SUBSTANTIVE CHANGE PROPOSAL
FOR
THE BACHELOR OF SCIENCE DEGREE
IN PHYSICAL EDUCATION AND FITNESS

AT TROY STATE UNIVERSITY, FORT BENNING

SUBMITTED BY
DR. RON ROBINSON, DIRECTOR
SOUTHEAST REGION
JULY 23, 1996
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June 10, 1996

MEMORANDUM

TO:        Dr. Frederick A. Viohl
            Director of Academic Affairs
            University College

FROM:      Dr. Ron Robinson
            Director

SUBJECT:   SACS Substantive Change Procedure C: The Initiation of
            Distance Learning for Establishment of AS/BS in
            Physical Education Fitness/Leadership Management Degree
            Programs at Troy State University, Fort Benning

References:

A. Elaine Livingston, Fort Benning Educational Services
   Officer (ESO) letter concerning the above degree
   programs, dated May 29, 1996 (attached as enclosure 1).

B. Your April 8, 1996 memo, subject: New Site/Program
   Selection Criteria

Referenced A (enclosure 1) invites Troy State University to
assume responsibility from Upper Iowa for provision of the above
subject degree programs at Fort Benning. As you know, we have
been working hard to accomplish this, and this letter of
represents the culmination of these efforts.

At enclosure 2 is the Southern Association of Colleges and
Schools (SACS) initiation of distance learning application (1-11
report), for establishment of the AS/BS in Physical Education
Fitness/Leadership Management Degree Programs at Troy State
University, for initial provision at Fort Benning. The
application package has been reviewed by Dr. Don Jeffrey, Chair,
Department of Health, Physical Education and Recreation, College
of Health and Human Services, Troy State University and his
faculty, and requested changes made.

At Appendix G of the SACS 1-11 report, is a copy of the AY/FY
1996-97 TSU-Ft. Benning budget that will be forwarded upon
Academic Council approval of the request to establish these
programs, as a TSU-Ft. Benning AY/FY 1996-97 Budget change
request. It is based on a conservative 200 enrollsments per
quarter; includes both $10,000 in capital expenses to buy out Dr.
Thomas and Upper Iowa's current equipment and $20,000 in
necessary first year capital equipment investment; is based on
actually projected classes; and includes all possible additional
and currently unbudgeted TSU-Ft. Benning additional expenses --
including additional full time and adjunct faculty (for the
courses they are scheduled to teach) and administrative positions
THE TROY STATE UNIVERSITY SYSTEM
Troy • Dothan • Montgomery • Worldwide
(a package requesting these positions is being submitted separately, using the same budget as justification). As the budget is, in fact, conservative in terms of both revenues and expenses, we fully expect to return more to the campus the first year than is listed there -- with even greater returns in the future.

Request you coordinate with Dr. Don Jeffrey, and Dr Sandra Greniewicki, Dean, College Health and Human Services to obtain necessary Academic Council and other Main Campus administrative approval and forward the approved report through Dr. Angela Roling, Associate Vice President, Institutional Research, Planning and Effectiveness to the appropriate SACS office as expeditiously as possible. Per the enclosure 1 request, we need to commence initial instruction in Fall quarter, 1996.

If you have any questions or need more information concerning the programs or attached application packages, please contact me or Dr. Aaron Lucas at (706) 689-4744.

2 enclosures - as
May 29, 1996

Staff Education and Training Branch

Dr. Ron Robinson
Director
Troy State University
Fort Benning, Georgia 31905

Dear Dr. Robinson:

This letter is an invitation to Troy State University to assume responsibilities for Upper Iowa University's Physical Education Fitness Leadership Program beginning Fall Quarter 1996.

Upper Iowa has agreed to maintain an office and provide the necessary support to facilitate a smooth transition. The Memorandum of Understanding with Troy State University will be amended appropriately.

The first and foremost concern is our customer, the soldier. The Education Office will provide assistance to ensure this transition is effective and efficient.

If any assistance is needed, please contact the undersigned at 545-6114.

Sincerely,

Elaine M. Livingston
Elaine M. Livingston
Education Services Officer

Copy Furnished:
Dr. Ed Thomas
TROY STATE UNIVERSITY  
FORT BENNING, GEORGIA  
SACS SUBSTANTIVE CHANGE  

1. NATURE OF CHANGE/ASSESSMENT OF NEED  

Troy State University-Fort Benning has been requested by the Education Services Officer (ESO), Ms. Elaine Livingston, to offer the BS degree in Physical Education and Fitness at Fort Benning, Georgia, beginning in September of nineteen ninety six. The program has been offered at Fort Benning by Upper Iowa University since the fall of 1994 but will no longer be offered after the summer term of nineteen ninety six.  

Troy State University will admit new students to the program beginning the fall term of nineteen ninety six. Provisions will be made for currently enrolled students to transfer their credits to Troy State University.  

The need for the program has been clearly established. The program began in 1994 with approximately 50 students (100 enrollments) and has grown to nearly 150 students (300 enrollments). This demand has been sustained while enrollment has been restricted to military personnel. Troy State expects to make the program available to students outside the military community. The United States Army Physical Fitness School, located at Fort Benning, is currently utilizing the resources of the program to assist in carrying out its mission of “developing and fielding physical fitness doctrine, performance standards and training programs for leaders and soldiers to prepare them to meet the physical demands of combat.” This association with the United States Army Physical Fitness School not only supports the existing need but provides the basis for a sustained need in the future.  

2. THE RELATIONSHIP OF THE PROGRAM OFFERED TO THE INSTITUTIONAL PURPOSE AND MISSION  

The proposed program is a Bachelor of Science in Physical Education and Fitness. The program is consistent with the purpose and mission of the University as set forth in the following statements of mission and policy from Troy State University publications. The University Purpose and Objective statement as appears in the 1995/96 University Bulletin states, “The University offers associate, bachelor’s and master’s and educational specialist degrees......is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, business, communication, applied science, nursing and allied health services...” It further states, “A major commitment exists to provide educational services for the larger community, especially adult education and graduate education for mature students...[as well as]...selected educational programs to the United States military service throughout the country and abroad.” The Troy State University-Fort Benning Faculty Handbook includes the following statement, “The general purpose of TSU-Fort Benning is to promote the educational opportunities for military personnel, veterans, and dependents so that they can achieve their educational, vocational, and career goals similar to those available in the civilian sector.”
In addition to the above stated relationships between the mission of the university and the program, there are specific objectives the program addresses.

The liberal arts component of the program addresses the stated objectives of the institution, which reads as follows:

- To provide educational programs that enable students to read, write, compute, speak effectively and think critically.

The core discipline component of the program addresses the stated objectives of the institution, which reads as follows:

- To prepare students to demonstrate competence in their chosen field(s) of study at appropriate degree levels and to encourage excellence in student learning.

The professional/career component of the program addresses a third stated objective of the institution, which reads as follows:

- To develop programs that meet the needs of constituencies.

The program is consistent with the overall mission of the university to develop the intellectual, social, and physical domains of students and to prepare them for entry into the world of work.

3. SITE INFORMATION

a. Address

Troy State University-Fort Benning
P. O. Box 52456
Fort Benning, GA 31905-2456

b. Telephone

(706) 687-1646

c. Fax

(706) 689-4707

d. Distance from Main Campus, Troy State University, Troy, AL Approximately 110 miles.
e. **Responsible Administrators**

(1) TSU Main Campus
Dr. Rodney Cox  
Associate Vice President  
University College  
Troy State University  
Troy, AL 36082  

(334) 670-3457

(2) TSU-Fort Benning
Dr. Ron Robinson  
Director  
Troy State University-Fort Benning  
P. O. Box 52456  
Fort Benning, GA 31905-2456  

(706) 687-1646

4. **MEANS USED TO MONITOR AND ENSURE THE OVERALL QUALITY OF THE PROGRAM**

Troy State University has a well established planning and evaluation system in place, designed to ensure that all academic and non-academic programs are systematically evaluated and contribute directly to the stated mission of the university. The planning and evaluation of effectiveness process (documented in detail in Appendix A, p. 14) occurs in five distinct phases. They are summarized as follows:

**Phase One**  
Six Points of Institutional Effectiveness (SPIE). Development of SPIE's by all academic and non academic units of the university begins the annual planning process. The purpose of the SPIE, as stated in the “Manual for Planning and Institutional Effectiveness Plan,” is to establish a means of checking the quality of academic programs, procedures, operations, functions and performance and to serve as an element of short and long range planning. The SPIE consists of the following components.

PURPOSE-- To ascertain that the statement clearly and comprehensively states the knowledge, skills, qualities and values that a student who has completed the program of study should have.

OBJECTIVES-- How the purpose of the program is to be achieved....in
In order to ascertain that the structure and content of the program of study function to achieve all areas of the purpose statement.

EXPECTED RESULTS- The minimal measurable results that the department or unit would deem acceptable.

ASSESSMENT INSTRUMENTS- The instruments required to collect data to measure the degree to which the program ... accomplishes its purpose.

PROCEDURES FOR ADMINISTERING THE ASSESSMENT INSTRUMENT- For each assessment instrument, the who, what, when, where and how of testing should be stated, as well as to whom the test will be given....

STATEMENT OF RESULTS OF ASSESSMENT- This section includes identifying the person designated to, (1) analyze results (2) formulate necessary changes and (3) implement changes.

Phase Two  SELF-STUDY- The self-study is an internal assessment of the degree to which the various units within the university achieved its objectives as set forth in its SPIE. Plans for improvement (PFI) are developed from this self-study phase and the PFI's are used as the basis for phase three, annual planning statements.

Phase Three  ANNUAL PLANNING STATEMENTS- Utilizing the PFI’s, TSU Challenge 2000, TSU Fact book, Student Surveys and The SACS Institutional Self-Study each unit develops short range plans to address problems identified in the self-study phase, add and/or modify programs to address new opportunities, etc.

Phase Four  BUDGET FOR PLAN- Budgets to implement the plans that have been approved are submitted for approval.

Phase Five  IMPLEMENTATION OF ANNUAL PLANS- Annual plans are implemented and supervised by the appropriate Department Chair, Dean, Director, Vice President, etc.

The proposed program will be subjected to the planning and evaluation procedures outlined above. The SPIE for the program is included as appendix.

5. INSTRUCTIONAL MATERIALS FROM ANOTHER INSTITUTION

The institution will not acquire any of its instructional material from another organization or institution.
6. FACULTY

FACULTY QUALIFICATIONS

Faculty will be selected based on the criteria established by SACS and will hold appropriate degrees. Qualified adjunct faculty will be recruited and properly certified to teach courses in their discipline by the Department Chair, Director of Academic Affairs for University College and the Dean of the college of Health and Human Services. Potential adjunct faculty are provided in Appendix B.

FACULTY AND COURSE EVALUATION

All full time and adjunct faculty are evaluated on an annual basis by their immediate supervisor and by students who enroll in their classes. An evaluation portfolio is kept by the instructors supervisor and is used as a basis for the annual evaluation. The portfolio consists of syllabi, exams, course evaluations, and examples of graded work. Evaluations may be reviewed by the regional director and the director of academic affairs for University College. Evaluation of individual courses are done by all students every quarter. Copies of supervisor and student evaluations and course evaluations forms are included as Appendix C.

PROCESS FOR ORIENTATING FACULTY

Department Chairs are responsible for the appropriate orientation of faculty. In addition, all faculty are required to attend two general faculty meeting per year, at which particular attention is given to orientating new faculty members. Each new faculty member is provided a copy of the Troy State- Fort Benning Faculty Handbook.

POLICY ON TEACHING LOAD

Because of basic differences in the various degree programs and majors as well as the differences in the demands of various disciplines, the normal full time teaching load of a faculty member in any rank in most academic units is 42 to 48 quarter hours, summers excluded. (Faculty Handbook, Section 3.8.2.1)

7. LIBRARY RESOURCES AND SERVICES AVAILABLE TO SUPPORT THE PROGRAM

I. Library Resources

There are three libraries available at Fort Benning. One library would support the TSU program at Fort Benning, Sayer Memorial Library.
Sayer Memorial Library - Main Post

Hours:
Monday - Thursday 11:00 A.M. - 8:50 P.M.
Saturday Noon - 8:50 P.M.; and Sunday Noon - 8:50 P.M.

Staffing:
Sayer Memorial Library is staffed by 3 full-time librarians and 3 paraprofessionals. In addition, TSU-Ft. Benning provides 4 part-time student workers to support library activities.

Mission:
The main objective of Sayer Memorial Library is to serve the general population of Fort Benning. Troy State University students are a portion of this population. There is a willingness and commitment to provide services to Troy students for educational purposes for this program in addition to all the other long-established programs already served at Fort Benning.

Resources:
TSU has an MOU (Memorandum of Understanding) with the libraries at Fort Benning. Sayer Memorial Library is the primary facility to be used by students. Sayer Memorial Library has 55,000 volumes plus subscriptions to journals and newspapers. Troy provides paper copy subscriptions to approximately 20 journals plus has a subscription to ProQuest which contains over 1000 bibliographic citations and abstracts; as a part of that it also provides over 400 full image journals in 3 databases. Those databases are Business Information, General Periodicals, and Social Sciences. Newsbank is available on CD-ROM. Bibliofile provides CD-ROM access to TSU library’s holdings. Interlibrary Loan is available for these holdings as well as those of other libraries. Internet access is available through the computer lab work stations. The library also provides copiers.

There are a number of public and college libraries within driving distance of Fort Benning which may supplement resources provided by TSU-Ft Benning.

II. TSU’s commitment to Library Support

Troy State has access to a proprietary collection of historical information, some of it in first editions, to support this program. Primary materials will be scanned and OCRed and made available to students electronically. Every effort will be made to scan secondary materials and make them available also. Attempts will be made to obtain out of print journals which support the historical aspects of this program as they are identified. The Southeast Region Librarian will be dedicating time to work on developing additional resources for this program.
8. STUDENT SUPPORT SERVICES

ADMISSION AND GRADUATION REQUIREMENTS

A. Admission requirements

1. Unconditional

   a. A student may be admitted to Troy State University on the basis of high school records (minimum 2.0 GPA; “C” average) and scores achieved on the ACT program (minimum composite score of 18 on the Enhanced ACTR) or the SAT (minimum composite score of 740). Applicants who are 21 years of age or older are not required to submit ACT/SAT scores for admission to the University.

    b. All applicants who are graduates of accredited high schools must submit an official transcript showing graduation and a minimum of fifteen Carnegie units, with three or more units in English. Of the units presented, eleven must be in academic units.

    c. Applicants who are graduates of non-accredited secondary schools may be admitted provided they meet the same requirements as students from accredited schools. Pending judgment of the Admissions Committee, these students are expected to complete satisfactory academic work.

2. Conditional

   a. An applicant who does not qualify for unconditional admission may enroll at Troy State University as a conditionally admitted student if he/she meets the following criteria:

      1. If the high school grade point average is less than 2.0 (on a 4.0 scale) the applicant must have a minimum composite score of 18 on the Enhanced ACT (16 on the ACT taken prior to October 1989) or 740 on the SAT

      2. If the applicant’s composite score on the Enhanced ACT or SAT is less than that required in item 1 above, he/she must have a cumulative high school GPA or 2.3 or better (on a 4.0 scale)

    b. The conditionally admitted student will be permitted to carry a maximum course load of 13 quarter hours until he/she has attempted 30 quarter hours of TSU work. The student will follow a prescribed course of study designed to strengthen his/her basic skills. Specific courses must be taken where weaknesses have been demonstrated.

    c. Conditionally admitted students who compile an overall C (2.0) average upon completion of 30 quarter hours of TSU work will be granted unconditional admission status. Credits earned by a conditionally admitted student are recorded on the permanent record of the student and will apply, if applicable, toward a regular undergraduate degree program. If the
student fails to earn an overall C average in all work attempted during the conditional period, he/she will be dropped from the program and will be unable to return to TSU until his/her overall grade point average is 2.0 on ALL college work attempted.

3. Non-high school graduates

The University assumes that an applicant will have earned a high school diploma prior to enrolling. If the applicant is under 21 years of age, the ACT is required for admission. In the case of the mature student with an irregular educational background, however, educational proficiency equivalent to graduation may be validated by satisfactory performance on the high school level General Education Development Test (GED). Troy State University serves as testing center for the GED. Anyone seeking additional information or wishing to take the GED should contact the Office of Student Affairs.

B. Graduation Requirements

General: An intent to graduate should be filed with the Office of Academic Records at the beginning of the quarter prior the quarter of graduation.

Baccalaureate Degrees

Course Requirements: In order to receive the Baccalaureate Degree, the student must complete all course requirements for the degree being taken.

Credit Hours: The student seeking a Baccalaureate Degree must meet the following requirements:

1. A minimum of 180 quarter hours.
2. At minimum of 90 quarter hours of work in the major field beyond the lower division general education requirements.
3. At least 50% of the degree program must be traditional academic credit.
4. No more than 25% of the degree may be earned using portfolio-based credit.
5. At least 25% of the degree program must be completed at TSU.
6. At least twenty quarter hours of work must be completed in residence with TSU.
7. Students must earn a minimum of 50% of all degree program hours on a senior college level in order to graduate from TSU with a bachelors degree.

Grade Point Average:

1. A candidate for graduation must have an overall C average at TSU or above (2.0 on a 4.0 scale).
2. A candidate for graduation must have a C average or above in his/her major field. This includes hours and grade points earned at other universities and colleges as converted to TSU system (2.0 on a 4.0 scale).

TRANSFER CREDITS

General Studies: All students who transfer shall have their credits evaluated for general studies equivalences on an individual basis. It must be clearly understood that acceptance to the University and application of credits to a degree program are two separate and distinct processes.

Senior College Credit Required for Graduation at TSU: A junior college transfer student must earn a minimum of 50% of all degree program hours on a senior college level in order to graduate from TSU with a bachelors degree.

Transfer from Accredited Universities and Colleges: A student will be eligible for unconditional admission if he/she has a C average (2.0 on a 4.0 scale) on all college work previously attempted.

PROVISIONAL CREDIT

Transfers from Unaccredited Institutions of Higher Learning: If a student meets regular admission standards and has earned college level courses at an unaccredited institution of higher learning, the student may be given provisional credit. However, the credits will not be considered for acceptance until the student has attended TSU as a full-time student for two quarters and has met the grade point average necessary for good standing. Credits will be reviewed by the dean of the discipline and the Records Office. A determination will be made based on (1) the unaccredited institution’s affiliation with the Commission on Recognition for Post Secondary Accreditation; and/or, (2) acceptance of credit by at least three other accredited institutions located in the area of the unaccredited institution.

RESIDENCE REQUIREMENTS

Residency Requirements: A candidate for graduation must have attended TSU in residence for at least three quarters, and must have earned at least 25% of the degree in residence. This may include the quarter in which he/she is scheduled for graduation. The 25% minimum residency requirement shall be exclusive of hours earned in courses numbered below 100.

NOTE: Some students entering the TSU Physical Education Program will have to receive special consideration regarding residency requirements on an individual case by case basis.

9. CONTRACTUAL ARRANGEMENTS FOR LIBRARY SERVICES

Troy State University-Fort Benning has adequate library resources to support the program. See the Memorandum of Understanding (MOU), Appendix D.
10. ADMINISTRATION OF THE PROGRAM

Supervision of the University's academic extension programs involves two distinct chains of command. The University College (TSU-UC) at main campus is the organizational unit responsible for providing administrative support for all extension academic programs conducted by Troy State University. The director of TSU-UC is an associate vice president who reports directly to the provost. Control over curriculum design, evaluation of faculty, and other strictly academic matters, falls under the academic dean chain of command, including the deans and academic department chairs. Within the University College, there is a director for academic affairs who is responsible for accreditation issues within the college and who interfaces with the academic chain of command on academic matters (see Appendix E). TSU-UC now oversees six "administrative regions" where academic programs are offered. The proposed program will be located in the Southeastern Region and will be administered as reflected in the organizational chart in Appendix F. As the chart reflects, the Department Chair for the program will be directly supervised by the Assistant Director for Academic Affairs. The Assistant Director for Academic Affairs will be responsible for on-site supervision under the direction of the Director of the Southeastern Region. Academic supervision of all programs, including this proposed program, is provided by appropriate department chairs within each college or school on main campus.

11. ADEQUACY OF FISCAL RESOURCES

BALANCE SHEET 1995/96

Expenditures

Instructional $ 914,350

Administrative $ 911,445

TOTAL $1,825,795

Revenue $1,869,775

BALANCE $ 43,980

Proposed program budget is provided in Appendix G.
APPENDIX A

INSTITUTIONAL EFFECTIVENESS PLAN
STEP ONE: Update the Six Points of Institutional Effectiveness (SPIE)
(Time Frame: Fall Quarter, September - December)

For academic departments and non-academic units, planning begins with the updating of the SPIE of each academic program or non-academic operation. The SPIE has two functions: (1) it is a means of checking the quality of academic and non-academic programs, procedures, operations, functions, and performance; (2) it is an element of short- and long-range planning.

Using the SPIE as an evaluating tool, many academic and non-academic departments/units discover ways of improving their programs, operations, and functions. Often these changes affect the SPIE. Then, too, as departments/units come to a clear understanding of how the SPIE works, in particular, of how all segments of an academic program or non-academic operation are related to the purpose of the program or operation, they see the need to adjust the SPIE. In Step One, adjustments are made to the SPIE, and the SPIE is re-evaluated for each academic program, major and minor, and for each non-academic program, operation, and function. This updating of the SPIE is an annual event, and all revised SPIE should be approved by the appropriate dean, director, or provost/vice president; should be completed during fall quarter; and should conform to the "Checklist for the Evaluation of the SPIE" in Appendix B.

To assist University departments and units in assessment for the SPIE, self-studies, and planning, the Office of Institutional Research, Planning, and Effectiveness (OIRPE) publishes the Compendium of Survey and Test Results on an annual basis. This document provides results from the Graduating Student Survey, the Undergraduate Survey, the Graduate Survey, the Alumni Survey (one and five-years out), and the Employers Survey as well as selected results from the Academic Profile (pre-calculus test), and the ACT for entering freshmen. These surveys and tests are administered to samples of University students each year.

As part of the updating process, each department/unit needs to review its SPIE and give special emphasis to:

For Academics
1) The purpose statement in order to ascertain that the statement clearly and comprehensively states the knowledge, skills, qualities, and values that a student who has completed the program of study should have.
2) The objectives (how the purpose is achieved) in order to ascertain that the structure of the program of study and the content of the objectives of the program of study are achieved all areas of the purpose statement.
3) The assessment instruments in order to ascertain that all areas of the purpose statement are assessed by one or more of the instruments. These three areas are of the greatest concern.

For Non-Academics
1) The purpose statement in order to ascertain that the statement clearly and comprehensively states the essential functions of the department/unit.
2) The objectives (how the purpose is achieved) in order to ascertain that the procedures and activities do achieve all areas of the purpose statement.
3) The assessment instruments in order to ascertain that all areas of the purpose statements are assessed by one or more of the instruments. These three areas are of the greatest concern.

The SPIE Heading should be centered and typed in the following format:

REVISED SPIE FOR (Name of Program, Department, Unit)
DIVISION: (Name of Division)
DATE FORWARDED TO SUPERVISOR: (Date forwarded)
Note: Throughout the Manual, the terms “program” or “department” will be used to refer to academic areas, programs, majors, and selected minors, and the term “unit” will be used to refer to non-academic areas. For the SPIE, the pattern to be used is: I, A, 1, a; underline headings; and put material in the same order as it is discussed in this guide. The following is a section-by-section instruction on how to revise the SPIE for an academic program and for a non-academic program, function, or operation.

I. Purpose Statement: The purpose statement for an academic program or non-academic unit is the controlling idea that determines everything else in the program or unit. Thus, the purpose statement must be a clear, concrete statement that delineates what the program/unit intends to accomplish.

For an academic program, a department would ask what knowledge, skills, qualities, and values should a student who has completed this area of study have. The purpose should be specific—not broad—so that the program’s structure, content, and assessment can be evaluated.

For a non-academic area, the unit would address its functions and operations in its purpose statement. The purpose statement should be specific so that the unit’s procedures, activities, and assessment, can be evaluated.

Once an effective purpose statement is developed for an academic program or a non-academic unit, it should be shown that the purpose of the program or unit is appropriate to and relates to the purpose of the University. Note: The institution’s purpose and objectives can be found in Part II of this document.

II. Objectives:

How the Purpose of the Academic Program is Achieved Through Its Structure and Content:
A. Structure: For an academic program, including the General Studies Program, the structure of the program of study should be examined initially.
   First, the number of hours required in the program should be given. (For graduate programs, Part B. Content can be addressed at this point.)
   Second, the identifiable sequence of courses leading to the degree should be given, and verification should be made that an adequate number of hours with appropriate prerequisites are required above the sophomore level.
   Third, provision should be made for at least one elective chosen from disciplines outside the student’s area of specialization.
B. Content: To address content, it should be shown that the core of the program embodies the topics, theories, and skills that provide a common background for all students in the discipline; that courses in areas of concentration are sufficient and appropriate; and that electives in the discipline do support the purpose of the program of study. In other words, how each of the core courses, courses in concentrations, or electives in the discipline relate to and help to achieve the purpose of the program of study should be shown.

How the Purpose of the Non-Academic Unit is Achieved Through Its Procedures and Activities: In this section of the SPIE for non-academic units, a description of the unit’s procedures, operations, and activities should be given. This description should show how each procedure, operation, and activity functions to accomplish some particular segment of the purpose of the unit. Sometimes the responsibilities, activities, or procedures can be grouped; in other cases they need to be treated individually. Whatever method is selected, the work done in the unit should be tied to the purpose of the unit.

Before Moving to III, it should be ascertained that all segments of the purpose statement have been addressed in Section II.
III. Expected Results: Expected results are not the optimal but the minimal results that the department or unit would deem acceptable. Expected results are given in numerically measurable terms. Terms such as adequate, good, or acceptable are too vague and open to diverse interpretation to be useful.

For academic programs, examples of statements of expected results include:
- "Seventy percent of the students taking the Major Field Test (MFT) will score above the fiftieth percentile."
- "Seventy-five percent of the respondents to the alumni survey will rank the program of study as good or better."

For academic programs, should the results of assessment drop below the expected results, the department would begin a study of every element of the program. The course of study, faculty, teaching methods, facilities, students, resources, and other program-related items would be examined to ascertain the cause(s) of the problem.

Examples of statements of expected results for non-academic units include:
- "On the Graduating Student Survey, at least 80 percent of the responses to the item which addresses the overall rating of the services of this unit will be 'excellent' or 'good'."
- "At least 80 percent of those surveyed will mark 'always' or 'usually' to the statement: The manner of the personnel in this office is courteous."

Non-academic units must take a thorough look at what the unit is doing and how it is doing it. If the results of assessment drop below the expected results, then the unit should begin examining the unit's relevant operations, functions, and activities to determine the cause(s) of the problem.

IV. Assessment Instruments: For each program, department, or unit, there must be at least two assessment instruments that will be used to measure the degree to which the program, department, or unit accomplishes its purpose.

For academic programs, the assessment instruments selected must measure the degree to which the course of study accomplishes the purpose of the program. While surveys of graduating students and alumni provide useful information, at least one of the assessment instruments must measure the degree to which the students have acquired the knowledge and skills, and, perhaps, values and qualities delineated in the program's statement of purpose. The danger here is that the instruments selected will measure the students' opinion of the registration procedures or some other facet of the students' educational experience other than the degree to which the course of study accomplishes the purpose of the program. It is very important that all areas of the program's purpose statement are measured.

Because in many cases the instruments used to measure the content of the course of study do not adequately cover the material, it is important that departments give particular attention to Section IV, Assessment Instruments, and carefully review all appropriate assessment instruments before making a final decision regarding which two instruments to use.

For non-academic units, because the unit is trying to assess how well it accomplishes its purpose, the assessment instruments must focus on measuring how well the unit performs the various tasks cited in its purpose statement. It is important that the instruments measure all major segments of the unit's purpose statement. The assessment instruments used for non-academic units should consider measurement of the operations, procedures, functions, and activities of the unit.

To insure adequate assessment of non-academic units, each unit should review existing instruments and possibly create new assessment instruments to be certain that the instruments measure the effectiveness of the critical areas of the unit.
Note: For each assessment instrument, there must be at least one expected result and one procedure for administering the instrument.

V. Procedures for Administering the Assessment Instruments: For each assessment instrument, the who, what, when, where, and how of testing should be stated, as well as to whom the test will be given including the percentage of the test group, if not 100 percent. In addition, the SPIE should state how expenses associated with administering each assessment instrument will be met.

VI. Statement of the Results of Assessment: In this section, the SPIE should include the following information:

A. The person(s) by position designated to analyze the results of assessment.
B. The person(s) by position designated to formulate, if necessary, the means to strengthen or to improve the program (i.e. develop the plan for improvement—PFI).
C. The person(s) by position designated to be responsible for implementing the plan for improvement (PFI).
D. A notation that a date of implementation of the plan for improvement will be stated in the department's/unit's Report on the Results of Assessment.

Reminder: Because the academic departments on the Troy Campus are responsible for the academic programs, regardless of where they are taught, it is important that the departments keep Phenix City and the other off-campus sites informed of any changes in the SPIE. Departments need to send copies of the updated SPIE to all off-campus sites that have the programs. Please forward appropriate updated SPIE to Phenix City's Academic Dean and to the University College Director of Academic Affairs for distribution to the appropriate departments and personnel at off-campus sites.

STEP TWO: Prepare the Annual Self-Study
(Time Frame: Fall Quarter, September - December)

Using the revised or original SPIE as guide, the annual self-study is prepared by the academic department or unit. The SPIE establishes the parameters for the self-study. The self-study is the actual implementation of the SPIE.

The Self-Study Heading should be centered and typed in the following format:

SELF STUDY OF: (Name of Program, Department, Unit)
DIVISION: (Name of Division)
DATE FORWARDED TO SUPERVISOR: (Date forwarded)

I. Statement of the Purpose of the Program/Department/Unit: In this opening section, the purpose of the program, department, or unit should be given. In addition, how the purpose supports the purpose of the University should be shown (i.e. show that the purpose of the program, department, or unit is appropriate to and relates to the purpose of the University).

II. Statement of the Results of Assessment: For this section of the self-study, the expected results as stated in the SPIE should be compared with the actual results obtained from the various assessment instruments used by the department or unit.

If the expected results have not been met or if they have barely been met, then those designated to analyze the results should begin to analyze every element in the academic program of study or the non-academic operation to find specific problem areas. Once the problem areas are discovered, those designated to formulate the plan for improvement (PFI) should begin their work. Everyone within the department or unit should be kept informed of progress being made in solving the problem(s), and for academic programs, those off-campus should be kept informed as well. Once the sources of the problems have been found and the plan for improvement (PFI) presented and approved by the immediate supervisor, the department/unit can begin to write its self-study.
Under the heading of **Statement of the Results of Assessment**, the department/unit should begin with a discussion of the expected results that have been met and with which the department/unit is satisfied. Because expected results are always minimal expectations, the expected results that were barely met should be discussed next, and an analysis of the reasons for the minimal performance along with plans for improvement should be given. Finally, the actual results that did not meet the minimal standard set forth in the expected results should be discussed, and the discussion should include the causes of the problems and the plans for improvement (PFI). For all plans for improvement, a date for the implementation of the plans should be given. For each academic program, the self-study should conclude with a listing of the five-year graduation rate for the program.

Should the various plans for improvement (PFI) necessitate changes in the SPIE, then the SPIE would need to be revised and distributed appropriately.

| The self-study approval process for **academic programs** follows: |
| 1) All those involved in the academic program review the self-study and provide input. |
| 2) The self-study is forwarded to the Dean for discussion and, if necessary, revision. |
| 3) Academic chairs discuss their self-studies with their Deans. Particular attention is given to any changes to the purpose of the department or to any of its academic programs. All plans for improvement (PFI) are examined to ascertain that the PFI are reasonable, appropriate, and related to the purpose of the University. |
| 4) Adjustments in the SPIE and the self-studies that result from these discussions are made immediately. |

| The self-study approval process for **non-academic units** follows: |
| 1) All those involved in the non-academic unit review the self-study and give their input. |
| 2) The unit director/dean forwards the self-study to the appropriate division head for discussion and, if necessary, revision. |
| 3) Unit directors/deans meet with their division heads to discuss their self-studies. Particular attention is given to any changes to the purpose of the unit or to its operations. All plans for improvement (PFI) are examined to ascertain that the PFI are reasonable, appropriate, and related to the purpose of the University. |
| 4) Adjustments in the SPIE and the self-studies that result from these discussions are made immediately. |

### STEP THREE: DEVELOP ANNUAL PLANNING STATEMENTS
*(Time Frame: Winter Quarter, January - March)*

This step entails the development of the annual planning statements which address the plans for improvement (PFI) gleaned from the self-studies, innovations developed by the departments/units in response to the University's Strategic Plan, SACS recommendations, specialized accreditation reports, departmental/unit research concerning its particular discipline or area, and any other information which addresses needs to be met or improvements to be made through planning.

For planning purposes, in addition to the self-studies (program, unit, and Institutional-SACS), departments and units should utilize the following materials:

**Troy State University Challenge 2000**, the University's Strategic Plan which provides:
- The Mission and Goals Statement
- Institutional Objectives
- Chancellor's Vision Statement
- Supporting Vision Statements
- Strategic Directions
- Guiding Principles for Troy State University
- External and Internal Factors Used in Strategic Planning
- Planning Assumptions

**The TSU Fact Book** for the current year which provides:
- General information about the University including its Board of Trustees
and Organizational Charts
Student Characteristics
Finance Revenues and Expenditures
Faculty Compensation & Characteristics
Library Report
Employee Analysis
Academic Programs Inventory

The Compendium of Survey and Test Results for the current year which provides results of:
  The Undergraduate Survey
  The Graduate Survey
  The Graduating Student Survey
  The Alumni Survey
  The Employers Survey
  Selective Results from the Academic Profile
  Selective Results from the American College Testing (ACT) for entering freshmen

The Institutional Self-Study (SACS), December, 1992 (for any PFI not closed)
The Report of the Reaffirmation Committee, Commission on Colleges, Southern Association of Colleges and Schools (SACS) (for any recommendations not closed)

Any specialized accreditation reports for your area (NCATE, NLN, Social Work, Business, or other)

Using these materials and considerable dialogue, the departments/units/schools-colleges/divisions should commence to develop their plans in accordance with the following procedures:

<table>
<thead>
<tr>
<th>PROCEDURES FOR ACADEMIC AREAS</th>
<th>NON-ACADEMIC AREAS' PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Each Department should complete the Annual (Short-Range) Plan package—Forms 1, 2, &amp; 3 in Attachment A—as follows:</td>
<td>I. Each non-academic unit should complete the Annual (Short-Range) Plan package—Forms 1, 2, &amp; 3 in Attachment A—as follows:</td>
</tr>
<tr>
<td>A. The “Statement of Achievements” Form 2, Attachment A-2, should be completed by responding to the three items on the form:</td>
<td>A. The “Statement of Achievements” Form 2, Attachment A-2, should be completed by responding to the three items on the form:</td>
</tr>
<tr>
<td>1. Planning Statements Achieved</td>
<td>1. Planning Statements Achieved</td>
</tr>
<tr>
<td>B. The “Annual (Short-Range) Plan” Form 3, Attachment A-3, should be completed by listing annual Plans/Goals in column 1, Strategic Direction Numbers in column 2, Strategies to implement the goals in column 3, expected Completion Dates in Column 4, and Additional Cost of each goal in column 5 with a Total Additional Cost given at the bottom of column 5. Goals should be listed in priority order and Strategic Direction Numbers which each goal supports should be written in column 2. Strategic Directions with numbers are in Attachment A-4, “Strategic Directions to the Year 2000.” If No Additional Cost (NAC) is required to implement a goal then write “NAC” in Column 5; otherwise, include the estimate of the additional cost for each goal and provide the Total Additional Cost at the bottom of Column 5.</td>
<td>B. The “Annual (Short-Range) Plan” Form 3, Attachment A-3, should be completed by listing annual Plans/Goals in column 1, Strategic Direction Numbers in column 2, Strategies to implement the goals in column 3, expected Completion Dates in Column 4, and Additional Cost of each goal in column 5 with a Total Additional Cost given at the bottom of column 5. Goals should be listed in priority order and Strategic Direction Numbers which each goal supports should be written in column 2. Strategic Directions with numbers are in Attachment A-4, “Strategic Directions to the Year 2000.” If No Additional Cost (NAC) is required to implement a goal then write “NAC” in Column 5; otherwise, include the estimate of the additional cost for each goal and provide the Total Additional Cost at the bottom of Column 5.</td>
</tr>
</tbody>
</table>
Along with the Annual Plans, the SPIE updates and Self-Studies should be forwarded through administrative channels to the Office of Institutional Research, Planning, and Effectiveness (OIRPE) by the end of Winter Quarter each year, and the planning packages from each Division should be arranged in the order described in part IV of the "Procedures" listed above in "Step Three: Develop Annual Planning Statements."

From these documents—SPIE, Self-Studies, and Annual Plans, the OIRPE can provide required information to the Institutional Effectiveness Committee (IEC) in accordance with the Institutional Effectiveness Plan (See Part II of this Document), and the OIRPE can compile and publish the Troy State University Annual Planning Statements.

**STEP FOUR: BUDGET FOR THE PLAN**
(Time Frame: Spring Quarter, April - June)

The budgeting process is administered by the Senior Vice President for Financial Affairs. Depending on the financial condition of the State and the University, this budgeting process may vary from year to year. In years of reductions in State appropriations, as occurred in 1995-96, budget procedures were limited to examination of the previous years budget to ascertain where cuts could be made. In years of level appropriations or increased appropriations, generally, each department, unit, college, school, and division prepares a budget request which should include budgeting of funds to support identified goals in the Annual Plans. These budget requests are forwarded through appropriate channels for review and approval to the Senior Vice President for Financial Affairs who finalizes the budget and presents it to the Chancellor, TSU Executive Committee, and Board of Trustees for approval.

**STEP 5: IMPLEMENTATION OF THE ANNUAL PLANS**
(Time Frame: Variable but Generally Fall Quarter of the Year of the Plan)

Each department, unit, college, school, and division accepts responsibility to implement the Annual Plans developed by the area. The implementation strategies and dates for completion of the goals of the plans should be monitored to guarantee full implementation of the area plans. Just as the TSU Strategic Planning Council oversees the overall planning of the University, each school, college, or division might consider establishing a committee to oversee implementation of the Annual Plans for each area as a whole and for each of the departments and units. Should such implementation committees be formed, then the Department Chairs, Supervisors, Deans, Division Vice Presidents, the Provost, and the Vice Chancellor should anticipate progress reports from the implementation oversight committees on a regular basis—either monthly or quarterly.

With Step 5: Implementation of the Plans, the Institutional Effectiveness Cycle is complete. But because this Cycle is a continuing process, the Institutional Effectiveness Cycle is repeated on an annual basis with updating of the SPIE in the fall, conducting of the Self-Studies in the fall, development of the annual plans in the winter, budgeting for the plans in the spring, and implementing the plans in the following fall term or in accordance with the implementation strategies and target completion dates if planned for another point in time.
**PROCEDURES FOR ACADEMIC AREAS Cont.**

C. Completed Forms 2 and 3 (Attachments A-2 and A-3) should be combined with a completed "Cover Sheet" Form 1, Attachment A-1. On the "Cover Sheet," the appropriate area--Department, Unit, College, School, or Division--should be circled and the name of the area should be typed-in. Also, the appropriate part(s) of the Approval section should be signed and the Titles of the approving individuals should be circled.

D. When the Department completes its Annual (Short-Range) Plan, the Plan should be forwarded to the Dean of the College or School. Each Dean should establish a deadline for receipt of the departmental plans.

II. Upon receipt of the annual plans from each department, the Dean should consolidate, prioritize, and sort goals under strategic direction categories for the College or School. This step should include considerable dialogue between the departments and the Dean. The Dean should organize the Annual (Short-Range) Plan so that the prioritized College/School plan is at the beginning of the planning package and each of the department plans follow in alphabetical order by department. The planning package should be forwarded to the Provost who should establish a deadline for receipt of the College/School plans.

III. Upon receipt of the College/School Plans from the Deans, the Provost should proceed to consolidate, prioritize, and sort goals under strategic direction categories for the Academic Division. Through considerable dialogue and discussion with Deans, the Provost should develop a quality prioritized plan for the Academic Division. The Academic Division Annual (Short-Range) Plan should be placed at the beginning of the Division planning document, and each College/School Plan should follow in alphabetical order by College/School with each of the College School Plans including Department Plans in alphabetical order by department. The Provost should forward the Academic Division Annual Plan to the Office of Institutional Research, Planning, and Effectiveness by the end of Winter Quarter each year.

IV. The Planning Package sent to the OIRPE from the Provost should include: (1) The Division Plan with Provost’s SPIE & Self-Study followed by (2) The College/School Plans with Dean’s SPIE & Self-Study followed by (3) The Departmental Plans with the program SPIEs and Self-studies.

**NON-ACADEMIC AREAS’ PROCEDURES Cont.**

C. Completed Forms 2 and 3 (Attachments A-2 and A-3) should be combined with a completed "Cover Sheet" Form 1, Attachment A-1. On the "Cover Sheet," the appropriate area--Unit or Division--should be circled and the name of the area should be typed-in. Also, the appropriate part(s) of the Approval section should be signed and the Titles of the approving individuals should be circled.

D. When each unit completes its Annual (Short-Range) Plan, the Plan should be forwarded to the immediate supervisor of the unit. Each supervisor should establish a deadline for receipt of the departmental plans.

II. Upon receipt of the annual plans from each unit, the supervisor should consolidate, prioritize, and sort goals under strategic direction categories for area. This step should include considerable dialogue between the units and the supervisor. The supervisor should organize the Annual (Short-Range) Plan so that the prioritized area plan is at the beginning of the planning package and each of the unit plans follow in alphabetical order by unit. The planning package should be forwarded to the division Vice President who should establish a deadline for receipt of the area plans.

III. Upon receipt of the area plans from the area supervisors, the Vice President/Vice Chancellor should proceed to consolidate, prioritize, and sort goals under strategic direction categories for the Division. Through considerable dialogue and discussion with area supervisors, the Vice President/Vice Chancellor should develop a quality prioritized plan for the Division. The Division Annual (Short-Range) Plan should be placed at the beginning of the Division planning document, and each area plan should follow in alphabetical order by area title with each of the area plans including unit plans in alphabetical order by unit title. The Vice President/Vice Chancellor should forward the Division Annual Plan to the Office of Institutional Research, Planning, and Effectiveness (OIRPE) by the end of Winter Quarter each year.

IV. The Planning Package sent to the OIRPE from each non-Academic Division should include: (1) The Division Plan with Division Head’s SPIE & Self-Study followed by (2) The Area Plans with Area Supervisor’s SPIE & Self-Study followed by (3) The Unit Plans with the unit SPIEs & Self-studies.
<table>
<thead>
<tr>
<th>TASK</th>
<th>COMPLETION DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Update SPIE</td>
<td>End of Fall Quarter each year</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Conduct Self-Studies</td>
<td>End of Fall Quarter each year</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Complete Planning Statements</td>
<td>End of Winter Quarter each year</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Complete Budgeting for Plan</td>
<td>End of Spring Quarter each year</td>
</tr>
<tr>
<td><strong>Step 5:</strong> Implement Annual Plan</td>
<td>In accordance with completion dates on the plan itself</td>
</tr>
</tbody>
</table>
PLANNING AT THE ADMINISTRATIVE AND
BOARD-OF-TRUSTEES LEVELS

STEPS ONE AND TWO:
Six Points of Institutional Effectiveness (SPIE) and Self-Study
Time Frame—9/15 through 11/30

Following the six points of institutional effectiveness (SPIE), administrators (Directors, Deans, Associate Vice Presidents, Vice Presidents, Provost, Vice Chancellor, Chancellor) and members of the Board of Trustees (throughout this section, this group will be referred to as administrators) begin planning by updating their self-studies.

An administrator’s self-study serves three functions: (1) it affords an opportunity to rethink the administrator’s purpose at the University and how that purpose can be accomplished; (2) it is a means of checking the quality of an administrator’s performance; (3) it is an element in the planning process of the division or area of responsibility.

As a part of the annual updating process, each administrator needs to review the previous self-study, giving special emphasis to three areas: (1) the purpose statement—in order to ascertain that the statement clearly and comprehensively states the essential functions of the position; (2) the objectives (how the purpose is achieved)—in order to ascertain that the procedures and activities do achieve all areas of the purpose statement; and (3) the assessment instruments—in order to ascertain that all areas of the purpose statement are evaluated by at least one of the assessment instruments.

The following is a section-by-section instruction on how an administrator updates the self-study, a copy of which is due in the OIRPE along with the Annual Plan by the end of winter quarter.

The Self-Study Heading should be centered and typed in the following format:

SELF-STUDY OF (Name of Administrative Position)
NAME OF ADMINISTRATOR: (Name of Person in the Administrative Position)
DATE OF THE SELF-STUDY: (Date forwarded)

I. The Purpose Statement:

For this section of the self-study, the administrator should carefully review the purpose of the position if there is already a written purpose statement for the position, or the purpose statement for the position should be written if it has not been put in writing. The purpose statement should describe the administrator’s various functions and areas of responsibility. The purpose statement must be a clear, concrete, comprehensive statement, for it is the controlling idea that determines every other element in the study. In other words, what the administrator is to accomplish determines the procedures and activities developed, the assessment instruments used, and the standards set. This purpose statement should also coordinate with the job description.

Once the administrator has reviewed and, if necessary, revised or written the purpose statement, it should be shown that the purpose supports, is appropriate to, and relates to the purpose of the University.

II. Objective—How the Purpose Is Accomplished:

For this section, the administrator reviews the procedures developed and the activities required to accomplish the purpose of the position. The study should show how each of these activities and procedures accomplishes some particular segment in the purpose statement. Sometimes, procedures or activities can be grouped; in other cases, they need to be treated individually. Whatever method is selected, it must be ascertained that each activity/procedure is tied to some part of the purpose statement and that all
segments of the purpose statement are addressed.

III. **Expected Results—Minimum Standards of Performance:**

For this section, the administrator either determines the expected results, if not already written, or carefully reviews the expected results that have been established. If necessary, the expected results are revised. Expected results are not the optimal but the minimal results that the administrator deems acceptable. The administrator must determine the critical point at which the results of assessment would necessitate that a more in-depth study of the procedures and activities employed to fulfill the requirements of the position be conducted. For each assessment instrument, there must be at least one expected result.

Expected results should be given in numerically measurable terms. When phrasing expected results, terms such as **adequate, good, or acceptable** are too vague and open to diverse interpretation to be useful. The following is an example of the wording of an expected result: "On the Chancellor's yearly evaluation of my performance, I (the administrator) shall receive a rating of above average or excellent on at least **90 percent** of the items." Should the administrator receive such ratings on only 75 percent of the items, this below standard score would necessitate that the performance of the administrator be analyzed and studied, that plans for improvement (PFI) be devised in those areas which need to improve, and that a date of implementation of the PFI be established.

IV. **Assessment Instruments:**

For this section, the administrator selects at least two assessment instruments, if they have not been selected, or reviews the instruments used to evaluate performance and, if necessary, revises them, discontinues them, and/or incorporates new ones. The important point here is that the administrator ascertains that every segment of the purpose statement is being measured by one or more of the assessment instruments and that the assessment instruments focus on elements of the purpose statement and not on extraneous material.

V. **Procedures for Administering the Assessment Instruments:**

For each assessment instrument, the date for administering it should be given and who administers it should be stated. If a survey is involved, who is surveyed as well as the percentage of the test group, if not 100 percent, should be given. In addition, an explanation should be given of how expenses associated with administering each assessment instrument will be met.

**Note:** The administrator should meet with persons who report directly to the administrator to discuss self-studies. It is possible that these discussions could result in the administrator's revising some sections of the administrator's self-study.

VI. **Statement of the Results of Assessment:**

For this section of the self-study, the administrator compares the expected results with the results obtained from the various assessment instruments used to assess the administrator's performance. The administrator discusses the expected results that have been met and other accomplishments. Then those areas in which expectations were not met or were just barely met are addressed by examining the relevant procedures, operations, functions, and activities to determine the problems; by putting forth the causes of the problems; by developing plans for improvement (PFI); and by designating dates for implementing the PFI.

**STEP THREE: DEVELOP ANNUAL PLANNING STATEMENTS**

(Time Frame: Winter Quarter, January - March)

This step entails the development of the annual planning statements which address the plans for improvement (PFI) gleaned from the self-studies, innovations developed by the departments/units in response to the University's Strategic Plan, SACS recommendations, specialized accreditation reports,
departmental/unit research concerning its particular discipline or area, and any other information which addresses needs to be met or improvements to be made through planning.

For planning purposes, in addition to the self-studies (program, unit, and Institutional-SACS), departments and units should utilize the following materials:

**Troy State University Challenge 2000**, the University's Strategic Plan which provides:
- The Mission and Goals Statement
- Institutional Objectives
- Chancellor's Vision Statement
- Supporting Vision Statements
- Strategic Directions
- Guiding Principles for Troy State University
- External and Internal Factors Used in Strategic Planning
- Planning Assumptions

**The TSU Fact Book** for the current year which provides:
- General information about the University including its Board of Trustees and Organizational Charts
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- Employee Analysis
- Academic Programs Inventory

**The Compendium of Survey and Test Results** for the current year which provides results of:
- The Undergraduate Survey
- The Graduate Survey
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- Selective Results from the Academic Profile
- Selective Results from the American College Testing (ACT) for entering freshmen

**The Institutional Self-Study (SACS), December, 1992** (for any PFI not closed)
- The Report of the Reaffirmation Committee, Commission on Colleges, Southern Association of Colleges and Schools (SACS) (for any recommendations not closed)
- Any specialized accreditation reports for your area (NCATE, NLN, Social Work, Business, or other)

Using these materials and considerable dialogue, the administrators should commence to develop their plans in accordance with the following procedures:

1. Each administrator should complete the **Annual (Short-Range) Plan** package—Forms 1, 2, & 3 as follows:
   
   A. The "Statement of Achievements" Form 2, Attachment C-2, should be completed by responding to the three items on the form:
   1. Planning Statements Achieved
   2. Achievements Not in the Plan
   3. Planning Statements Not Achieved

   B. The "Annual (Short-Range) Plan" Form 3, Attachment C-3, should be completed by listing annual Plans/Goals in column 1, Strategic Direction Numbers in column 2, Strategies to Implement the goals in column 3, expected Completion Dates in Column 4, and Additional Cost of each goal in column 5 with a Total Additional Cost given at the bottom of column 5. Goals should be listed in priority order and Strategic Direction Numbers which each goal supports should be written in column 2. Strategic Directions with numbers are in Attachment C-4, "Strategic Directions to the Year 2000." If No Additional Cost (NAC) is required to implement a goal then write "NAC" in Column 5;
otherwise, include the estimate of the additional cost for each goal and provide the Total Additional Cost at the bottom of Column 5.

C. Completed Forms 2 and 3 (Attachments C-2 and C-3) should be combined with a completed "Cover Sheet" Form 1, Attachment C-1. On the "Cover Sheet," the appropriate area-Unit or Division—should be circled and the name of the administrator should be typed in. Also, the appropriate part(s) of the Approval section should be signed and the Titles of the approving individuals should be circled.

D. When each administrator completes the Annual (Short-Range) Plan, the Plan should be forwarded to the immediate supervisor of the administrator. Each supervisor should establish a deadline for receipt of the administrator's plans.

Along with the Annual Plans, the Self-Studies should be forwarded through administrative channels to the Office of Institutional Research, Planning, and Effectiveness (OIRPE) by the end of Winter Quarter each year. These items (Annual Plans and Self-Studies) should be part of the total planning package forwarded to the OIRPE from each Division (See Page 13, Section IV for organization & list of items in the Division Planning package).

STEP FOUR: BUDGET FOR THE PLAN
(Time Frame: Spring Quarter, April - June)

The budgeting process is administered by the Senior Vice President for Financial Affairs. Depending on the financial condition of the State and the University, this budgeting process may vary from year to year. In years of reductions in State appropriations, as occurred in 1995-96, budget procedures were limited to examination of the previous year's budget to ascertain where cuts could be made. In years of level appropriations or increased appropriations, generally, each department, unit, college, school, and division prepares a budget request which should include budgeting of funds to support identified goals in the Annual Plans. These budget requests are forwarded through appropriate channels for review and approval to the Senior Vice President for Financial Affairs who finalizes the budget and presents it to the Chancellor, TSU Executive Committee, and Board of Trustees for approval.

STEP 5: IMPLEMENTATION OF THE ANNUAL PLANS
(Time Frame: Variable but Generally Fall Quarter of the Year of the Plan)

Each administrator accepts the responsibility to implement the Annual Plans. The implementation strategies and dates for completion of the goals of the plans should be monitored to guarantee full implementation of the area plans. Just as the TSU Strategic Planning Council oversees the overall planning of the University, each school, college, or division might consider establishing a committee to oversee implementation of the Annual Plans for each area as a whole, for each of the departments and units, and for the administrators in each area. Should such implementation committees be formed, then the Department Chairs, Supervisors, Deans, Division Vice Presidents, the Provost, and the Vice Chancellor should anticipate progress reports from the implementation oversight committee of their particular areas on a regular basis—either monthly or quarterly.

With Step 5: Implementation of the Plans, the Institutional Effectiveness Cycle is complete. But because this Cycle is a continuing process, the Institutional Effectiveness Cycle is repeated on an annual basis with updating of the SPIE in the fall, conducting of the Self-Studies in the fall, development of the annual plans in the winter, budgeting for the plans in the spring, and implementing the plans in accordance with the implementation strategies and target completion dates beginning usually in the following fall term.
APPENDIX B

FACULTY
<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>MOST ADVANCED DEGREE; CONCENTRATION/MAJOR; INSTITUTION AWARING DEGREE; GRADUATE HOURS IN EACH DISCIPLINE IN WHICH THEY WILL TEACH</th>
<th>NEXT MOST ADVANCED DEGREE; CONCENTRATION/MAJOR; GRADUATE HOURS IN EACH DISCIPLINE IN WHICH THEY WILL TEACH</th>
<th>TEACHING RESPONSIBILITIES (CATALOG NUMBER; GRADUATE (G) OR UNDERGRADUATE (U); NUMBER OF TIMES TAUGHT MASTER QUARTER 199X YEAR INSTRUCTOR WAS CERTIFIED TO TEACH COURSES</th>
</tr>
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<tbody>
<tr>
<td>EDWARD J. THOMAS</td>
<td>M.A., PHYSICAL EDUCATION UNIVERSITY OF IOWA</td>
<td>ED. D. CURRICULUM &amp; SUPERVISION NORTHERN ILLINOIS UNIVERSITY</td>
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<td>PART-TIME HEALTH/PE FITNESS</td>
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<tr>
<td>GENE WESLEY FORDER</td>
<td>M. ED., PSYCHOLOGY OF SPORT AUBURN UNIVERSITY</td>
<td>ED. D. MOTOR LEARNING AND CONTROL AUBURN UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>JOAN HOLLANDSWORTH</td>
<td>M. S. COMMUNITY HEALTH CARE SYSTEMS OREGON HEALTH SCIENCES UNIVERSITY</td>
<td></td>
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<tr>
<td>LOUIS F. TOMASI</td>
<td>M.S. BIOPHYSICAL AND REHABILITATION OF HUMAN PERFORMANCE EAST STRoudsburg UNIVERSITY</td>
<td>ED. D. SPORTS MEDICINE MANAGEMENT AND PERSONNEL NEW YORK UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>CHRISTINE PARKER</td>
<td>M.H.A. HEALTHCARE ADMINISTRATION BAYLOR UNIVERSITY MBA BUSINESS ADMINISTRATION OKLAHOMA CITY UNIVERSITY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gene Wesley Fober  
5899 Big Oak Drive  
Columbus, Georgia 31909  
(706) 563-0000 home  
(706) 545-1278 work

EDUCATIONAL BACKGROUND

Degrees

Doctor of Education, Auburn University, December 1986  
Motor Learning and Control Emphasis  
Dissertation Topic: Prior planning effects on bimanual movement control

Master of Education, Auburn University, August 1983  
Psychology of Sport Emphasis

Bachelor of Science, University of Wisconsin at Eau Claire, August 1979  
Major: Physical Education; Minor: Psychology

Course Work

<table>
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<tr>
<th>Primary Graduate Subjects</th>
<th>Quarter Hours</th>
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<td>Research Design &amp; Statistics</td>
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<td>Motor Learning &amp; Control</td>
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<td>Psychology</td>
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<th>Primary Undergraduate Subjects</th>
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<td>Physical Education</td>
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<tr>
<td>Psychology</td>
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</table>

EMPLOYMENT BACKGROUND

U.S. Army Research Institute  
Fort Benning, Georgia  
June 1987 to Present

Position: Research Psychologist, GS-12  
Duties: September 1990 to September 1992 - Home Station Determinants. Participated in team research to determine unit home station training requirements for Light Infantry combat readiness. Collected and analyzed personnel background data. DBASE and PC SAS were used for data analyses. Lotus Freelance was used to present results at briefings and in the final report. Identified the need for unit performance measurement. Investigated possible use of the Training and Evaluation Outline data collected at the Joint Readiness Training Center (JRTC). Developing a revised unit performance measurement system for data collection and data management from the JRTC.  
Duties: September 1988 to September 1990 - Land Navigation Training. Developed and tested a program of instruction (POI) using SURNOT (Surface Navigation and Orientation Trainer) as an instuctional aid for tactics. The POI was implemented in Infantry officer courses taught at Ft. Benning.
EMPLOYMENT BACKGROUND (cont)

U.S. Army Research Institute
Fort Benning, Georgia

Position: Research Psychologist, GS-11
Duties: Land Navigation Training. Participated in ongoing land navigation research. Developed research problems via observation of land navigation training conducted in professional development courses. Supported contract research through data collection and reviews of products and research reports. Implemented change in land navigation field exam for the Primary Leadership Development Course taught at Ft. Benning, Georgia.

U.S. Army Infantry Board
Fort Benning, Georgia

Position: Engineering Psychologist, GS-11
Duties: Develop and conduct research associated with human factors performance issues to evaluate Infantry equipment. Review training programs, doctrine, and procedures. Report findings to military proponent agencies through briefings and published reports.

Auburn University
Auburn, Alabama

Position: Graduate Teaching Assistant
Duties: Taught elective physical education courses. I had full responsibility for teaching the undergraduate Motor Learning and Control course. Aided in planning and conducting research laboratory experiences for both undergraduate and graduate students in Motor Learning.

Opelika Recreation
Opelika, Alabama

Position: Swimming Coach
Duties: Coach boys' and girls' age group competitive swimming teams in a summer recreation league.

Cleveland YMCA
Cleveland, Tennessee

Position: Aquatic Director
Duties: Coordinate aquatic program. Responsible for training lifeguards and swimming instructors. Teach aquatic classes. Coach age group competitive swimming teams.

University of Wisconsin
Eau Claire, Wisconsin

Position: Assistant Swimming Coach
Duties: Coach men's and women's intercollegiate swimming teams.
Awards and Honors

Athletic Scholastic Achievement Award, 1975
Chancellor's Award, 1978
Graduated Cum Laude, 1979
Outstanding Graduate Student in Physical Education, 1985
Outstanding Young Men of America, 1985
Quality Step Increase for Exceptional Performance, 1989

References

Dr. Robert W. Proctor
Psychology Department
Purdue University
Lafayette, Indiana 47907
(317) 494-0784

Dr. T. Gilmour Reeve
Department of HPER
Motor Behavior Center
Auburn University
Auburn, Alabama 36849
(205) 844-1463

Dr. Thomas Thompson
U.S. Army Research Institute
P.O. Box 2086
Fort Benning, Georgia 31905
(706) 545-1278

RESEARCH PUBLICATIONS


RESEARCH PUBLICATIONS (cont)


RESEARCH PRESENTATIONS


CURRICULUM VITA

NAME: ROLLANDSWORTH, JOANN

STATE OF LICENSURE: Idaho 1974, Oregon 1990

NAME OF CLINICAL SPECIALTY: 66B9C

GRADE: Major, Army Nurse Corps

EDUCATION:

CIVILIAN:

Oregon Health Sciences University, Portland, OR
MN: Community Health Care Systems
Idaho State University Pocatello, ID BSN 1970-1974

MILITARY:

Principles of Advanced Nursing Administration 1994
Command and General Staff College 1994
Army Medical Dept Officer Clinical Head Nurses' Course 1993
Preventive Medicine Program Management 1988
AMEDD Officer Advance Course 1987
Combined Arms Service & Staff School 1987
AMEDD Officer Advance Course N/R 1986
Principles of Military Preventive Medicine 1984
AMEDD Officer Basic 1983
U.S. Navy Officer Basic 1974

WORK EXPERIENCE:

MILITARY:

Chief, Community Health Nursing Ft. Benning, GA Jun 94 - present
Chief, Community Health Nursing Ft. Carson, CO Dec 93 - May 94
Chief, Preventive Medicine Service Soto Cano, Honduras May 93 - Nov 93
Chief, Community Health Nursing  
Pt. Carson, CO  
Apr 92 - Apr 93

Chief, Community Health Nursing  
Pt. Lee, VA  
Jun 87 - Jun 90

Staff Nurse, Community Health Nursing  
Pt. Lewis, WA  
Dec 84 - Dec 86

Staff Nurse, Labor and Delivery  
Pt. Sill, OK  
Sep 83 - Sep 84

Staff Nurse, Pediatrics and Newborn Nursery  
Charleston, SC  
Dec 74 - Dec 76

CIVILIAN:

Public Health Nurse II  
Lewiston, ID  
Sep 78 - Jul 83

Maternal/Child Health Coordinator  
Lewiston, ID  
Jul 76 - Sep 78

Staff Nurse, Medicine/Surgery  
Ontario, OR  
Jun 74 - Dec 76

AFFILIATIONS AND PROFESSIONAL ORGANIZATION MEMBERSHIP:

Sigma Theta Tau  
1992

CERTIFICATIONS:

Exercise Leadership - American College Sports Medicine  
1989

Motherhood/Pregnancy Fitness  
1988

COMMUNITY:

Chairman of Board for Specialized Training for Military Parents (STOMP)  
1985 - 1986

Chairman of Special Education Advisory Board, Prince George, VA  
1988 - 1989

Member of the Special Education Advisory Board, Prince George, VA  
1987 - 1988
HIGHLIGHTS OF QUALIFICATIONS

* Background as a primary and acute health care provider and physical rehabilitation
* 14 years of background in health care management and administration (managed a small staff
to include: writing job descriptions, tasks performances, and semi- and annual ratings (evaluations)
* Maintained liaison with Army physicians, staff, and hospital personnel making referrals, and
  granted admitting privileges in acute athletic injury care.
* Designed, maintained, and operated the computerized, West Point Injury/Illness Reporting
  System.
* Possess extensive knowledge in instructional techniques and principles to effectively prepare
  and administer course material for classes, seminars, and symposia.
* Effective and loyal team member and is comfortable with leading and collaborating with peers
  and management.
* Wrote numerous papers and presentations.
* Performed responsibilities independently and was expected to exercise professional judgment in
  planning, providing and executing job tasks.
* Chaired for 7 years a civilian faculty advisory committee at West Point.
* Had regular, frequent and recurring contacts with administrative, hospital personnel
* Nominated and accepted to the Phi Kappa Phi Honor Society
* Visiting Scholar at New York University
* Professional consultant and director of Sports Medicine Training

EDUCATION

ED. D., New York University, Sports Medicine management and personnel, Dissertation
Rehabilitation following injury.
M.S., East Stroudsburg University, Biophysical and rehabilitation area of human performance
B.S., University of Vermont, Physical Education and Biology

CHRONOLOGY OF EMPLOYMENT

1975-1988 United States Military Academy, West Point, NY:
  Head Athletic Trainer, and Assistant Professor, Department of Physical Education
1984-1985 New York University, New York, NY: Adjunct Professor, Visiting Scholar,
1989-1991 United States Army Physical Fitness School, Subject Matter Expert, Instructor and
  Writer, Ft. Benjamin Harrison, Indianapolis, IN.
1992-1995 United States Army Physical Fitness School, Primary Research Physiologist/Writer,
  Ft. Benning, GA. 31905-5000
PROFESSIONAL ASSOCIATION MEMBERSHIPS

American College of Sports Medicine
    Health Fitness Instructor
    Exercise Leader
National Athletic Trainers Association
The National Professional Ski
    Instructor Association
The U.S. Ski Association
Professional Association of Dive Instructors
National Association of Underwater Instruction

PROFESSIONAL ACTIVITIES

1979 - 1986 Chairman, Civilian Faculty Advisory Committee, Department of
Physical Education, United States Military Academy, West Point, NY

1987 - Recognized for Academic Achievement by the Honor Society of Phi
Kappa Phi, West Point

1990 - Presently on the examination staff at the National Institute of
Fitness and Sport for its semiannual examinations for a Health Fitness
Instructor Certification sponsored by the American College of Sports
Medicine.
"Weight Training Exercise for the Athlete" Napanock State Correctional Facility, New York, November 1976

"Runner's Injuries & Biomechanical Analysis" State University of New York, New Paltz, annual Sports Medicine Symposium Spring 1977

"Project 60" National Association for Sports & Physical Education in Philadelphia 1977


"The West Point Strength Development and Rehabilitation Program" Eastern Athletic Trainer's Association Convention, Grossinger's Hotel, Liberty, New York 1978

"The West Point Knee Rehabilitation Program" National Athletic Trainer's Association Annual Meeting, Detroit 1978


"Rehabilitation & Sports Medicine Programs" President's Council on Physical Fitness, Eastern Regional Meeting, West Point, New York 1978

"Weight Training for Women" The National U.S. Women Coaches' Sports Camp, Pace University, July 1978

"Rehabilitation of a College Student's Knee" University of Texas, Physical Education Club, September 1978

"A Rehabilitation Program for the Injured Athlete" Keller Army Hospital to The Human Performance Lab Committee, West Point, New York 1978

"A Knee Strength Program for the Adolescence" St. Louis University School of Medicine - Bob Bauman Sports Medicine Symposium, April 1979

"Athletic Equipment - Care & Fitting" Scholastic Coach Sports Clinic, Westchester, New York Spring 1979

CHRONOLOGY OF PROFESSIONAL PRESENTATIONS

'Case Studies of 'Upper Extremity Injuries Due to Boxing' American College of Sports Medicine Annual Meeting, Montreal, 1982 - MJ Welch, Tomasi, et al.


'Preventing Runners' Injuries' Pre-Olympic Sports Medicine Symposium, Eugene, Oregon, 1984

'Kinesiology and Injury Prevention' Presented at a workshop sponsored by Aerobic and Fitness Association of America, Sherman Oaks, Ca. 1985

'Injury Prevention, Treatment and Care' Presented at a workshop sponsored by Allsport Fitness & Racquetball Club, Poughkeepsie, NY. 15

PROFESSIONAL PUBLICATIONS


Tomasi, Louis F. & Hassett, Robert B., West Point 'Knee Squad' Rehabilitation Program West Point Publisher, 1977

Tomasi, Louis F., "Flexibility for the Athlete", U.S. Women Coaches & Athletes, November 1978 Vol 1, No. 3

Tomasi, Louis F., "Weight Training for the Basketball Team", U.S. Coaches & Athletes, December 1978, Vol 1, No. 4

Tomasi, Louis F., "Weight Training for Women", Feature Cover Article, U.S. Women Coaches & Athletes, October 1978, Vol 1, No. 2


Tomasi, Louis F., "Knee Squad Rehabilitation", U.S. Women Coaches & Athletes, April 1979

REFERENCES

COL James L. Anderson, P.E.D.
Director, Department of Physical Education
United States Military Academy
West Point, NY 10996-1694
Telephone: (914) 938-3401

COL Bruce Wicks, Commandant
US Army Physical Fitness School
Bldg. # 529
Ft. Harrison, IN 46216
Telephone: (317) 542-4607

LTC John O'Connar, Director of Training
US Army Physical Fitness School
Bldg. # 529
Ft. Harrison, IN 46216
Telephone: (317) 542-4948

Dr. Karl Stoedefsike, Ph.D.
Recreation Building
Pennsylvania State University
University Park, PA 16802
Telephone: (814) 865-6122

LTC Steve Cellucci
80 Grove Park
Ft. Dix, NJ 08640
Telephone: (609) 562-4086
CURRICULUM VITAE

NAME: CHRISTINE N. PARKER, MBA, MHA, RD, CHE, CNSD

          Columbus, Georgia  31907
          Work: Nutrition Care Division
          Martin Army Community Hospital
          FT Benning, Georgia  31905

1. PERSONAL DATA:

   Date of Birth: 27 May 1961
   Place of Birth: Brooklyn, New York
   Marital Status: Single
   Dependent(s): Daughter - Kelly E. Parker (6)

2. EDUCATION:

   Baylor University - MHA, June 1993 - August 1995
   Oklahoma City University - MBA, September 1986 - December 1988
   State University of New York/Plattsburgh - BS, September 1979
          May 1983

3. POSTGRADUATE EDUCATION:

   Internship: Dietetic Internship
               Walter Reed Army Medical Center,
               Washington, D.C.
               September 1985 - May 1986

   Computer Applications for AMSC Clinicians, Walter Reed Army
   Medical Center, Washington, D.C., March 1987

   Clinical Nutrition, Postgraduate Short Course, Walter Reed
   Army Medical Center, Washington, D.C., April 1987

   Fitness Facilitator's Course, Academy of Health Sciences,
   Fort Sam Houston, TX, September 1987

   Biochemistry Update for Dietitians, Dallas, TX, June 1988

   Fitness facilitator's Course, Academy of Health Science, Fort
   Sam Houston, TX, September 1988

   Sports Nutrition Workshop, Dallas, TX, January 1989

   AMSC Health Care Delivery and Quality Assurance Techniques
   Course, Xerox Training Center, Leesburg, VA, August 1990
Nutrition Support: Beyond the Basics, Dallas, TX March 1991

Postgraduate Clinical Nutrition Short Course, Walter Reed Army Medical Center, Washington, D.C., April 1991

Leadership and Supervisory Skills for Women, National Seminars Inc, San Antonio, TX, September 1991


American College of Healthcare Executives Annual Meeting, Chicago, IL, March 1995

4. LICENSURE AND CERTIFICATION:

Commission on Dietetic Registration - No. 693770
Diplomate of the American College of Healthcare Executives
Certified Nutrition Support Dietitian (Expires Sept. 1996)
Contracting Officers Representative Certification - 1994

5. PROFESSIONAL SOCIETY MEMBERSHIPS:

American Dietetic Association
American Society for Parenteral and Enteral Nutrition
Association of Military Surgeons of the United States
American Academy of Medical Administrators
American College of Healthcare Executives

6. HONORS AND EXECUTIVE POSITIONS:

Chairman for the Subcommittee on Education, Medical Ethics Committee, National Naval Medical Center, Bethesda, MD 1994-95
Chairman for Clinical Research, San Antonio District Dietetic Association, 1990-91
Selected for "Outstanding Young Women in America", 1987
Army Commendation Medal - 1989
Meritorious Service Medal - 1989
Army Achievement Medal - 1991
Meritorious Service Medal - 1992

7. PUBLICATIONS AND PRESENTATIONS:

Multiple oral presentations on Basic Nutrition, Weight Control, Cholesterol, Wellness, and Sports Nutrition to both the military and civilian Fort Sill community, June 1986 - July 1989
Medical Grand Rounds - Reynolds Army Community Hospital, Fort Sill, OK, "Eating Disorders" - March 1987
Medical Grand Rounds - Reynolds Army Community Hospital, Fort Sill, OK, "Nutritional Intervention in Cardiac Disease", Nov 1987
Requested by Oklahoma Recruiting Command to represent the Army Medical Department and give presentation at high schools in Ponca City, Mangum, Hobart and Granite, Oklahoma Feb - Mar 1988
Published 40 articles with "Fitness Forum" byline on Nutrition and related areas, in Fort Sill Cannoneer, Fort Sill's weekly newspaper - June 1986 - July 1989

CLASSES
"Nutritional Intervention in Acute and Chronic Renal Failure", Baptist Medical Center, San Antonio, TX May 1990
"Nutritional Intervention in Acute and Chronic Renal Failure", Brooke Army Medical Center, Nephrology Grand Rounds, Fort Sam Houston, TX Sept 1990
"Nutritional Triage for the Orthopaedic Patient" - Department of Orthopaedics, Brooke Army Medical, San Antonio, TX Jan 1991
"Wellness" - Special Forces Association, Chapter XV, Fort Sam Houston, TX April 1991
"Assessment of Vitamin and Mineral Nutriture in the Hospitalized Patient", Department of Orthopaedics, Brooke Army Medical Center, Fort Sam Houston, TX April 1991
"Determining Protein/Nitrogen Requirements of the Orthopaedic Patient", Department of Orthopaedics, Brooke Army Medical Center, Fort Sam Houston, TX May 1991
"Nutritional Intervention with the Alcoholic-Orthopaedic patient", Department of Orthopaedics, Brooke Army Medical Center, Fort Sam Houston, TX June 1991
"Critical Care Nutrition", Department of Nursing/Critical Care Short Course, Brooke Army Medical Center, Fort Sam Houston, TX June 1991
"Nutrition Status as an Indicator in the Healing s/p Amputations", Department of Orthopaedics, Brooke Army Medical Center, Fort Sam Houston, TX July 1991

RESEARCH

Graduate Management Project for Masters in Healthcare Administration from Baylor University, "Assessment of the Status of Military Hospital Ethics Committees in the National Capital Area", June 1995

8. STAFF APPOINTMENTS:

Chief, Clinical Dietetics, Reynolds Army Community Hospital, Fort Sill, OK June 1986 - June 1987
Chief, Nutrition Clinic, Reynolds Army Community Hospital,
Fort Sill, OK June 1987 - July 1989
Assistant Chief, Clinical Dietetics, Brooke Army Medical Center, Fort Sam Houston, TX July 1989 - Aug 1991
Assistant Chief, Production & Service, Brooke Army Medical Center, Fort Sam Houston, TX Aug 1991 - June 1992
Project Officer, Army Medical Department Center and School, Fort Sam Houston, TX Jan - June 1993
Baylor Resident, National Naval Medical Center, Bethesda, MD July 1994-June 1995
Chief, Nutrition Care Division, Martin Army Community Hospital, Fort Benning, GA July 1995 -

9. MILITARY EDUCATION/TRAINING:

AMEDD Officer Basic Course - 1985
AMEDD Officer Advanced Course - 1992
Combined Arms Services Staff School - 1993
Combat Casualty Care Course - 1993
Command and General Staff Officer College - currently in Phase I

10. ADDITIONAL EDUCATIONAL POSITIONS:

Fitness Facilitator, Fort Sill, OK Oct 1986 - July 1989
Dietetic Internship Preceptor for both clinical and production and service, Brooke Army Medical Center, Fort Sam Houston, TX July 1989 - Jun 1992
Edward J. Thomas
U.S. Army Infantry School
ATTN: ATSH-OTT-SA
Upper Iowa University at Fort Benning
Building #2614 Soldiers’ Plaza
Fort Benning, GA 31905
706-685-9555 office
706-562-9516 home
706-685-9984 fax

EDUCATIONAL BACKGROUND

Ed.D., Curriculum & Supervision, Northern Illinois University, DeKalb, 1992
Emphasis in Community Health

Ed.S., Curriculum & Supervision, Northern Illinois University, 1987
Emphasis in Community Health

M.A., Physical Education, The University of Iowa, Iowa City, 1975

B.S., Physical Education, The University of Iowa, 1972

PROFESSIONAL EXPERIENCE

- Over fifteen years full-time teaching experience at three universities
- Over five years as education administrator/leader
- One year as Fulbright Scholar in Southeast Asia
- Three years coaching experience
- Two years abroad in education leadership positions
- Four years Director of Residence Life

SUMMARY OF EXPERIENCE

94-present Director, Upper Iowa University - Fort Benning,
Fort Benning, GA

93-94 Instructional Systems Specialist, United States Army Physical Fitness School,
Fort Benning

90-93 Assistant Professor, Department of Physical Education,
Northern Illinois University

87-90 Lecturer, Department of Physical Education,
Emory University, Atlanta, GA
SUMMARY OF EXPERIENCE (CONTINUED)

84-87  Assistant Professor, Department of Physical Education,
       Northern Illinois University

82-84  Civilian Sports and Physical Activities Specialist, UA-09-11,
       Department of Defense, South Korea and West Germany

81-82  Instructor, Department of Physical Education,
       Northern Illinois University

80-81  Consultant, Office for Health Promotion,
       Northern Illinois University

79-80  Instructor, Department of Physical Education,
       Northern Illinois University

78-79  Teaching Assistant, Department of Physical Education,
       The University of Iowa

76-78  Physical Fitness Consultant, Thomas & Brown Corp.,
       Iowa City

72-76  Head Resident, Residence Services,
       The University of Iowa

71-76  Teaching Assistant, Department of Physical Education,
       The University of Iowa

67-69  United States Army Infantry

TEACHING

2 years  Upper Iowa University - Fort Benning

Currently teaching flexibility training, unit physical readiness program design, posture and
relaxation, foundations of conditioning, history of restorative and martial arts, resistance
exercise, high-level wellness, introduction to restorative and martial arts, anatomy and
physiology, understanding movies and special projects.

8 years  Northern Illinois University

Taught graduate and undergraduate courses including history of physical education, high
level wellness, addiction prevention, posture and relaxation, stress management, beginning
and advanced weight training, martial arts, hatha yoga, advanced fitness and ROTC physical
readiness. Summer teaching assignments included Ft. Sheridan Army installation and Illinois
State Penitentiary.
TEACHING (CONTINUED)

1.5 years  Emory University

Taught methods in elementary physical education, relaxation and stress reduction, physical conditioning, judo, kali, muay Thai, self-defense, wilderness survival and backpacking. Recruited United States Army Rangers to develop an innovative outdoor education program. Sponsored two Thai physical educators for one year to teach martial arts.

1 year  Burma and Thailand

Served National Departments of Physical Education as a Fulbright Scholar. Trained senior teachers and supervisors in both countries.

1 year  Los Angeles Metropolitan Colleges, Korea Campus

Taught history of physical education, curriculum design, stress management, advanced fitness and English as a second language.

7 years  The University of Iowa

Taught judo, self defense, weight training, boxing, hatha yoga, volleyball, stress management, relaxation techniques and physical conditioning.

ADMINISTRATION AND LEADERSHIP

2 years  Upper Iowa University - Fort Benning

Currently direct the Upper Iowa University-Fort Benning campus. Responsibilities include course development, recruitment and supervision of staff and faculty, budgeting, program evaluation, marketing, public relations, scheduling and overall direction of program. Developed the curriculum and coordinated the approval process of this unique fitness leadership degree program.

1 year  United States Army Physical Fitness School, Ft. Benning

Responsibilities included analysis of Master Fitness Trainer Course curriculum and overall physical fitness doctrine. Assisted in revision of United States Army Physical Fitness Manual FM 21-20. Employed numerous technologies to develop training materials used Army-wide.

9 months  National Institute of Physical Culture, Rangoon, Burma

Designed and implemented a national physical fitness leadership curriculum. Directed the National Institute of Physical Culture. Trained cadre, raised funds, presented workshops, created educational materials and supervised residence facility.

4 years  Residence Life, The University of Iowa

Administered a residence facility serving over 1,000 students. Responsibilities included supervision of twenty staff counselors, personal and academic counseling, discipline and program leadership. Supervised twenty resident assistants.
Department of Defense, South Korea and West Germany
Managed 2nd Infantry Division sports and physical activities program serving over 20,000 soldiers in South Korea. Supervised eleven sites including gymnasiums, bowling centers, swimming pools and a golf course. Designed an Associate of Arts curriculum in Fitness Leadership for Los Angeles Metropolitan College, Korea Campus. Directed eleven commercial recreation facilities in Germany.

Field Consultant, Office for Health Promotion, Northern Illinois University
Assisted schools, drug and alcohol abuse prevention organizations, youth and senior citizen centers, and numerous other agencies in developing fitness, wellness and health promotion programs. Designed curriculums, provided in-service training and conducted workshops. Also reviewed literature pertaining to health promotion and fitness and contributed to numerous publications.

United States Army
One year Infantry training and six months on DMZ, South Korea. Led team-level combat operations against North Korean infiltrators during the Pueblo Incident. Six months in charge of brigade gymnasium and intramural program serving 4,000 military personnel. Directed daily operations of the facility, supervised gymnasium assistants and coaches, maintained inventory, directed numerous 2nd Infantry Division teams and scheduled events.

REPRESENTATIVE PRESENTATIONS, PUBLICATIONS AND PRODUCTIONS


"The Thomas School," (weekly television show produced by TV16, Columbus, GA), September 1995-present.


PRESENTATIONS, PUBLICATIONS AND PRODUCTIONS (CONTINUED)


"Physical Culture in Burma," Keynote Speaker—Biannual Conference of International Burmese Studies Group, Center for Southeast Asian Studies, Northern Illinois University, September 1990.


Keynote speaker, graduation ceremony for Master Fitness Trainer Course, United States Army Physical Fitness School, Ft. Benjamin Harrison, IN, October 1989.

Organized national fitness leadership conference, National Physical Education Department of Thailand, Bangkok, November 1988.


"Introduction to Restorative Arts," Midwest District, American Association for Health, Physical Education, Recreation and Dance Convention, Schaumburg, IL, February 1987.

PROFESSIONALLY SIGNIFICANT ACHIEVEMENTS
AND RESPONSIBILITIES

Commander's Award for Public Service, Ft. Benning, April 1996.


Physical Fitness Consultant to the U.S. Treasury Department, September 1995-present.

Developed model off-duty education fitness leadership curriculum for United States Army, June 1994.


Member, Curriculum Committee, Department of Physical Education, Northern Illinois University, 1991-92.

Member, General Studies Committee, Department of Physical Education, Northern Illinois University, 1991-93.

Honorary Associate, Center for S.E. Asian Studies, Northern Illinois University, 1990-1993.

Adviser to numerous clubs and organizations, Northern Illinois University, 1990-1993.

College of Education Teaching Award ($2,000), Emory University, 1989.

Fulbright Scholar—Developed National Youth Institute of Physical Culture and Teacher Training for Burma. Advised the secondary and post-secondary Supervisory Division of the National Physical Education Department of Thailand, 1988.


Outstanding Faculty Awards, Department of Military Science, Northern Illinois University, 1985-87.

Member of Delta Force, U.S. Army War College, Carlisle Barracks, PA, 1982-1983.


REFERENCES FURNISHED ON REQUEST
APPENDIX C

INSTRUCTOR AND COURSE EVALUATION PROCEDURES/FORMS
Faculty Evaluation

I. Purpose:

To establish a comprehensive system for the evaluation of TSU-FB full- and part-time faculty members that will improve instructor performance and student learning.

II. Objectives:

A. Provide a basis for faculty members and their chairpersons to develop jointly, faculty member instructional and course content goals and objectives in terms of student instruction (teaching), professional development/contributions and TSU administrative and public service support.

B. Provide a basis for assessing individual faculty member strengths and areas in need of improvement in student instruction (teaching), professional development/contributions and TSU administrative and public service support.

C. Provide a basis for assessing overall TSU-FB faculty strengths and areas in need of improvement in student instruction (teaching), professional development/contributions and TSU administrative and public service support.

III. Overview:

A. Each faculty member will be rated annually by their Department Chairperson at the end of each academic year (AY). The process will commence early in the Fall quarter, when Department Chairpersons schedule and meet with each full- and part-time faculty member who taught during the preceding and/or is scheduled to teach during the coming AY.

B. During that interview, the faculty member and chairperson will review the goals and objective laid out at the previous years meeting, identifying strengths and areas in need of improvement in three areas – student instruction (teaching), professional development and/or contributions and TSU administrative and/or public service and support.

C. Discussion and documentation should be in terms of the faculty evaluation forms discussed below and attached to this appendix.

K-1
D. At least two weeks prior to the annual meeting, the faculty member will complete two forms, Form #1. Goals and Objectives for Academic Year ___ and Form #2 Accomplishments for Academic Year ___ (for the previous/next Ays, respectively) and submit them to their chairperson for review and use as a basis for meeting discussion of previous AY accomplishments and next AY goals and objectives. Content of both forms should reflect the evaluation areas listed on Form #3 and its supporting forms (#3A, 3B, and 3C).

E. Prior to the annual meeting, the Chairperson will:

1. Complete, or arrange to be completed (student instructor evaluations), each of the forms discussed below and attached to this appendix.

2. Compute and total the numerical scores on each form for the areas of evaluation listed, and make an extra copy for the retention and file by the faculty member.

F. By the end of the Fall quarter of each AY, Chairpersons will:

1. Consolidate the results of their Department faculty evaluations.

2. Compute, and provide the Director and Assistant Director for Academic Affairs, Department overall and subordinate area numerical averages and an evaluation of graduate and undergraduate faculty performance in terms of strengths, weaknesses and Plans for Improvement for any/each weakness identified.

IV. Evaluation Forms, Content and Methodology

A. Form #1. GOALS AND OBJECTIVES FOR ACADEMIC YEAR ___ (see enclosure #1 to this appendix):

Faculty member completes the form in draft at the start of the AY and brings it to the Fall quarter meeting. It serves as a basis for discussing and agreeing on next AY goals and objectives; within one week of the meeting, faculty member returns the form in final type/word processed version, reflecting the agreed upon goals and objectives to the Department Chairperson for file and reference, retaining his/her own file copy.

B. Form #2. ACCOMPLISHMENTS FOR THE ACADEMIC YEAR (see enclosure #2 to this appendix):
Faculty member completes this form (typewritten or word processed) at the end of the AY and submits it to his/her chairperson NLT one week prior to the Fall quarter meeting. It serves as a basis for the chairperson to discuss the member’s last AY’s accomplishments and completion of the evaluation on Form #3 and its three supporting forms (#3A, 3B and 3C -- see enclosure #3 to this appendix).

C. Form #3. OVERALL EVALUATION (see enclosure #3 to this appendix):

Chairperson completes and signs this form after completing its supporting forms (Forms #3A, 3B and 3C). It repeats, weights and totals the numerical scores from the supporting forms/evaluation areas (teaching, professional development/contributions and faculty and public service and contributions). There is a section for Chairperson comments.

At the conclusion of the review of the faculty members’ last AY accomplishments and form #3A, 3B and 3C ratings, the faculty member signs and dates the form. The original becomes the Chairperson’s and TSU-FB’s file copy; the Chairperson reproduces an additional copy and provides it to the faculty member for his/her file and future reference within a week of the meeting.

NOTE: It is recommended that the discussion of the content and results listed on Forms #2 and 3 take place first; followed by a discussion of future goals and objectives from Form #1 and the preceding evaluation and discussion.

D. Form #3A. TEACHING EVALUATION (see enclosure #3 to this appendix):

The Chairperson completes this form IAW the instructions listed on the form.

Section A evaluation is the Chairperson’s subjective evaluation of the faculty member’s teaching competencies and abilities in the areas listed. As indicated, scores above six (seven) or below four require comment in Section C.

Section B evaluation is an extract (if only one evaluation) or average of extracts (if more than one evaluation) of the summary numerical results of student evaluation forms for all classes taught by the faculty member, and student evaluated, during the previous AY. Note: Student course evaluations are planned for and requested by the TSU-FB Institutional Effectiveness Coordinator for each course taught by each faculty member each quarter.
Sections C and D, are completed as discussed above and indicated on the form.

E. Form #3B. PROFESSIONAL DEVELOPMENT/CONTRIBUTION EVALUATION (see enclosure #3 to this appendix):

Chairperson completes this form IAW the instructions listed on the form.

Section A is used to evaluate the faculty member's academic and/or other profession/professional development. This section is to recognize activities that improve the faculty member with in his/her academic or other professional area(s). In general, the first area will usually apply more to full-time faculty; and, the second to part-time. At least one area must be evaluated for each faculty member; if only one area is evaluated, the average score will equal the single area's total score.

Section B is used to evaluate the faculty member's contributions to academic and/or other profession/professional areas. This section is to recognize the faculty member's activities to improve their academic area or profession. Again, in general the first area will usually apply more to full-time faculty; and, the second to part-time. Also, at least one area must be evaluated for each faculty member; if only one area is evaluated, the average score will equal the single area's total score.

Sections C and D, are completed as indicated on the form.

F. Form #3C. FACULTY AND PUBLIC SERVICE/CONTRIBUTIONS EVALUATION (see enclosure #3 to this appendix):

Chairperson completes this form IAW the instructions listed on the form. Section A is used to evaluate the faculty member's service to TSU Main Campus, University College and FB and/or to the public in terms of the Number and Importance of activities or service(s) performed at the levels listed. That is, a high score could indicate either a large number of less important contributions or service, a small number of more important contributions or service, or any in between mixture. In general, the first three areas will almost always apply only to full-time faculty; while the last area should apply to both full- and part-time faculty. At least one area must be evaluated for each faculty member; if only one area is evaluated, the average score will equal the single area's total score. If more than one area is evaluated (such as public service for part-time faculty), the number evaluated provides the "denominator" for computing the average score.

Section B is used to evaluate the faculty member's service to TSU Main Campus, University College and FB and/or to the public in terms of his or
her Performance of the activities or service(s) performed at the levels listed. That is, a high score could indicate exceptional performance/contribution; while a low score would indicate poor or even negative performance/contribution. In general, the first three areas will almost always apply only to full-time faculty; while the last area could apply to both full- and part-time faculty. At least one area must be evaluated for each faculty member; if only one area is evaluated (such as public service for part-time faculty), the average score will equal the single area's total score. If more than one area is evaluated, the number evaluated provides the "denominator" for computing the average score.

Sections C and D are completed as indicated on the form.

G. These forms, formats and instructions are also to be used to evaluate TSU-FB Department Chairpersons and the Assistant Director for Academic Affairs.

For Department Chairperson evaluation, as reads Department Chairperson, read Assistant Director for Academic Affairs; and, as reads Faculty Member, read Department Chairperson.

For the Assistant Director for Academic Affairs' evaluation, as reads Department Chairperson, read Director; and, as reads Faculty Member, read Assistant Director for Academic Affairs.
GOALS AND OBJECTIVES FOR ACADEMIC YEAR

Instructions: Final draft of form is to be completed jointly by the faculty member and chairperson.

I.  **TEACHING** (60% - Full-time; 80% - Part-time):

II.  **PROFESSIONAL DEVELOPMENT/CONTRIBUTIONS** (10%):

III.  **FACULTY AND PUBLIC SERVICE** (30% - Full-time; 10% - Part-time):

Department Chairperson's Signature:

Faculty Member's Signature:

Form #1
ACCOMPLISHMENTS FOR THE ACADEMIC YEAR

Instructions: Final draft of form is to be completed by the Faculty Member and used by the Chairperson as part of the basis for completion of the Form #3 and supporting forms (#3A, 3B and 3C) Faculty Evaluation.

I. **TEACHING** (60% Full-time/80% Part-time):

II. **PROFESSIONAL DEVELOPMENT/CONTRIBUTIONS** (10%):

III. **FACULTY AND PUBLIC SERVICE** (30% - Full-time; 10% Part-time):

Faculty Member's Signature: ____________________________

Date: ____________________________
TROY STATE UNIVERSITY, FORT BENNING
FACULTY EVALUATION

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Chairperson</th>
<th>Date</th>
</tr>
</thead>
</table>

OVERALL EVALUATION

<table>
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<thead>
<tr>
<th>FACULTY AND PUBLIC SERVICE</th>
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<th>X</th>
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<th></th>
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</thead>
</table>

Total Weighted Score: ___

COMMENT:

Department Chairperson’s Signature: ____________________________

Faculty Member’s Signature: ____________________________

Form #34

K-8
TEACHING EVALUATION

Instructions:

Department chairpersons are to rate the faculty member on each item listed, giving the higher scores for unusually effective performance and lower scores for unusually ineffective or inappropriate performance. Grades above 6 and below 4 require written summary/individual competency comment in Section D, below.

Place the number that most nearly expresses your evaluation in the blank space before each statement:

Scale:

<table>
<thead>
<tr>
<th>Highest</th>
<th>Average</th>
<th>Lowest</th>
</tr>
</thead>
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<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

A. Chairperson’s Evaluation of Faculty Member’s Personal and Professional Competence and Ability:

_____ 1. Knowledge of academic field.
_____ 2. Creativity and innovation.
_____ 3. Punctuality, dependability and reliability.
_____ 4. Student role model.
_____ 5. Advising and working with students.
_____ 6. Working with Chairperson and supporting TSU policies and administration.

_____ - Total Chairperson’s Evaluation.

_____ - Average Chairperson’s Evaluation (Total Score/6).

Page 1

Form #3A

K-9
B. **Students' Evaluation of Faculty Members Teaching Skills** (Score or Average of Scores from Student Evaluations):

- Total of Student Instructor Characteristics Scores (Sum of the "Instructor Characteristic" Means for all Instructor and Course Assessments (ICAs) completed during the previous AY).

- Average Student Instructor Characteristics Score (Total Student Instructor Characteristic Scores/\# of ICAs completed during the previous AY).

C. **Comments** (Department Chairperson -- **NOTE**: The SCANTRON summaries of each ICA completed during the previous AY should be provided the Instructor -- and form the basis for past performance strengths and weaknesses and any future teaching goals and objectives. The comments included here should reflect those discussions):

D. **Teaching Scores**:

- Total Average (sum of Average Chairperson's Evaluation and Average Student Instructor Characteristics Scores).

- Overall (Total Average Teaching Score/2).
PROFESSIONAL DEVELOPMENT/CONTRIBUTION EVALUATION

Instructions:

Department chairpersons are to rate the faculty member on each item listed, giving the higher scores for unusually effective development activity or contribution(s) and lower scores for unusually ineffective or inappropriate development activity or contribution(s). Note: On this form, only provide numerical evaluation entries where appropriate. At levels where there was no faculty or public service, enter: N/A for "not applicable;" and, average accordingly. Grades above 6 and below 4 require written comment in Section D, below.

Place the number that most nearly expresses your evaluation in the blank space before each statement:

Scale:

Highest 7 Average 5 4 3 2 Lowest 1

A. Chairperson's Evaluation of Faculty Member's Professional Development Activities:

   1. Academic professional development.

   2. Other professional or academic development.

   - Total Professional Development Evaluation.

   - Average Professional Development Evaluation (Total/2 — if there are ratings in both areas; otherwise same as Total Professional Development Evaluation).
B. **Chairperson's Evaluation of Faculty Member's Professional Contribution Activities:**

_____ 1. Faculty member's academic contributions (publication, proceedings, presentations, etcetera).

_____ 2. Any other Faculty member's professional contributions (memberships and offices held in professional associations, etcetera).

_____ - **Total Professional Contribution Evaluation.**

_____ - **Average Professional Contribution Evaluation**
(Total/2 -- if there are ratings in both areas; otherwise same as Total Professional Development Evaluation).

C. **Comments (Department Chairperson):**

D. **Professional Development and Contributions Scores:**

_____ - **Total Average** (sum of Average Professional Development and Contribution Evaluation).

_____ - **Overall** (Total Average Professional Development and Contribution Scores/2).
TROY STATE UNIVERSITY, FORT BENNING
FACULTY EVALUATION

Faculty Member ____________________ Chairperson ____________________ Date ____________________

FACULTY AND PUBLIC SERVICE/CONTRIBUTIONS EVALUATION

Instructions:

Department chairpersons are to rate the faculty member on each item listed, giving the higher scores for unusually high faculty or public service contribution(s) and lower scores for unusually low or negative faculty or public service contribution(s). Note: On this form, only provide numerical evaluation entries where appropriate; and, average accordingly. At levels where there was no faculty or public service, enter: N/A for "not applicable." Grades above 6 and below 4 require written comment in Section D, below.

Place the number that most nearly expresses your evaluation or N/A in the blank space before each statement:

Scale:

Highest 7 Average 6 5 4 3 2 Lowest 1

A. Chairperson's Evaluation of the Number and Importance of Faculty Member's Faculty and Public Service/Contributions at:

____ 1. TSU-FB level.

____ 2. TSU Main Campus University College or Graduate or academic College/School level.

____ 3. TSU Main Campus senior administrative level.

____ 4. Community and Other Public Service/levels.

____ Total Evaluation of the Number and Importance of Faculty Member's Faculty and Public Service/Contributions.

____ Average Evaluation of the Number and Importance of Faculty Member's Faculty and Public Service/Contributions (Total/# of levels evaluated).
B. Chairperson's Evaluation of Faculty Member's Performance of Faculty and Public Service/Contributions at:

1. TSU-FB level.
2. TSU Main Campus University College or Graduate or academic College/School level.
3. TSU Main Campus senior administrative level.
4. Community and Other Public Service/levels.

- Total Faculty and Public Service/Contributions Performance Evaluation.
- Average Faculty and Public Service/Contributions Performance Evaluation (Total/# of levels evaluated).

C. Comments (Department Chairperson):

D. Faculty and Public Service/Contributions Scores:

- Total Average (sum of Average Breadth and Variety of Faculty and Public Service/Contributions and Performance Evaluations).
- Overall (Total Average Faculty and Public Service/Contributions Score/2).
Your opinion of your educational experience at Troy State University is important. This form contains items about the instructor and the course. Your comments are encouraged. Please be honest, conscientious, and constructive. The results will be used to help improve the course. It is not necessary to sign your name.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section Number</th>
<th>Department</th>
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<tbody>
<tr>
<td>Classification</td>
<td>Cumulative GPA</td>
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<tr>
<td>○ Freshman</td>
<td>○ below 2.00</td>
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<td>○ Sophomore</td>
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<td>○ Junior</td>
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<td>○ Senior</td>
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</tr>
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<td>○ Graduate</td>
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<td></td>
</tr>
<tr>
<td>○ Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is this course required for your major?

- Yes
- No

Please mark the number that best describes your assessment of each item.

**ITEMS 1-9 CONCERN THE INSTRUCTOR**

1. Was prepared for class.
2. Demonstrated knowledge of the subject matter.
4. Encouraged class participation.
5. Clarified material for the student when requested.
6. Showed an interest in student achievement.
7. Kept appointments with students including class time, lab time and office hours.
8. Reported grades to the students promptly.

**ITEMS 10-18 CONCERN THIS COURSE**

10. The course was well planned and organized.
11. The objectives and requirements were clearly explained.
12. Class presentations were interesting.
13. Audiovisual aids (chalkboard, sound recordings, films, etc.) were used well in the teaching process.
14. The text was of value in the learning process.
15. The assignments increased understanding of the subject matter.
16. A sufficient number of tests and graded assignments were given to ensure fair evaluation.

If this course has a laboratory, field experience, clinical observation, or practicum (hereafter, "lab"), please answer the following two questions:

17. The equipment (microscopes, chemicals, models, etc.) was used well in the teaching process.
18. The lab provided ample opportunity to develop the practical skills related to the course.

List suggestions for improvements of this course.

Please use the back of this sheet for any comments you might have about the instructor or the course.

Thank you for completing this assessment form.
APPENDIX D

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE U. S. ARMY INFANTRY CENTER AND TROY STATE UNIVERSITY
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE U.S. ARMY INFANTRY CENTER AND TROY STATE UNIVERSITY

SUBJECT: Army Continuing Education System (ACES) College Programs

1. Purpose. To provide postsecondary college programs for personal and professional growth that lead to a recognized certificate or degree beyond the secondary level. Included are Servicemembers Opportunity Colleges Associate Degree (SOCAD) program; Bachelor Degrees for Soldiers (BDFS) program; and lower, upper, and graduate level college programs.


3. Scope. This Memorandum of Understanding (MOU) between the Commander, United States Army Infantry Center, Fort Benning, Georgia, known as USAIC, and Troy State University, Troy, Alabama, known as TSU, is not to be construed in any way either as obligation of funds to the school or a guarantee of program enrollment by USAIC. This MOU is effective indefinitely. It is mutually understood that this MOU may be terminated by either party upon 180 days written notice to the other party. This MOU is subject to negotiated changes at any time, or to changes required by command policy and regulatory requirements.

4. BOTH PARTIES TO THIS MEMORANDUM UNDERSTAND THAT:

   a. USAIC agrees:

   (1) To provide tuition assistance, subject to funding constraints, to eligible military personnel as authorized by Army Regulation (AR) 621-5, Army Continuing Education System, for instructional programs offered by TSU.

   (2) To provide classroom or laboratory facilities to accommodate the educational program of the college, and to assign specific space as available for the conduct of authorized programs.

   (3) To make available office facilities for an administrator and staff, within the constraints of space allocated to the Army Continuing Education System Office, Directorate of Plans, Training and Mobilization, USAIC, herein referred to as ACES Office.

   (4) To monitor the quality of education provided, through student interviews and student evaluations. (Attachment A)
(5) To assist in publicizing and promoting educational programs through installation media.

(6) To act as a mediator, if requested by the military student, in questions of academic honesty, instructor fairness, or college policies. This provision does not violate the academic freedom of a school receiving federal funds and operating on a military installation.

(7) To provide library support that will enhance the quality of educational opportunities initiated through academic instruction and that are traditionally available to students.

(8) Ensure access to the installation by students, TSU faculty and staff not working or residing on the installation to the extent that such access is consistent with the laws and regulations governing the installation and with mission accomplishment.

b. TSU agrees:

(1) To fulfill requirements for postsecondary institutions which present instruction on a military installation, as stated in paragraph 1-11 (Attachment B) of AR 621-5, and paragraph 5-2d (Attachment C) of AR 621-5.

(2) To maintain an office on the installation for the convenience of military students, and locate a qualified professional representative(s) in that office during hours negotiated between the college and the Education Services Officer (ESO).

(3) To schedule courses to maximize the participation of military personnel and family members, and to enroll all others on a space available basis, IAW AR 621-5.

(4) To provide qualified instructors, administrators, and support staff to conduct a professional program, and to provide appropriate student services. To ensure that all programs are conducted on the installation in standard classroom or laboratory format by fully accredited instructors.

(5) To monitor the professional and ethical behavior and speech of its instructors and staff. To ensure that all instructors and staff members entering Fort Benning abide by United States Army Training and Doctrine Command regulations—-to include pertinent Army and Fort Benning regulations and installation policies. To initiate any and all appropriate corrective action when necessary. This clause is not intended to infringe on the academic freedom of either the instructors or TSU.

(6) To furnish necessary office supplies and any additional special laboratory equipment, tools, or business machines needed to conduct authorized classes.
(7) To submit all publicity items concerning offerings at Fort Benning to the ESO for review prior to publication. To provide class schedules for ESO review at least 7 weeks prior to advertising, and to submit to the ESO an annual projected schedule of classes by 15 January of each year. To advise the ESO of any change or deletion of scheduled offerings.

(8) To conduct courses in areas assigned by the ESO, and to monitor and take corrective action to ensure that all areas utilized are left in an orderly state with all furnishings and materials in original order.

(9) To provide the ESO written notification of changes in staff, office hours, and policies, at least 1 working day before the effective date.

(10) To provide a certificate, diploma, or degree to those students meeting school requirements, and to provide, at a minimum, an annual graduation ceremony consistent with the policies of the college. To coordinate on-post ceremonies with the ESO.

(11) To provide invoices for payment of tuition assistance for regular term classes within 20 working days of the close of the quarterly refund period. To provide invoices for payment of tuition assistance for special classes within 10 working days of the course start date. To include on or attached to the invoice a roster in the format at Attachment D which includes the name, rank, social security number, and unit assignment of military students; course title and number of quarter hours; cost per hour; course cost; and cost to the government. To include on invoices, the number of quarter hours and total charges. To provide similar rosters of Army active duty students not using tuition assistance (Other Funds Roster).

(12) To negotiate tuition and fees with the ESO. To limit laboratory fees to the actual average cost of consumable materials used as part of laboratory instruction. To negotiate any desired changes in tuition or laboratory fees at least 60 days in advance of the intended effective date.

(13) To notify the ESO and local media when classes or activities are cancelled or postponed because of emergency or weather conditions.

(14) To conduct its courses in such a manner as to maintain its accredited status with the Southern Association of Colleges and Schools or other regional or national accrediting associations.

(15) To provide mid-term grades to the ESO within 1 week following mid-term of any student who has withdrawn, dropped, or received a failing grade. To provide the ESO within 2 weeks of course completion with reports of grades earned by all enrolled active duty military personnel. To show on failing grades if the
failure was for academic reasons or because of insufficient attendance. To provide soldiers who have grades of "incomplete", the Army's time limits and criteria for satisfactory completion. To provide the ESO with written notification of grade change within 10 working days of the change.

(16) To offer for sale no items other than textbooks or specifically designated workbooks required for classes offered, and items strictly identified as TSU related.

(17) Provide funds to support purchase of books, periodicals, microfilms and equipment for the installation library, and to supplement computer services.

(18) Provide to the ESO a list of soldiers using tuition assistance and also receiving funds from other government funding. Include the following: Name, Social Security Number, Type of Government Funding, Amount of Other Government Funding, Total Cost of Books and Total Cost of Tuition Per Quarter. The ESO will determine the amount to be paid by the Tuition Assistance Program and notify TSU the exact amount to bill. Other government funding will include Veterans' Administration programs, Pell Grants, and any other federal grants, loans, etc.

(19) Submit to the ESO the Degree Quarterly Report at Attachment E, no later than the 3rd working day of January, April, July, and October. Include Army active duty soldiers receiving degrees for the previous quarter. Provide type of degree, name, and social security number.

(20) Provide to the ESO the Other Personnel Quarterly Report at Attachment F, no later than the 3rd working day of January, April, July, and October. Include the number of all students for the previous quarter for the following: Servicemembers of Other Services, Soldiers of Reserve Components, Family Members, and Other Civilians.

(21) To utilize the following refund procedure:

(a) Student must withdraw prior to quarter starting date in order for the student and the government to receive a 100% refund.

(b) An 80% refund will be provided to student and government if student withdraws by the 2nd Friday of the quarter. A 50% refund will be provided if student withdraws by the 4th Friday of the quarter. Exact cut-off dates for refunds will be provided on the Troy State University, Fort Benning, GA, quarterly schedules.

(c) No refunds will be given for special classes after class starts.

(d) If a student is taking more than one course per quarter, refund will be figured on a course-by-course basis.
Troy State University agrees to make no changes in Agreement Form prior to review by the Servicemembers Opportunity College.

In the event of a military exigency, students will be offered the option of withdrawing and receiving a tuition refund prorated at 10% for each week of missed classes or accepting a grade of 'Incomplete' (I) in the course. Upon alleviation of the military exigency, students returning to Fort Benning who received an 'I' will be given the opportunity to complete the course within one calendar year without paying additional tuition or fees. Students not returning to Fort Benning will be advised on an individual basis reference options available to ensure that he/she does not suffer financial loss or academic penalty.

c. The installation Education Services Officer and Director, Troy State University, Fort Benning, will meet at least quarterly to discuss issues concerning the on-post program. Other meetings will be held when deemed necessary.

d. The United States shall not be responsible for damages to property or injuries to persons which may arise or be incident to the execution of this MOU, or for damages to the property of TSU, or for damages to the person of TSU officers, agents, servants, employees, or others who may be on the installation at their invitation, further, that TSU agrees that the government, its officers, agents, and employees are not responsible for any claims, demands, actions, debts, liabilities, judgments, costs, and attorney's fees arising out of, claimed on account of, or in any manner predicated upon loss of, or damage to the property of, or injuries or the death of any and all persons whatsoever, in any matter, caused or contributed to by the United States, its officers, agents, and employees, or caused or contributed by TSU, its agents, servants, or employees while in, upon, or about the military reservation while this MOU may be in effect.

5. Effective date. Upon signature of all parties and shall serve to revoke agreements executed prior to the date of signature.

FOR THE COMMANDER:

[Signature]

TED C. CHILCOTE
Colonel, Infantry
Director of Plans, Training and Mobilization

24 Mar 92

(DATE)

PAUL L. STANSEL, Ed D.
Director, Fort Benning Branch
Troy State University

24 March 1992

(DATE)
TEACHER/CLASS EVALUATION FORM

School: ___________________________  Course: ___________________________

Instructor: ________________________  Date: __________  Time: __________

I. Checklist:

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<td>5. Use of audiovisual aids</td>
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<td>6. Use of class discussion</td>
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<td>7. Demonstrated class interest</td>
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<td>8. Evidence of preparation</td>
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<td>10. Ability to explain material</td>
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<td>11. Instructional technique variety</td>
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<tr>
<td>12. Apparent enthusiasm for subject</td>
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</table>

II. Comments:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Visitor's Name and Signature

Position

ATTACHMENT A
POLICIES

a. At least one Army Education Center (AEC) will be established on each installation having a troop strength of 750 or more.

b. All ACES programs and services will be delivered by the AEC and supported by the Army Learning Center (ALC).

c. Contracting and acquisition procedures are as follows:

(1) The acquisition of CONUS (including Alaska and Hawaii) educational programs conducted during the off-duty hours will be through a Memorandum of Understanding (MOU) between installations and accredited institutions.

(2) The acquisition of educational programs and services (CONUS or OCONUS) will be contracted in accordance with the Federal Acquisition Regulation (FAR) and the Army FAR.

(3) Counselor positions will not be contracted.

d. On-duty and off-duty instructional services will be provided by institutions accredited by institutional accrediting bodies recognized by the Council on Postsecondary Education (COPA) and the Department of Education (DOE).

e. Basic Skills Education Program (BSEP). Advanced Skills Education Program (ASEP), and English-as-a-Second Language (ESL) instructors must possess at least a bachelor's degree and a current state teacher certificate in the appropriate subject area. Local commands will establish requirements for Headstart/Gateway instructors.

f. Military adult family members and DoD personnel may take part in ACES programs on a space-available basis unless precluded by other Department of State, DoD, or DA/garrison/community directives.

g. The ACES programs and services will be:

(1) Justified by an annual installation needs assessment.

(2) Consistent with Army needs, available resources, and established funding priorities.

(3) Provided to all eligible soldiers assigned to installations regardless of soldier's assigned unit.

(4) Accessible to eligible soldiers during lunch hours and off-duty hours.

h. Funds (P879732) are prohibited to institutions that:

ATTACHMENT B
(1) Discriminate on the basis of race, color, religion, sex, or national origin.

(2) Bar Armed Forces recruiting personnel from their premises.

i. Funds will not be used for:

(1) Army personnel test administration as outlined in AR 611-5.

(2) MOS Improvement Training.

(3) Mission Required Language Training.

(4) Reserve Component soldiers enrolled in on-duty basic skills program and off-duty collegiate programs.

(5) Courses, programs, and services not contained in this regulation.
REQUIREMENTS FOR POSTSECONDARY INSTITUTIONS PRESENTING INSTRUCTION ON A MILITARY INSTALLATION

Institutions that provide courses and programs on or off an installation will—

1. Be chartered or licensed by a state and/or the Federal Government.

2. Provide proof of compliance with Title 38 USC 1175 and Title 38 USC 1190.

3. Follow parent institution procedures for approving programs; faculty selection, assignment, and orientation; and in teaching, monitoring, and evaluating programs.

4. Provide adjunct or part-time faculty who possess equivalent qualifications as full-time, permanent faculty.

5. Provide regular and accessible advisement services to soldiers.

6. Conduct on-base programs from among those offered or authorized on its home campus.

7. Accept credit for courses given off campus at the same value as those given on campus, and include such credit as the satisfaction of residency credit requirements.

8. Provide or arrange for library and other reference and research resources that are needed for the level of instruction.

9. Maintain the same academic standards as those on the home campus.

10. Require regular and frequent contact between campus-based faculty and administrators and off-campus agents.

11. Regularly assess and evaluate program effectiveness.

12. Charge tuition fees that are no higher than those charged to non-military clientele, except when the need for a variance can be documented. (Ensure that a reasonable contribution to installation education support is provided. For example, proportion of income corresponding to that on-campus will be used to provide library support, equipment, administrative services, and student counseling. High enrollment classes will be used to underwrite the expense of offering low enrollment, elective, and laboratory courses germane to the curriculum.)

ATTACHMENT C
<table>
<thead>
<tr>
<th>STUDENT'S NAME</th>
<th>RANK</th>
<th>SSAN</th>
<th>ORGANIZATION</th>
<th>CRS</th>
<th>COURSE #</th>
<th>TITLE</th>
<th>QTR</th>
<th>PER HOUR</th>
<th>COST TO CRS</th>
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<td>Smith, John</td>
<td>CPT</td>
<td>040-56-0486</td>
<td>988 MP</td>
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<td>POL 660</td>
<td>Milit Strat &amp; Int Rel</td>
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<td>351-66-9269</td>
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DEGREE QUARTERLY REPORT
(ARMY ACTIVE DUTY STUDENTS)

COLLEGE: ___________________ REPORTING PERIOD: ___________________

ASSOCIATE DEGREES:

NAME: SSN

BACHELOR DEGREES:

MASTER DEGREES:

ATTACHMENT E
**OTHER PERSONNEL QUARTERLY REPORT**

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<th>COLLEGE:</th>
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**Other Personnel**

<table>
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<td>Other Civilians</td>
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APPENDIX E

ORGANIZATIONAL CHART FOR UNIVERSITY COLLEGE
APPENDIX F

ORGANIZATIONAL CHART FOR
SOUTHEAST REGION
UNIVERSITY COLLEGE
APPENDIX G

BUDGET
PROPOSED BUDGET FISCAL YEAR 1996-97
AS/BS IN PHYSICAL EDUCATION/LEADERSHIP MANAGEMENT

<table>
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<td></td>
<td>200,000</td>
</tr>
<tr>
<td>A- 200 enrollments per quarter at $250.00 per enrollment</td>
<td></td>
</tr>
<tr>
<td>B- Assumes use of Troy State phone system</td>
<td></td>
</tr>
<tr>
<td>C- Includes both one time and planned first year purchases</td>
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</table>

<table>
<thead>
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<th>EXPENSES</th>
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<td>Equipment</td>
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**TOTAL**

182,324

**NET FROM OPERATIONS**

17,876

Return to Main Campus

Net from Operations | 17,876 |
Overhead | 20,174 |
**TOTAL** | 37,850 |
APPENDIX H

SYLLABI
I. Course: PEF 207 Introduction to Restorative and Martial Arts (5)

II. Catalog Description:
An investigation of Restorative and Martial Arts history with special emphasis on development of program enhancement strategies designed to meet future military and civilian needs.

III. Course Objectives:
A. Discuss the history of military and civilian physical education and understand their relationship.
B. Understand the key elements of successful readiness training programs.
C. Discuss the role of various Army components in the physical readiness mission.
D. Identify strengths and weaknesses of present Army physical readiness philosophy.
E. Apply learned knowledge and principles to the development of a philosophy and program design for Army physical readiness.
F. Understand other selected cultures and how they give rise to different principles of education and physical education.
G. Study the development of physical education in the United States with an awareness of the interaction between other countries.
H. Develop an increased awareness of the role physical education plays as part of the total educational system and how educational philosophy influences physical education.
I. Understand the causes of recent professional developments and the implications for future trends.

IV. Course Outline:
A. Definition of terms
B. History of Army physical readiness and civilian physical education philosophy with emphasis on events that influenced Army physical readiness philosophy and program design.
C. Review of present Army components involved with physical readiness and selected regulations concerning interface capabilities.
D. Review of selected Army and civilian literature pertaining to physical readiness.
E. Explanation and demonstration of selected physical readiness training systems.

V. Course Requirements:
A. Review of authoritative literature and resource materials 20%
B. Development of Army Physical readiness strategy 20%
C. Midterm and Final exam 60%

VI. Course Evaluation:
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F

VII. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.
American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 150 Foundations of Conditioning (5)

II. Catalog Description:
This course will involve intense study and application of physical conditioning principles with emphasis on proper execution of techniques for both individual and mass training.

III. Course Objectives:
A. Display technical skill in execution of selected conditioning techniques.
B. Recognize proper training principles and parameters.
C. Plan and conduct physical fitness training at both group and individual levels.
D. Develop understanding and appreciation for different types of physical activities taught in physical education.
E. Identify the components of fitness and how they relate to overall fitness.
F. Identify the principles of fitness and how they relate to overall fitness.

IV. Course Outline:
A. Definition of terms
B. Training principles that assist in the development of physical fitness programs
C. Concepts of physical fitness.
D. Review occurring changes in physical education.
E. Training techniques (i.e. aerobic dance, circuit training, calisthenics, flexibility.
F. Effects of exercise on body systems and functions.
G. Application of fitness and principles.

V. Course Requirements:
A. Skill exam 30%
B. Written examinations and quizzes 40%
C. Successfully teach and lead selected skills and drills 30%

VI. Course Evaluation:
Grading Scale
100 - 92 - A
91 - 85 - B
84 - 78 - C
77 - 70 - D
69 - Below - F

Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 445 High Level Wellness (5)

II. Catalog Description:
An overview of the biological, emotional, social, intellectual, and other factors that affect the health status of individuals with an integration of the principles of mechanics of movement, body alignment and function.

III. Course Objectives:

A. Demonstrate knowledge of the basic principles of wellness.
B. Sensitize self to the beneficial effects of wellness practices.
C. Experience the positive benefits of wellness.
D. Identify and avoid the practices that lead to illness.
E. Integrate the various components of wellness into a meaningful and practical philosophy.
F. Demonstrate knowledge of the basic principles of body mechanics and movement.
G. Analyze posture habits and movement patterns.
H. Demonstrate knowledge of methods of relaxation.

IV. Course Outline:

A. Components of wellness and physical fitness
B. Self-responsibility, general
C. Self-responsibility, Vis-a-vis medical system
D. Stress management
E. Relaxation procedures
F. Body alignment and function
G. Diet and nutrition programs
H. Environmental sensitivity
I. Implementation of wellness philosophy and programs

V. Course Requirements:
Midterm examination 50%
Final examination 50%

VI. Course Evaluation:
Grading Scale
   100 - 92 A
   91 - 85 B
   84 - 78 C
   77 - 70 D
   69 - Below F

VII. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 320 Human Movement in Cultural Evolution, Devolution and Revolution (5)

II. Catalog Description:
Investigate the relationship between the quality and quantity of human movement and its impact on changes within the cultural environment. Emphasis is on American physical culture with selected historical and intercultural comparison.

III. Course Objectives:
A. Recognize human movement as an academic discipline, its relationship to other selected disciplines and its capacity to facilitate dynamic cultural change.
B. Describe Swedish and German physical culture from 1750-1900, the social environment out of which they evolved and their subsequent impact on American physical culture.
C. Recognize selected Asian models of physical culture and the human movement patterns they have produced.
D. Describe selected developmental and motivational theories and their relationship to human movement.
E. Discuss relationships between the quality and quantity of human movement and national productivity and security.
F. Identify current strengths and weaknesses of American physical culture and formulate strategies for its improvement.

IV. Course Outline:
A. Key terms related to human movement
B. Theoretical paradigm for physical education and physical culture
C. Psychological thought from Freud to Maslow and its relevance to human movement
D. Swedish and German physical culture from 1750-1900.
E. American physical culture from 1800-present
F. American military physical training 1885-present
G. Influence of selected social and educational trends on American physical culture and movement.
H. Current issues in American physical culture and their implications for future evolution, devolution and/or revolution in the quality and quantity of American human movement.

V. Course Requirements:
A. Oral reports 30%
B. Written assignments 30%
C. Final examination 40%

VI. Course Evaluation:
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F

VII. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.
American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
Course: HPEF 426 Unit Physical Fitness Program Development (5)

II. **Catalog Description:**
Investigation of past and present Army physical readiness philosophies and programs, with special emphasis on development of program enhancement strategies designed to meet future needs.

III. **Course Objectives:**
A. Review the history of military physical readiness and civilian physical education and understand their relationship.
B. Discuss and understand the role of various Army components in the physical readiness mission.
C. Apply learned knowledge and principles to the development of a philosophy and program design for Army physical readiness.
D. Design an effective unit physical fitness program.

IV. **Course Outline:**
A. Definition of terms
B. Review of American physical education since 1850 with emphasis on events that influenced Army physical readiness philosophy and program design.
C. Reviews of present Army components involved with physical readiness and selected regulations concerning interface capabilities.
D. Reviews of selected Army and civilian literature pertaining to physical readiness.
E. Explanation and demonstration of selected readiness training techniques.

V. **Course Requirements:**
A. Written exam 60%
B. Written and Oral presentations 40%

VI. **Course Evaluation:**
Grading Scale
- 100 - 92 A
- 91 - 85 B
- 84 - 78 C
- 77 - 70 D
- 69 - Below F

VII. **Attendance Policy:**
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
Course: PEF 122 Posture and Relaxation (5)

II. Catalog Description:
Physiological, neurological and psychological considerations relevant to the study of posture and relaxation. Analysis and procedures for the control of atypical deviations and training in tension reduction methods for self-improvement.

III. Course Objectives:
A. Display knowledge and understanding of the mechanical, physiological, and neurological principles fundamental to body alignment and relaxation.
B. Demonstrate an awareness of correct and incorrect body alignment in one's own posture and the posture of others.
C. Display desire to acquire and maintain correct body alignment.
D. Understand certain pathological conditions of the skeletal structure and possible remedial measures.
E. Understand various procedures for assessing posture.
F. Evaluate static posture by means of a skeletal assessment.
G. Select and perform proper exercises for posture improvement.
H. Recognize symptoms and degrees of neuromuscular hypertension.
I. Demonstrate different procedures for the release of tension.
J. Understand the value of relaxation procedures as a scientific means for reducing daily tensions and preventing certain pathological conditions.

IV. Course Outline:
A. Orientation to the course (background: definitions of posture, subjective and objective posture tests, relationship between posture and relaxation)
B. Explanation and discussion of correct body alignment.
C. Explanation and discussion of typical deviations in body alignment.
D. Explanation and discussion of mechanical and neurophysiological principles applicable to a study of posture improvement.
E. Application of mechanical principles to the performance of selected exercises for the purpose of posture improvement.
F. Explanation and discussion of different posture enhancement techniques relative to purpose and method.
G. Practice in the application (and subsequent analysis) of selected relaxation techniques to oneself.
H. Review of selected literature and research in the field.

V. Course Requirements:
A. Skills exam 40%
B. Two examinations 60%

VI. Course Evaluation:
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F
VII. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
II. **Catalog Description:**
This course is designed to develop knowledge and skill on Harvard Graphics 2.0 for Windows and PowerPoint 4.0 for Windows. The course will enable the student to turn words and data into professional-looking presentations that have visual impact.

III. **Course Objectives:**
A. Develop graphic presentations using text and data charts.
B. Work with other software applications to include importing and exporting text and graphics to enhance presentations.
C. Print output in hard copy or VGT format.
D. Create and display on-line presentations.
E. Enhance graphic presentations by working with text, graphics, symbols, and palettes to improve the look of a presentation.
G. Open, edit, spell-check, save, and print presentations.

IV. **Course Outline:**
A. Course introduction and quick computer tour.
B. Harvard Graphics and PowerPoint overview.
   Formatting a disk.
   Saving a file on disk.
C. Develop a Harvard Graphics presentation (classroom) (instructor/menu driven).
D. Develop a PowerPoint presentation (classroom) (instructor/menu driven)
E. Develop a Harvard Graphics screen show.
F. Develop a PowerPoint Slide.
G. Adding clip art to presentations (Presentation task force).
H. Graded student presentation using Harvard Graphics.
I. Graded student presentation using PowerPoint.
J. Printing presentations.

V. **Course Requirements:**
Written Exam - 60%
Presentations - 40%

VI. **Course Evaluation:**
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F

VII. **Attendance Policy:**
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

**American Disabilities Act:** Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. **Course:** PEF 340 Analysis and Procedures in the Control of Postural Deviations

II. **Catalog Description:**
Analysis of body alignment and remedial measures used in the control of postural deviations.
Prerequisite: Posture and Relaxation

III. **Course Objectives:**
A. Understand the mechanical, physiological and neurological principles fundamental to body alignment
B. Demonstrate kinesthetic awareness of correct and incorrect body mechanics and alignment in the various postures of one's own body
C. Recognize correct and incorrect body mechanics and alignment in others
D. Recognize selected pathological conditions of the skeletal and muscular structure and apply remedial measures
E. Communicate to others an appreciation for the aesthetic and physiological advantages of correct body alignment

IV. **Course Outline:**
A. Interpretation of mechanical, physiological and neurological principles basic to posture
B. Application of mechanical and neuro-physiological principles to the alignment of the body at rest and in motion
C. Less complex nerve pathways involved in neuromuscular reconditioning
D. Basic principles of motor integration as correlated with posture
E. Proprioceptive influences in posture
F. Function of the muscle spindle in posture
G. Correct body alignment, typical and atypical deviations found in body alignment
H. Common pathological conditions of spine, upper and lower extremities, pelvis and feet, including:
   a. Etiology
   b. Recognition of these conditions
   c. Basic principles underlying remedial measures
   d. Remedial measures
I. Instruments for evaluating posture
J. Relaxation techniques

V. **Course Requirements:**
A. Skills tests 40%
B. Written and oral exams 60%

VI. **Attendance Policy:**
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

**American Disabilities Act:** Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
II. Catalog Description:
Beginning through advanced resistance exercise applied to development of muscular fitness and body alignment. Assessment of muscular fitness and development of personal resistance exercise programs.

III. Course Objectives:
A. Demonstrate the appropriate technique for selected resistance exercises.
B. List the major muscle groups of the body and a variety of resistance exercises to train each muscle group.
C. Demonstrate appropriate use of training principles and program variables, and apply them in developing muscular strength, endurance, and power.
D. Demonstrate safe weight training practices.
E. List and distinguish between types of resistance training equipment and accessories.
F. Use different resistance training systems.
G. Teach and lead a variety of resistance exercise drills.
H. Review of resistance exercise in previous Army physical training

IV. Course Outline:
A. Lifting technique
B. Training principles that achieve different objectives, i.e., muscular strength, and endurance
C. Resistance exercise guidelines and safety
D. Various systems of resistance training
E. Methods of teaching selected resistance exercise drills

V. Course Requirements:
A. Skill exam 30%
B. Written examinations and quizzes 40%
C. Successfully teach and lead selected skills and drills 30%

VI. Course Evaluation:
Grading Scale
100 - 92 - A
91 - 85 - B
84 - 78 - C
77 - 70 - D
69 - Below - F

Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 230 Climbing and Rappelling (5)

II. Catalog Description:
Beginning thru intermediate skills and principles of rock climbing and rappelling, including equipment selection and technique development.

III. Course Objectives:
A. Demonstrate skills in tying essential knots and knowledge of their appropriate use.
B. Demonstrate skills in setting up belays and executing arrests.
C. Demonstrate free climbing and rappelling techniques utilizing the knowledges of applied mechanical principles.
D. Demonstrate an understanding of various rappelling and climbing techniques and selection of the appropriate techniques based upon varying natural settings.
E. Demonstrate knowledge of and gain competency in the safety techniques, procedures and skills pertaining to climbing and rappelling
F. Demonstrate a familiarity with climbing equipment related to selection and proper maintenance of such equipment.

IV. Course Outline:
A. Equipment selection and maintenance
B. Construction of essential knots, seat and diaper slings, shoulder harnesses
C. Mechanical principles related to climbing and rappelling (friction, effects of gravitational forces, leverage, stability, pendular motion, momentum, elasticity, kinetic energy)
D. Setting and executing the delay (chain, stance, anchor points, elements of friction, positioning, commands, arrests)
E. Free climbing techniques (classifications, control, three point suspension, weight distribution, holds, fall factors, slab-crevice-chimney climbs, mantling, foot and hand jams traversing, down climbing)
F. Rappelling techniques (control, braking systems, stance, movements, traversing, over hands, tying off)
G. Application of principles and experiences to varying environmental conditions
H. Trip planning and execution
I. Discussion of national and international mountaineering workshops and clinics

V. Course Requirements:
Written Exam - 60%
Skills Exam - 40%

VI. Course Evaluation:
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F

VII. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

**American Disabilities Act:** Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 174 Martial Arts - Close Range (5)

II. Catalog Description:
History, theory, and practical application of selected close range techniques. Selected systems may include but are not limited to judo, jujitsu, hapkido, and wrestling. Emphasis is on personal skill development with attention to safety, cooperation, and teaching skills.

III. Course Objectives:
A. Display beginning skill in selected close range martial arts techniques.
B. Understand historical and cultural roots of selected close range combative systems.
C. Demonstrate skill in transitions to and from close range combative systems and techniques.
D. Understand and utilize indigenous terms used in selected systems.
E. Teach selected close range skills.

IV. Course Outline:
A. Historical and cultural roots of selected close range martial arts systems.
B. Beginning and advanced close range techniques.
C. Conditioning and practical skills.
D. Language skills related to selected close range systems.

V. Course Requirements:
A. Skill test 40%
B. Written exams 60%

VI. Course Evaluation:
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F

VII. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I.  Course: PEF 274 Martial Arts - Medium Range (5)

II.  Catalog Description:
History, theory, and practical application of selected medium range techniques. Selected systems may include but are not limited to muay Thai, taekwondo, shotokan karate, hapkido, wing chun, and kali. Emphasis is on personal skill development with attention to safety, cooperation, and teaching skills.

III.  Course Objectives:
A. Display beginning skill in selected medium range martial arts techniques.
B. Understand historical and cultural roots of selected medium range combative systems.
C. Demonstrate skill in transitions to and from medium range combative systems and techniques.
D. Understand and utilize indigenous terms used in selected systems.
E. Teach selected medium range skills.

IV.  Course Outline:
A. Historical and cultural roots of selected medium range martial arts systems.
B. Beginning and advance medium range techniques.
C. Conditioning and practical skills.
D. Language skills related to selected medium range systems.

V.  Course Requirements:
A. Skill test 40%
B. Written exams 60%

VI.  Course Evaluation:
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F

VII.  Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 277 Weapons (5)

II. Catalog Description:
This course is designed to develop knowledge of and skill in the use of handguns and other selected weapons in deadly force encounters. Sustainment training skills will include manufacture of ammunition, gun proofing the child, and maintenance.

III. Course Objectives:
A. Safely and effectively design your own dry fire regimen.
B. Correctly employ a live fire training sustainment program.
C. Manufacture your own low-cost training ammunition.
D. Demonstrate realistic standards of speed and accuracy that do not break down under combat conditions.
E. Display knowledge of the legal, ethical, and moral considerations of deadly force employment.
F. Compete at entry level in combat type shooting sports.
G. Demonstrate effective target engagement at night with or without artificial light.
H. Display knowledge of both revolvers and automatic pistols and make an informed decision on personal weapon choice.
I. Display knowledge of “gun proofing” children and home firearm safety.

IV. Course Outline:
A. Dry fire rules and regimen
B. Live fire training regimen
C. Use of Lee reloading equipment
D. Use of loading manual
E. Development muscle memory
F. Elements of self-defense and employment of lethal force
G. The factoring system and combat pistol competitions
H. Use of night sights with or without white light
I. Handguns - limitations by type
J. Home safety requirements

IV. Course Requirements:
Written Exam - 40%
Skills Exam - 60%

V. Course Evaluation:
Grading Scale
100 - 92 A
91 - 85 B
84 - 78 C
77 - 70 D
69 - Below F

VI. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.
American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 299 Special Topics - Physical Education (5)

II. Catalog Description:
Designed for study of special topics of interest in substantive material or operational problems. May be repeated with permission of department chair.

III. Course Objectives:
A. Examine in detail and depth specified issues and problems in physical education.
B. Serve as a source for the improvement of concepts and familiarity with significant issues in current educational practice.
C. Provide a medium for coordinating interdisciplinary approaches to the improvement of instruction and learning.
D. Determined by the specified area to be presented in the designated course representative topics.

IV. Course Outline:
TBA by instructor
Representative Topics
ChiQong
Taichichun
Feldenkrais system
Rolfing
Pranayama
Shiatsu
Urban Police Surveillance
Rural Police Surveillance

V. Course Requirements:
A. Attend and fully participate in the course.
B. Show evidence of completing reading assignments.
C. Complete any specific assignments
D. Examinations.

VI. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 399 Special Topics - Physical Education (5)

II. Catalog Description:
Designed for study of special topics of interest in substantive material or operational problems. May be repeated with permission of department chair.

III. Course Objectives:
A. Examine in detail and depth specified issues and problems in physical education.
B. Serve as a source for the improvement of concepts and familiarity with significant issues in current educational practice.
C. Provide a medium for coordinating interdisciplinary approaches to the improvement of instruction and learning.
D. Determined by the specified area to be presented in the designated course representative topics.

IV. Course Outline:
TBA by instructor
Representative Topics
ChiQong
Taichichun
Feldenkrais system
Rolfing
Pranayama
Shiatsu
Urban Police Surveillance
Rural Police Surveillance

V. Course Requirements:
A. Attend and fully participate in the course.
B. Show evidence of completing reading assignments.
C. Complete any specific assignments
D. Examinations.

VI. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. Course: PEF 499 Special Topics - Physical Education (5)

II. Catalog Description:
Designed for study of special topics of interest in substantive material or operational problems. May be repeated with permission of department chair.

III. Course Objectives:
A. Examine in detail and depth specified issues and problems in physical education.
B. Serve as a source for the improvement of concepts and familiarity with significant issues in current educational practice.
C. Provide a medium for coordinating interdisciplinary approaches to the improvement of instruction and learning.
D. Determine by the specified area to be presented in the designated course representative topics.

IV. Course Outline:
TBA by instructor
Representative Topics
ChiQong
Taichichun
Feldenkrais system
Rolfing
Pranayama
Shiatsu
Urban Police Surveillance
Rural Police Surveillance

V. Course Requirements:
A. Attend and fully participate in the course.
B. Show evidence of completing reading assignments.
C. Complete any specific assignments
D. Examinations.

VI. Attendance Policy:
Attendance is mandatory. Two points will be deducted from final grade for each unexcused absence after the first one.

American Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.
I. PURPOSE

A. Graduates in the Physical Education and Fitness Program will complete a course of study for a bachelor’s degree. The course of study is co-educational and is designed to encourage each student to develop his/her unique potential and to become productive, contributing member of society. As stated in TSU’s purpose, the university seeks to provide an appropriate academic, cultural and social environment and respond to the needs of its students through administrative services, utilization of staff and facilities, teaching scholarship, creative activities, research and public service.

B. The purpose of the Physical Education and Fitness Program is to provide a course of study that relates to the cognitive, affective and psychomotor domains of teaching and learning. Specifically, the program prepares students to: (1) gain a knowledge of and understanding of health, physical education, martial arts and fitness, and (2) prepare to assume positions in the fields of physical education, law enforcement, corporate fitness/wellness professionals. In fulfilling these purposes the students will develop the following knowledge, skills and values:

**KNOWLEDGE**

1. The General Education component of the curriculum will develop a general knowledge of history, mathematics, computing and social skills.

2. The student will understand the nutritional needs of the physical body and be able to assess and meet these needs.

3. The student will know appropriate methodologies in attaining and maintaining a physically fit body.

4. The student will know how to teach the skill of fitness and physical education.
SKILLS

1. Students will be able to effectively communicate orally and in writing.

2. Students will be able to demonstrate the ability to think critically.

3. Students will be able to develop the technical skills of teaching fitness and physical education techniques.

VALUES

1. Students will learn the value of fitness in achieving a high quality of life.

2. Students will learn the value of ethical behavior in the application of intellectual knowledge in social settings.

II. OBJECTIVES OF THE PROGRAM

A. Structure:

1. Students in the program are required to complete a 75 quarter hour general education course of study. Students are given the opportunity to select courses from a variety of areas disciplines, including, History, Psychology, Social Sciences, Literature, Science, Mathematics, etc.

2. A program of 60 hours of physical education core classes will form the basis of the major concentration. The student will take a thirty hour concentration to complete the 90 hour major requirement. The student may select 15 quarter hours from any subject area to complete the 180 quarter hours required for the degree.

3. In the core the students take a sequence of courses at the freshman level: PEF 207 Introduction to Restorative And Martial Arts, PEF 150 Foundations of Conditioning, PEF 122 Posture and Relaxation.

4. In the core students will take a sequence of courses at the sophomore level: NSG 211 Basic Nutrition, HPR 347 Anatomy & Physiology.
5. In the core, sequence of courses at the Junior level: PEF 320 Human Movement in Cultural Evolution, PEF 228 Resistance Exercise, PEF 277 Weapons, HPR 352 Kinesiology.

6. In the core, a sequence of courses at the Junior level or above: PEF 445 High Level Wellness, HPR 490 Internship.

7. Additional 20 hours to be selected from courses included in the degree plan. (See check sheet).

8. Provisions are made for a student to select three courses as free electives. These hours may be from non-traditional sources, as approved by the advisor.

9. A student will, upon approval of his/her advisor to take an internship for five hours of credit. If approved, the internship hours will count toward satisfaction of the 60 hour upper division core requirement.

10. Syllabi for all new courses are included in Appendix H.

B. CONTENT

1. Catalogue Descriptions
   The Bulletin contains clear and accurate descriptions of all physical education and fitness courses to include the course title, hours credit, prerequisites.

**PEF 207 Introduction to Restorative and Martial Arts (5)**
A broad overview of restorative and martial arts (RAMA) history, philosophy, sociology and psychology. This course serves as a foundation for virtually all other RAMA courses

**PEF 150 Foundations of Conditioning (5)**
This course will involve intense study and application of physical conditioning principles with emphasis on proper execution of techniques for individual and mass training.

**NSG 211 Basic Nutrition (5)**
Explores the relationship between nutrition and health. Emphasizes the roles of nutrients, their utilization in the human system and their contributions to the health of individuals throughout the life span. Includes dietary patterns of various cultural, ethnic and religious groups, nutritional assessments and food safety.
BIO 347/348 Human Anatomy and Physiology (5)
Human Anatomy and Physiology with emphasis on structural units and functions

HPR 352 Kinesiology (5)
General anatomy, joint and muscle functions and analysis of body movements.

PEF 445 High Level Wellness (5)
An overview of the biological, emotional, social, intellectual, and other factors that affect the health status of individuals with an integration of the principles of mechanics of movement, body alignment and function.

PEF 320 Human Movement in Cultural Evolution (5)
Investigates the relationship between the quality and the quantity of human movement and its impact on changes within the cultural environment. Emphasis is on American physical culture with selected historical and intercultural comparisons.

PEF 426 Unit Physical Fitness Program Development (5)
Principles of planning, developing and leading physical fitness programs for specific populations. Primary emphasis is on the military community and its fundamental physical readiness mission, but attention will also be given to principles that apply specifically to units determined to move well beyond baseline physical fitness.

PEF 336 Instructional Technology and RAMA (5)
Practical application of basic and intermediate computer and video technologies to the development and promotion of and research in Restorative and Martial Arts (RAMA).

PEF 122 Posture and Relaxation (5)
Physical, neurological and psychological considerations relevant to the study of posture and relaxation. Analysis and procedures for the control of atypical deviations and training in tension reduction methods of self-improvement.

PEF 340 Analysis and Procedures in the Control of Postural Deviations (5)
Analysis of body alignment and remedial measures used in the control of postural deviations. Prerequisite for this course: Posture and Relaxation or permission of Program Coordinator.

PEF 128 Resistance Exercise (5)
Theory and practical application of selected basic through advanced principles and techniques designed to enhance muscular strength and endurance through resistance exercise and bring the human body toward its optimal level of function and performance. Emphasis in
on inexpensive field expedient training equipment and development of technical proficiency in its use.

PEF 230 Climbing and Rappelling (5)
An introduction through education to basic through intermediate skills and principles of rock climbing and rappelling, including equipment selection and technique analysis and evaluation.

PEF 174 Martial Arts - Close Range (5)
Theory and practical application of selected basic through advanced level close range martial arts principles and techniques. Specific systems will vary according to instructor and may include but will not be limited to boxing, karate, taekwondo, wing chun, savate and muay Thai. Emphasis is on technical proficiency, cooperative learning and safety.

PEF 274 Martial Arts - Medium Range (5)
Theory and practical application of selected basic through advanced level close range martial arts principles an techniques. Specific systems will vary according to instructor and may include but will not be limited to wrestling, judo, jujitsu, aikido, sambo, pentjat silat and hapkido. Emphasis is on technical proficiency, cooperative learning and safety.

PEF 277 Weapons (5)
Theory and practical application of selected basic through advanced level weapons principles an techniques. Specific systems will vary according to instructor and may include but will not be limited to firearms, kali, kendo, kobudo, and kumdo. Emphasis is on technical proficiency, cooperative learning and safety.

PEF 299/399/499 Special Topics - Physical Education (1-5)
Designed for study of special topics of interest in substantive material or operational problems. May repeated with permission of Program Coordinator.

HPR 263 Lifeguarding (5)
Organization and teaching of the fundamental skills for water safety and the prevention of drowning. Prerequisite: Advanced swimming or permission of instructor.

HPR 363 Lifeguard Training Instructor (3)
Review of all physical skills included in lifeguard training. Courses will consist of theory and techniques of organizing and conducting the lifeguard training instructor course. Prerequisite: lifeguard training.
HPR 369 Scuba(3-4)
Basic techniques of scuba diving. Prerequisite: Permission of instructor.

III. EXPECTED RESULTS

Upon completion of the Physical Education and Fitness degree:

A. At least 80% of the graduates will score at least 85% on a physical fitness/martial arts demonstration test.

B. All graduates of the program will score at least 70% on a standard exit exam.

C. At least 80% of the graduates will be employed in a field related to their chosen area of concentration within one year of graduation.

D. At least 80% of the respondents on the alumni survey will express satisfaction with the quality of education they received while attending Troy State University.

E. At least 80% of the respondents on the survey of employers will express satisfaction with the quality of education their employees received while attending Troy State University.

IV. ASSESSMENT INSTRUMENTS

The Physical Education and Fitness Program will make the following performance assessments, using the following instruments:

A. Physical Fitness Test

B. The Physical Education Comprehensive Examination

C. The Annual Alumni Survey

D. The Annual Employer Survey

V. PROCEDURES FOR ADMINISTERING ASSESSMENT INSTRUMENTS

A. The physical education comprehensive exam will be administered by the Department Program Director twice a year, in November and April.
B. The physical fitness demonstration test will be administered at the end of each quarter.

C. The alumni survey and employer survey will be mailed annually by the Department of Health, Physical Education and Recreation.

VI. STATEMENT OF RESULTS OF THE ASSESSMENT

A. Persons designated to analyze the results.
   1. Department Program Director, Physical Education and Fitness TSU Fort Benning.
   2. Director of Academics, University College
   3. Chair of Department of Health, Physical Education and Recreation
   4. Dean of Health and Human Services
   5. Physical Education Curriculum Committee

B. Persons designated to formulate, if necessary, the means to strengthen the program.
   1. Department Program Director, Physical Education and Fitness TSU Fort Benning.
   2. Chair of Department of Health, Physical Education and Recreation
   3. Dean, College of Health and Human Services
   4. Physical Education Curriculum Committee
   5. The Academic Council

C. Persons designated to be responsible for implementing the plans for improvement:
   1. Department Program Director, Physical Education and Fitness TSU Fort Benning.
   2. Chair of Department of Health, Physical Education and Recreation
   3. Dean, College of Health and Human Services
   4. The faculty of the Department of Health, Physical Education and Recreation
BACHELOR OF SCIENCE
PHYSICAL EDUCATION AND FITNESS

REQUIRED:

GENERAL STUDIES

Eng 101/103 5
Eng 102/104 5
Eng 205 5
Eng 206 5
Math 111/132 5
Mus. 131 3
Art. 133 3
Bio. 100 5
Tsu. 101 1
Sph. 241 5
Cis. 200 3
His. 101/102 5
or His. 111/112 5
Chm 141/ Phy 251 or 261/ Sci 233 or 234 5

ELECTIVES (Select 3)

Ant. 200
Cla. 260
Eco. 251/252
Geo. 210
Phi. 203/204
Pol. 241
Psy. 200
Rel. 280
Soc. 275

MAJOR REQUIREMENTS (90)
Sixty (60 QH) quarter hours to be selected from the core area.

CORE AREA:

REQUIRED (40 QH)

PEF 150 Foundations of Conditioning 5
PEF 207 Intro to RAMA 5
PEF 320 Human Movement in Cultural Evolution 5
NSG 211 Basic Nutrition 5
HPR 352 Kinesiology 5
PEF 445 High Level Wellness 5
BIO 347 Human Ant. & Phys. 5
HPR 490 Internship in area of concentration 5

CHOOSE 20 QH FROM THE FOLLOWING

PEF336 Instructional Technology and RAMA5
PEF340 Analysis and Procedures in Control Of Pos. Dev. 5
BIO348 Human Ant. & Phys. 5
PEF426 Unit Physical Fitness Program 5
PEF299 Special Topics 5
HPR493 Guided Independent Study 5

Total Required 75
RESTORATIVE/MARTIAL ARTS
CONCENTRATION
Thirty (30 QH) hours to be taken from the courses
Listed below.

REQUIRED (15 QH):

PEF 122 Posture and Relaxation 5
PEF 228 Resistance Exercise 5
PEF 277 Weapons 5

CHOOSE 15 QUARTER HOURS FROM THE
FOLLOWING

HPR263 Life guarding 5
HPR363 Life guarding Tr. Inst. 3
PEF174 Martial Arts-Close Range 5
PEF230 Climbing and Rap 5
PEF274 Martial Arts-Medium Range 5
PEF399 Special Topics 5
PEF499 Special Topics 5
HPR 494 Guided Independent Study 5

SELECT 15 ADDITIONAL QUARTER HOURS
FROM ANY SUBJECT AREA: 15

TOTAL DEGREE QUARTER HOURS 180

Students will have the 75 QH general education core prescribed by the University. A 90 QH program will fulfill the requirement for the major field study. It will include a 60 QH required core and 30 QH concentration from the restorative and martial arts areas. The balance of the 180 QH's required for the degree will be 15 quarter hours of free electives.