significantly, providing better indirect assessment data to make decisions. This process will continue going forward. However, as will be noted in several responses, quantitative survey data can only help with decision-making to some extent. Thus, the next

step to understand student perceptions of learning and preparation will be to conduct some exit interviews as well to make better sense of the responses in the surveys.

***Response For: Demonstrate the ability to apply current knowledge and practices to generate revenue within the sport industry.***

Challenges persist in students' abilities with respect to revenue generation as demonstrated via both the direct and indirect measures. As described in last year's annual report, the faculty member in charge of the marketing and sales classes has made a number of changes to said courses focused on revenue generation so as to incorporate more real-world experience. This is showing some benefits as evidenced in the direct assessment data moving closer to the 90% benchmark (and, in fact, 92% of students met the benchmark in the spring semester). However, students are still leaving the program reticent about their preparation. As noted previously, there would be benefit to the faculty in conducting some exit interviews to better understand why this is occurring. For example, some research has demonstrated similar sentiments from students in experiential sport sales classes and so some of what may be happening is that students are answering questions focused on their perceptions of their preparation to take on new tasks and they have a realistic view of the challenges in completing said tasks, thus they rate their preparation a bit lower. The faculty will discuss a plan for exploring this phenomenon further with students to better understand what the data is explaining.

***Response For: Explain contemporary issues in sport management and craft best practice responses in an ethical manner.***

Students did not meet the desired outcome based on the data points related to the Ethics and Current Issues in Sport assignment. However, students have shown improvement in overall performance on this assignment when looking at all aspects of the rubric and final grades. Changes will be made to further clarify the assessment tools. As noted above, exit interviews would be beneficial to understand why students are reporting feeling underprepared to handle ethical dilemmas going forward (i.e., Do they see how complex the real world is and thus feel some trepidation? If so, perhaps the phrasing of the survey is unhelpful or the benchmark is not useful.). Faculty will explore this in the upcoming year.

***Response For: Demonstrate a working knowledge of accounting, economics and finance to contribute to fiscally responsible sport organizations.***

As noted last year, a likely big-picture factor affecting this outcome are the on-going challenges with quantitative fluency and thoroughness in critical thinking tasks remaining from the worst of the pandemic. It is likely this trend will continue for the next few years as students who had disruption in high school make their way through higher education. The faculty made several alterations to try and better support student achievement in quantitative disciplines like accounting, economics and finance, as follows: 1) incorporate more introduction to these concepts in the Introduction to Sport Management class; 2) rework the structure of the Financing Sport Operations class to require more practice problems via spaced learning. These actions will continue and the effects of the scaffolding from the Intro class should be seen (or not seen) within the next two years.

***Response For: Apply evidence-based management practices to foster safe and productive sport organizations.***

The data related to this outcome looks very similar to last year - on a positive note, students showed the ability to apply best management practices after conducting research with respect to varied challenges in the industry per the direct assessment data. However, the indirect data from the exit survey shows potential areas for improvement in students' perceptions of preparation. Thus, as has been discussed previously, exit interviews will be conducted to understand this more thoroughly and determine implications for the program.

***Response For: Exhibit proficiency in the skills of communication within the context of the sport management discipline.***

The course where communication data is collected was not offered in the 2023-2024 academic year due to an instructor's sabbatical. Students were advised to take the class in the prior year and additional sections are being offered in 2024-2025. Thus, there will be larger numbers of observations in the coming academic year. Despite having no direct assessment data, the indirect assessment data is positive. 100% of students were rated by internship supervisors as having good or better written communication skills and nearly 100% (96%) were rated as such in oral communication. This is a strong testimony to the skills students have developed through the program.

***Response For: Exhibit proficiency in synthesizing cross-disciplinary knowledge so as to develop supported recommendations within the context of the sport management discipline.***

Despite missing the direct assessment benchmark by 1%, overall, students' performance in this area looks really good, particularly since 100% of internship supervisors rated students good or above in critical thinking. The faculty will continue their work and monitor at this point to see if the changes made over time help fill the gap and meet the benchmark.

***Response For: Develop knowledge and skill in key career and professional development competencies for the sport management field.***

Except for a few students, the majority exceeded expectations. Students gained valuable insights from the Career Development Center and faculty on effectively articulating their experiences through resumes and cover letters. The provision of real job descriptions and guidance on aligning their documents with these descriptions was found to be particularly beneficial. Students engaged in a mock interview session with both the Career Development Center and industry professionals. Their inclination to improvise rather than plan their responses beforehand led to somewhat disorganized and inadequately detailed answers. Furthermore, some students found the Zoom interview setting uncomfortable, particularly those who prefer face-to-face interactions. Allocating additional time to prepare for mock interviews, including a new assignment involving self-recording via Zoom, focusing on articulating responses without jargon or filler words, and increasing comfort with the online environment, would markedly enhance their learning experience prior to the transition. All of these steps will be taken going forward.

**Student Learning Outcomes Matrix Narrative:**

Your outcomes assessment plan must include, at minimum, two direct and two indirect measures across all student learning outcomes. Some measurement tools will be used to measure more than one student learning outcome. Each student learning outcomes must be measured at least once; including more and varied measures is a better practice and is encouraged. Below, narrate how you “**close the loop**” by describing any **changes and improvements you made and plan to make as a result of your assessment activity**:

- Address ALL SLOs – those that meet or exceed expectations and those that do not. Please see above in the table.
- Explain why you have measures with insufficient data. Please see above in the table.
- Describe how this outcomes assessment data drives curricular and other decisions. Please see above in the table.
- Describe how have you improved/changed this year based on this data (close the loop). Please see above in the table.

## Program-Level Operational Effectiveness Goals Matrix Academic Year 2023-24

Identify Each Operational Effectiveness Goal and Measurement Tool(s)	Identify the Benchmark (e.g., 80% will achieve a rating of 5)	Data Summary	Assessment Results: Does not meet expectation Meets expectation Exceeds expectation Insufficient data
<b>Optimize program enrollment – 160 students</b>			
Engage in new community enrollment events	Create 1 per year	Created 1 new event - Partnered with York County Alliance of Learning & York Revolution for community “business of sport + sport management education” event.	Meets expectation
Optimize program retention	Increase graduation rate to 50%	48%	Does not meet expectation
<b>Disseminate scholarship</b>			
<b>Disseminate via presentations</b>	2 per year collectively	Engaged in 5 peer-reviewed conference presentations collectively.	Exceeds expectation
<b>Disseminate via publications</b>	2 per year collectively	Disseminated at least 3 peer-reviewed publications collectively.	Exceeds expectation
<b>Contribute to community</b>			
<b>Engage in project-based learning initiatives</b>	2 per year	Worked with multiple community partners - Lancaster Barnstormers, Girls on the Run, York Revolution, etc.	Exceeds expectation
<b>Expand alumni engagement</b>	1 new initiative	Highlighted 2 alumni at a knowledge-based NIL event where they taught nearly all students in the major about the topic.	Meets expectation

**Note: You are not required to have five OEGs – you may have more or fewer.**

**Required Narrative: Close the loop and explain why you met, exceeded or did not meet any expectations. Explain why there was insufficient data (if applicable). Discuss what you may do differently next year or any corrective action you will take.**

Expectations that were met or exceeded have details above in the table. These were met because of the close collaboration among the faculty in managing resources to excel at new recruitment events, scholarship, and community work. The faculty continue to work on retention, with graduation rates being a marker of such. As noted last year, new supports have been created in the initial classes in the program to help with this. However, retention across higher education is a challenge as students experience mental health difficulties, lack of academic preparation, and a host of other issues. When looking at the graduation rate data, it should be noted that some students who did not graduate as sport management majors graduated from York College with another major, which is still positive in that they earned a college degree (and the sport industry is known as an industry that attracts students until they learn the realities). In addition, the average time to a sport management degree is four years, suggesting that if a student finds sport management to be aligned with their goals, they will progress to their degree in a timely fashion within York College's program. So, there are positive aspects to this data. That said, of course the faculty will continue the supports in the entry-level classes and monitor the effectiveness over the next few cohorts to hopefully see an increase in this metric.



## PROGRAM INFORMATION PROFILE

*This profile offers information about the program in the context of its mission, basic purpose and key features.*

**Name of Institution:** York College of Pennsylvania \_\_\_\_\_

Program/Specialized Accreditor(s): Bachelor of Science/COSMA \_\_\_\_\_

Institutional Accreditor: Middle States \_\_\_\_\_

Date of Next Comprehensive Program Accreditation Review: 2025-2026 \_\_\_\_\_

Date of Next Comprehensive Institutional Accreditation Review: 2024-2025 \_\_\_\_\_

URL where accreditation status is stated: <https://www.ycp.edu/about/accreditations> \_\_\_\_\_

### Indicators of Effectiveness with Undergraduates [As Determined by the Program – Data provided by York College’s Director of Institutional Research & Effectiveness]

1. Graduation Year: \_\_\_\_\_ # of Graduates: \_\_\_\_\_ Graduation Rate: \_\_\_\_\_  
For the Fall 2019 Cohort, 15 students out of 31 students majoring in Sport Management graduated in the same major in 4 years. The 4- year graduation rate for the Fall 2019 cohort is 48.3% (15/31). Note: This only includes students whose initial major and degree major are the same. If a student changed out of the initial major, even though they were still enrolled in YCP and got a degree from a different major, this student is not included in the calculation.
2. Average Time to Degree: 4-Year Degree: X 5-year Degree \_\_\_\_\_
3. Annual Transfer Activity (into Program): Year: \_\_ # of Transfers: \_\_\_\_\_ Transfer Rate: \_\_\_\_\_  
In Fall 2023 among the 25 New, First Time and Transfer incoming cohort for Sport Management, 6 were transfer students coming to YCP. The transfer rate for this group is 24% (6/25).
4. Graduates Entering Graduate School: Year: \_\_\_\_\_ # of Graduates: \_\_\_\_\_ # Entering Graduate School: \_\_\_\_\_ N/A
5. Job Placement (if appropriate): Year: \_\_\_\_\_ # of Graduates: \_\_\_\_\_ # Employed: \_\_\_\_\_ N/A

*Form developed by the Council for Higher Education Accreditation. © updated 2020*

**SECTION 3: BUDGET CHART AND FLOWCHART  
(OPTIONAL FOR PROGRAMS REQUESTING FEE REDUCTION)  
REVIEWED ANNUALLY**

<b>Step 1: Are you working toward first-time accreditation?</b>	
<b>Yes</b> ↓	<b>No</b> ↓
Your membership fee is as follows: Year 1: \$495 Year 2: \$990 Year 3: \$1,485 Year 4: \$1,980	Move to Step 2
<b>Step 2: Do you have temporary financial need or a long-term financial need?</b>	
<b>Temporary</b> ↓	<b>Long-term</b> ↓
Discuss your need with COSMA leadership on an annual basis Email: <a href="mailto:cosma@cosmaweb.org">cosma@cosmaweb.org</a>	Discuss options for achievable, regular payments Email: <a href="mailto:cosma@cosmaweb.org">cosma@cosmaweb.org</a>

**Options for temporary financial relief:**

- Take off a percentage of the full cost (e.g., 25%, 10%)
- Pay fee in two installments: \$990 July 1 – December 31 and \$990 January 1 – June 30

**Options for long-term financial relief:**

- Assess long-term budget and propose an amount
- Consider working toward full fee with extended period to reach it (> three years)

## REQUEST FOR AN EXTENSION

In extenuating circumstances, the Board of Commissioners will work with programs individually to modify the timelines set forward in the *Accreditation Process* manual for the following steps of accreditation:

- Reaffirmation of Accreditation (every 7 years)
- Candidacy Status (up to 5 years)
- Annual Report submission (annually by July 31)

It is the responsibility of the COSMA Primary Contact to communicate to COSMA headquarters and with the Board of Commissioners regarding extension requests. The Board of Commissioners will make decisions on a case-by-case basis. Not all requests will be granted or the timeline may be modified from what is requested. Even if your program is facing more than one “extenuating circumstance” listed below as examples, your request may be denied by the Board of Commissioners. Additional information or reporting may be requested to allow for the extension. Extension requests must be made well in advance of the deadline:

- Reaffirmation of Accreditation: Nine (9) months prior to the expiration of accreditation
- Candidacy Status: One (1) year prior to the expiration of Candidacy Status
- Annual Report: No later than May 31, two (2) months prior to the due date

**Previous deadline:** (e.g., Reaffirmation of Accreditation by February 2025)

**Requested new deadline:** (e.g., A one-year extension to February 2026)

**What are the extenuating circumstances facing your program and/or leadership that merit asking for an extension?** (e.g., significant or number of changes in leadership, significant budget cuts, significant program redesign or reorganization or similar)

**From the most recent Annual Reporting cycle, list any feedback, comments or concerns raised by the Commissioner and staff who reviewed your report. Add pages, as needed.** (e.g., modifications to outcomes assessment, insufficient data issues, loss of faculty/lines, incomplete or inadequate outcomes assessment data analysis, loss of other important program capacities or experiences, etc.)