SUBSTANTIVE CHANGE PROPOSAL
MASTER OF SCIENCE IN
SPORT AND FITNESS MANAGEMENT
FORT BENNING, GEORGIA

SUBMITTED BY
Dr. Louis Tomasi
Program Coordinator

March 2005
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I. ABSTRACT

Troy University's Fort Benning campus proposes to offer the Master of Science in Sport and Fitness Management (MS SFM) to support the military and civilian population of Fort Benning and Columbus, Georgia. This degree will replace the current Master of Education – Physical Fitness program that is currently offered through July 2005. The demand for the program already exists with students currently enrolled in the M.Ed. in Physical Fitness program. The projected number of enrollments for the first academic year is as follows: Term 1-05 (Aug) - 40, Term 2-05 (Oct) - 45, Term 3-06 (Jan) - 55, Term 4-06 (Mar) - 60, Term 5-06 (May) - 62.

The primary target audience includes military soldiers, their spouses and dependents, Department of Defense personnel, and civilians in and around the Fort Benning and Columbus, Georgia vicinity. The M.S. in Sport and Fitness Management program will be an ongoing venture with courses taught over a 10-week term. Instruction will be through intensive weekends or once a week, utilizing a combination of delivery methods which include video-teleconferencing, web-enhanced formats, and traditional classroom instruction. Courses taught on weekends will be limited to those approved by the faculty for weekend teaching. Courses will be taught by full-time faculty from the Southeast Region and by qualified local adjunct faculty.

II. BACKGROUND INFORMATION

The College of Health and Human Services aims to accomplish the mission of Troy University as set out in published materials: “Global in perspective, the university is committed to providing undergraduate and graduate education in regional, national and international communities for both traditional and nontraditional students. Educational programs are delivered by traditional as well as technological means.” (Troy University Graduate Bulletin 2004-2005, page 3) “Students are encouraged to realize their unique potential and become productive members of society; to this end, the university provides an appropriate academic, cultural, and social environment.” (Troy University Graduate Bulletin 2004-2005, page 3) “Moreover, the university is responsive to the needs of its diverse student population and the larger community through teaching, scholarship, creative activities, research, and public service.” (Troy University Graduate Bulletin 2004-2005, page 3) “A major commitment exists to provide educational services to the larger community, especially adult education...” “The university also provides selected educational programs to the United States Military Services throughout this Country and abroad...to prepare students to demonstrate competence in their chosen fields of study at appropriate degree levels and to promote excellence in student learning.”

Troy University’s Fort Benning campus currently offers the Bachelor of Science in Sport and Fitness Management and the Master of Education in Physical Fitness. The current M.Ed. in Physical Fitness program consists of 18 semester hours of graduate sport and fitness management courses and 12 semester hours of graduate education courses. This program will not be offered as a continuous program after July 2005. Instead, the Master of Science in Sport and Fitness Management is projected to replace the existing...
degree. This program consists of 33 total graduate semester hours of sport and fitness courses. This includes 18 graduate semester hours of core sport and fitness management courses and 15 graduate semester hours of a selected concentration. The MS SFM provides students a more concentrated selection of sport and fitness management courses to further their educational pursuit.

The Master of Science in Sport and Fitness Management program is the same degree program offered at the Troy campus of Troy University. This program is described in the 2004-2005 Troy University Graduate Bulletin.

III. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

Troy University's Fort Benning campus services the Columbus, Georgia and Ft. Benning area with the combined population of approximately 187,000 people. Currently, there are four institutions of higher education located in the Columbus metro area. They include Troy University, Chattahoochee Valley Community College, Columbus State University, and Columbus Technical Institute. Out of the four institutions, only Troy University offers the Master of Education in Physical Fitness or a comparable degree.

Fort Benning is the home of the United States Army's Infantry, employing over 33,000 soldiers and civilians. It is the home of the 11th and 29th Infantry Regiment, the Basic Combat Training Brigade, 3rd Infantry's 3rd Brigade, 25th Infantry's 5th Brigade Combat Team, the Infantry Training Brigade, 36th Engineer Group, the Ranger Training Brigade, 14th Field CASH, 75th Ranger Brigade, the Army Marksmanship Unit, MEDDAC, 17th Air Support Operations, Western Hemisphere Institute for Security Cooperation (WHINSEC), U.S. Army Physical Fitness School, Airborne, Jumpmaster, and Pathfinder Schools, and a USMC Detachment. Combined strength of these organizations is over 33,000 soldiers and civilians who hold positions that complement the sport and fitness management program.

The existing Master of Education in Physical Fitness program is financially sound and generating increasing enrollments. The Master of Science in Sport and Fitness Management is projected to replace the existing M.Ed. program and provide necessary courses required for national accreditation through the North American Society for Sport Management (NASSM). Additionally, the MS SFM is a natural follow-on to the Bachelor of Science in Sport and Fitness Management offered at Troy University's Fort Benning campus. This will ensure continued program success for the MS SFM.

Review and approval of the Master of Science in Sport and Fitness Management program is conducted by the Graduate Council of Troy University. The Graduate Council is made up of sixteen faculty members elected at the College Level, eight resource members (University Registrar, Dean of Library Services, Director of Institutional Research, Dean of International Programs, Dean of Distance Learning, Dean of Academics for University College, Dean of Enrollment Services, and Academic Dean of Phenix City), and one ex-officio member (Dean of the Graduate School). Representatives are graduate faculty, preferably with three consecutive years of full-
time service as a faculty member. This council advises the Provost concerning all phases of the graduate program, specifically long-range planning, curriculum development, revision, and policy changes. The Graduate Council is responsible for the approval of all proposed revisions and modifications for all graduate degree programs subject to review and approval by the Chancellor and the Board of Trustees. (Standing Committees of Troy University, page 19)

Upon approval by the Graduate Council, the Commission on Colleges of the Southern Association of Colleges and Schools reviews any significant modifications or expansions of the nature and scope of an accredited institution. The Commission on Colleges of the Southern Association of Colleges and Schools is an institutional accrediting body that accredits an entire institution and its programs and services, wherever they are located or however they are delivered. It is recognized by the U.S. Department of Education as an accrediting agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV programs. (Commission on Colleges Southern Association of Colleges and Schools, page 1)

IV. DESCRIPTION OF THE CHANGE

As indicated on pages 246-247 of the 2004-2005 Troy University Graduate Bulletin, the Sport and Fitness Management Program aims to provide a broad-based, comprehensive curriculum, with an emphasis on interdisciplinary collaboration that prepares a sport and fitness manager practitioner to:

- Direct an individual’s participation in selected clinical opportunities aimed at reinforcing and enhancing performance; facilitating learning of those skills and functions essential for productivity, thus being able to better communicate effectively with clients, subordinates and the public;

- Provide services to improve function to prevent deficits in activities of daily living, work, play/leisure, and in the underlying performance of managing to ensure quality of services and effectiveness of the program;

- Function in a variety of roles including direct managing provider, consultant, case manager, educator, administrator, researcher and advocate in a variety of sport and fitness management delivery models and systems where sport and fitness management is traditionally practiced and in emerging areas of local community, state, regional, national and international arenas.

The goals and objectives of the program are guided by, but not limited to, the criteria and guidelines set forth in the Standards for an Accredited Educational Program by the North American Society for Sport Management developed by NASSM.

Students graduating with the Master of Science in Sport and Fitness Management (33 semester hours) will have completed the following curriculum:
A. Sport and Fitness Management Core Courses – 18 semester hours

SFM 6610 (3)   Sport and the Law
SFM 6615 (3)   Sport Administration
SFM 6617 (3)   Readings in Sport Mgmt., Fitness Mgmt.
SFM 6632 (3)   Critical Issues in Sport and Fitness Mgmt.
SFM 6640 (3)   Sport Marketing
SFM 6691 (3)   Research Methods

B. Concentration – 15 semester hours

Option I: Athletic Administration

SFM 6616 (3)   Sport Finance
SFM 6672 (3)   Sport Psychology
SFM 6673 (3)   Ethical Issues in Sport
SFM 6674 (3)   Entrepreneurship in Sport
SFM 6690 (3)   Thesis/Intern/Elective
SFM (3)        Advisor Approved Elective

Option II: Fitness, Sport and Club Management

SFM 6623 (3)   Biomechanics of Sport Technique
SFM 6620 (3)   Physical Fitness: A Critical Analysis
SFM 6650 (3)   Nutrition and Physical Performance
SFM 6670 (3)   Exercise and Disease Prevention
SFM 6671 (3)   Exercise Through Life Span
SFM 6690 (3)   Thesis/Intern/Elective
SFM (3)        Advisor Approved Elective

SCHEDULE OF PROPOSED COURSE OFFERINGS

<table>
<thead>
<tr>
<th>T1-05</th>
<th>T2-05</th>
<th>T3-06</th>
<th>T4-06</th>
<th>T5-06</th>
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<tr>
<td>SFM 6650 (3)</td>
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<td>SFM 6616 (3)</td>
<td>SFM 6671 (3)</td>
<td>SFM 6650 (3)</td>
</tr>
<tr>
<td>SFM 6691 (3)</td>
<td>SFM 6640 (3)</td>
<td>SFM 6615 (3)</td>
<td>SFM 6640 (3)</td>
<td>SFM 6615 (3)</td>
</tr>
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</table>

The Master of Science in Sport and Fitness Management Program is the same degree program offered at the Troy University, Troy campus. There are no differences in admission, curriculum, or graduation requirements; nor are there any special arrangements required for grading, transcripts, or transfer policies.

Administrative oversight is conducted at all levels of Troy University. The Troy University Provost, as the Executive Vice Chancellor of Troy University, is responsible
for administering the academic programs of the University. The Provost delegates to members of his staff, various Deans, Directors, Department Chairs, and others, direct responsibility for the quality of individual departmental programs. The Deans of the various colleges report directly to the Provost. The chief administrator (Director) of each off-campus location reports to the Vice Chancellor, University College, who in turn reports to the Executive Vice-Chancellor.

University College was created to provide administrative and organization for off-campus programs. It is supervised by a Vice Chancellor whose functions include direct control of off-campus sites. Duties include coordinating off-campus program quality control, financial activity, record keeping, appropriate evaluation and reporting procedures, marketing, and other management activities.

Within University College, administrative responsibilities of the organization are to provide quality academic programs at undergraduate and graduate levels at all sites. The programs at each site, under the direct supervision of a Regional Director, offer and promote educational opportunities specifically for military and retired military personnel, military dependents, civil service personnel, and corporate employees located within the military and other adult education environments. While acknowledging that Deans/Chairs have the primary responsibility for quality instruction within their respective academic programs, the Regional Director's inescapable chief concerns are to select, develop, administer, and promote those programs that meet the needs and interest of the students in that region. Within the Southeast Region, a Regional Associate Director of Academics has been selected to provide administrative and academic oversight on behalf of the Regional Director. The Associate Director of Academics enforces policies and procedures set forth by University College. Site Directors from each campus adhere to these policies and procedures and follow the guidelines set forth by the Associate Director of Academics.

See Appendix B for the University College Organizational Chart

See Appendix C for the Southeast Region Organizational Chart

See Appendix D for Course Syllabi

V. FACULTY

As defined in the University College -Troy University Policy Manual, pages14-16, all faculty in University College will meet the qualification standards established in the current issue of the Southern Association of Colleges and Schools' "Criteria for Accreditation".

Hiring procedures of full-time faculty are the same as main campus faculty. The Dean of each college or school will establish his/her procedures for recruitment, screening, interviewing, and selection. For University College, final selection must be approved by the Chancellor, Provost, Vice Chancellor of University College, and the appropriate Dean and Regional Director.
Adjunct faculty will be interviewed and selected at each individual campus. Recommendations for employment are forwarded to the Vice Chancellor of University College, prior to scheduling and formal hiring. All teaching certifications and personnel paperwork will be completed prior to scheduling.

All full-time and adjunct faculty must be certified for each course taught. Requests for certification will be submitted to the Regional Associate Director of Academics who then forwards the packet to the University College Academic Dean who reviews the packet for completeness. The packet is then referred to the appropriate Dean for evaluation. Graduate course certifications are verified by the Graduate School Dean and forwarded to the Provost for signature. If deemed by the Dean or appropriate Department Chair to meet Southern Association of Colleges and Schools and University criteria, University College may hire the applicant to teach the certified courses or discipline area.

A Comprehensive Faculty Evaluation Plan will be used to evaluate each faculty member on an annual basis. The plan consists of the Professional Development Plan, the Year-End Self Evaluation, and the Supervisor’s Review. See Appendix E. Additionally, course evaluations are administered each term for every instructor who teaches a course. See Appendix F for course evaluation form.

A Roster of Instructional Staff outlines the faculty who are currently certified to teach. A roster for the Sport and Fitness Management courses is identified in Appendix G.

VI. LIBRARY AND LEARNING RESOURCES

In order to support the proposed program, an extensive collection of library resources are available to all students through online access and interlibrary loan services at the Troy University Library. Further support is provided through library agreements with ICIM and through purchased books. Interlibrary loan resources through the Troy University Library include journal articles and monographs. Access to a librarian is available online through live chat. This program allows students the opportunity to have questions answered. The Troy University library has the SIRSI Library Automation System, which makes it possible for all Southeast Region sites to access the Troy University System Library Catalog via the Internet. Additional databases are added as the system is developing.

Students can access the library databases through the library’s web page, http://tsulib.troyst.edu and log on with their student identification number. This number is authorized to the library server by Datatel, Troy University System’s database, and is assigned when a student is registered into a course. Students receive printed information and an orientation briefing about the library support system at Troy University.

Online information available to students is extensive. Databases to which Troy University subscribes or creates student access include: Infotrac Web or Gale Databases: Health Reference Center, Expanded Academic ASAP, General Business
File ASAP, Associations Unlimited, Computer Database, General Reference Center, Gold, Informe, Business Company Resource Center, Legaltrac, One File, Literature Resource Center (including MLA International Bibliography, Scribner Writer's Series, and Twayne Author's Series), and Biography and Genealogy master Index; Encyclopedia Britannica: Encyclopedia Britannica, Merriam Webster's Collegiate Dictionary; LexisNexis: Academic Universe, Statistical Universe, Current Issues; ProQuest Direct: CINAHL (Current Index to Nursing and Allied Health Literature), ABI Inform Global, CJPI (Criminal Justice Periodical Index), ProQuest Nursing Journals, ProQuest Psychology Journals, ProQuest Newspapers, Research Library Complete; EBSCO Host: Academic Search Premier, Business Source Premier, ERIC (connects to EDRS for some full text), MasterFile Premier, Newspaper Source, Professional Development Collection (education), Mas Ultra – School Edition, Vocational Search, Health Source – Consumer Edition, Health Source – Nursing/Academic Edition, Clinical Pharmacology (dictionary), Alternate Health Watch, Funk and Wagnall's New World Encyclopedia, Searchasaurus (elementary level), Psychinfo 1887, Psychology & Behavioral Sciences, PsychArticles, Sport Discus, Regional Business News; NetLibrary (more than 20,000 full text electronic book titles - the books range from scholarly to more popular titles on a variety of subject); SIRSI: SIRSI Knowledge Source, SIRSI Discoverer, SIRSI Renaissance Humanities (the Main Campus library has the SIRSI automation system, which in its second phase will makes it possible for all Southeast sites to access the Troy University System Library Catalog via Internet. Additional data bases are added as the system is developing. A catalog feature of the SIRSI allows University College sites to access the library catalog); Wiley Interscience; Emeral American Chemical Society Web; AccessScience; GPO Access: Thomas: ABC-Clio: AskEric; PubMed; Grateful Med; Bowker Publishing – Books in Print with Reviews. Faculty members play a large role in determining the journals to which the library subscribes and the books purchased.

Upon request, graduate students are oriented in their first term to the computer lab facilities at Troy University's Fort Benning campus. This orientation includes how to use the Blackboard web-enhanced platform, on-line library services, and how to conduct computer research. The Troy University Southeast Region subscribes to the LIRN system thereby affording students accessibility to full-text journal articles and abstracts.

Additional library support exists for local students through Chattahoochee Valley Community College, Columbus State University, and the Chattahoochee Valley Regional Public Library System. The Chattahoochee Valley Regional Public Library System consists of ten member libraries in a five-county area. It is headquartered at the W.C. Bradley Memorial Library in Columbus, Georgia with branches located throughout the city of Columbus. The public library offers a full range of books, audio and video tapes, CD-ROMs, electronic resources, and interlibrary loan services. Librarians are available to answer and assist with reference-related questions both online and in person. Additionally, Galileo provides access to over 100 databases indexing thousands of periodicals and scholarly journals. Over 2,000 journal titles are provided in full-text. Other research resources include encyclopedias, business directories, and government publications. Computers with high speed Internet access, self service photocopiers, microfilm/microfiche readers, and fax machines are available at all
Military civilians and soldiers along with their dependents have additional access to two branch libraries located on Fort Benning, John B. Amos Library and Sayers Memorial Library. Among the book collections are many sets of volumes and complete works. Self-service photocopiers, microfilm reader printers, fax service, and high speed Internet access are available at these two locations.

VII. PHYSICAL RESOURCES

Troy University’s Fort Benning campus maintains administrative offices, classroom facilities, and computer labs on Fort Benning. The administrative offices are located at Building 2603, Dixie Road, Columbus, GA 31905. Classroom facilities are located throughout Fort Benning in Building 4, Building 2611, and Building 2614 with two additional classrooms located at the Southeast Regional office. Computer lab facilities are available for student use throughout Fort Benning. Buildings 2612 and 2614 share 78 desktop computers, Building 4 supplies an additional 4 computer labs, and the Education Center provides an additional source for student use. Each computer runs on Windows XP with high speed Internet access and MS Office 2003 applications installed.

Additionally, administrative staff and faculty have computer workstations connected to the network. All computers run on Windows XP and have the Microsoft Office 2003 package installed.

Students may take an elective computer course early in their program that provides them with computer skills necessary for conducting research, performing word processing, spreadsheet, database, and presentation software skills, along with working with web sites, message boards, chat rooms and emails. Additionally, an answering service with a toll free number is available to assist students with Blackboard and web enhancement questions. The Trojan Web Express service is available to facilitate graduate-level registrations, access to grades, and other technical services that students may encounter.

VIII. FINANCIAL SUPPORT

Existing programs are financially sound. They are generating increasing enrollments and provide ample revenues to support growth. The proposed MS SFM curriculum is projected to provide additional revenue and complements the exiting programs. The MS SFM curriculum is projected to replace the M.Ed. in Physical Fitness. Therefore, present students can transfer into the MS SFM curriculum and new graduate students can begin the MS SFM program within the guidelines established by Troy University and published in the 2004-2005 Troy Graduate Bulletin.
REVENUE AND COST ESTIMATES

Estimated enrollment data is as follows:

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Term 1, 05</td>
<td>Aug</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Term 2, 05</td>
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<td>Term 4, 06</td>
<td>Mar</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Term 5, 06</td>
<td>May</td>
<td>62</td>
<td></td>
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Projected Site Revenues and Expenditures:

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenues</th>
<th>Expenditures</th>
</tr>
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<tbody>
<tr>
<td>AY 2005-2006</td>
<td>Enrollments – 262</td>
<td>Full-time Salary $45,000</td>
</tr>
<tr>
<td></td>
<td>($200 per credit hour)</td>
<td>Adjunct Salaries $24,000</td>
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<tr>
<td></td>
<td></td>
<td>Travel Costs $2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advertising $1,000</td>
</tr>
</tbody>
</table>

Projected Revenue - $157,200
Projected Expenses - $72,000

There are no other expenses incurred with this program since this is an existing site with established facilities and equipment.

IX. EVALUATION AND ASSESSMENT

Troy University has an institutional effectiveness system that has created organization routines and performance measures instrumental to the pursuit of academic excellence and administrative effectiveness. Under this system, feedback about the performance of academic programs and administrative units is obtained on an annual basis. This feedback is used in both the University’s planning and budgeting functions. These activities – performance measurement, planning, budgeting, and implementation – are conducted according to a well-defined calendar. The fundamental components of this system are the “Six Points of Institutional Effectiveness” (SPIE) and the “Annual Assessment Reports”. The SPIE is a document that identifies for each academic program or administrative unit:

a. its purpose, including how this purpose fits within the broader goals of the University
b. how the program structure (for academic departments) or the administrative activities (for administrative units) contribute to their stated purpose
c. the minimum expected results for the program or administrative unit
d. the assessment instruments used to measure the performance of programs or units
e. the procedure for administering the assessment instruments
f. the positions responsible for reviewing the results and proposing strategies for improvement

Every year, all components of the University, including every site within University College, use their SPIEs to assess their programs and operations. The Annual Assessment Reports are the resulting assessments. These are completed in the fall, and are followed by planning in the spring. At a minimum, the self-studies for the Master of Science in Sport and Fitness Management Program will look at three quality measures:

1. performance on the comprehensive examination,
2. responses to select items on the student exit survey, and
3. responses to items on the University College Alumni Survey (conducted 1 and 5 years following graduation).

Other measures may be added to these prescribed measures. To supplement its own assessment reports, the Southeast Region looks at responses to items on the course evaluations. See Appendix F. Those responsible for reviewing the assessment reports and the results of the other assessment instruments for the Sport and Fitness Management curriculum are the:

- Academic Dean, University College
- Regional Director, Southeast Region
- Site Director, Fort Benning
- Chair of the Department of Sport and Fitness Management, and
- Associate Director for Academics.

See Appendix H for “Six Points of Institutional Effectiveness”
TROY UNIVERSITY MISSION STATEMENT

Troy University is a publicly assisted institution of higher education. The University operates under the direction of a Board of Trustees composed of the Governor, the State Superintendent of Education, and ten members appointed by the Governor with the advice and consent of the Alabama Senate. Administrators, faculty, and students are committed to excellence in education through a shared system of governance.

The University offers associate, bachelor's, master's, and education specialist degrees. It is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, business, communication, applied science, counseling, nursing, and allied health sciences, as well as to its historic role in the preparation of teachers and its outreach partnership with public education. A strong liberal arts core is integral to all programs.

Global in perspective, the University is committed to providing undergraduate and graduate education in regional, national, and international communities for both traditional and nontraditional students. Educational programs are delivered by traditional as well as technological means.

Students are encouraged to realize their unique potential and become productive members of society; to this end, the University provides an appropriate academic, cultural, and social environment. Moreover, the University is responsive to the needs of its diverse student population and the larger community through administrative services, utilization of staff and facilities, teaching, scholarship, creative activities, research, and public service.

Institutional Objectives

1. To provide educational programs that enhance students' ability to read, write, compute, speak effectively, and think critically.

2. To prepare students to demonstrate competence in their chosen field(s) of study and to encourage excellence in student learning.

3. To develop programs to address the needs of consistencies.

4. To provide undergraduate, graduate, and continuing educational programs for both professional advancement and personal enrichment.

5. To encourage and reward excellence in teaching.

6. To encourage and provide essential resources for creative activities and research.
7. To provide a variety of public services to enhance the well being of the University and its community.

8. To provide leadership and planning for future development.

9. To provide equitable opportunities for all students, staff, and faculty, including women, minorities, and individuals with disabilities.
APPENDIX C
SOUTHEAST REGION ORGANIZATIONAL CHART

Southeast Region Organizational Chart

Regional Director
Dr. David White

Regional Associate Director Of Academics
Dr. Judy McCarley

Augusta Site
Dr. James Franken

Ft. Benning Site
Mr. Mike Whitlock

Atlanta Site
Dr. Donald Hardy

Brunswick Site
Mr. John Bartosh

Ft. Bragg Site
Dr. Christine O’Riley

EArmyU Site
Ms. Donna Darling

Covington Site
Mr. Bob Bertram

Albany Site
Dr. Lee Washington

Clarksville Site
Ms. Kathleen Kuhn

Shaw AFB Site
Ms. Lisa Bennett

Vidalia Site
Ms. Brandi Osborne

Savannah Site
Ms. Beth Wichers

ADA
Dr. David Spinner

ADA
Dr. George Pederson
APPENDIX D
COURSE SYLLABI

Course syllabi for the first year of instruction are attached. They include:

SFM 6615 – Sport Administration
SFM 6616 – Sport Finance
SFM 6620 – Physical Fitness: A Critical Analysis
SFM 6640 – Sport Marketing
SFM 6650 – Nutrition and Physical Performance
SFM 6671 – Exercise Through Life Span
SFM 6691 – Research Methods
Syllabus for SFM 6615, Term 2 2004.

Course Name: Sport Administration
Course Number: SFM 6615
Term: TBA
Instructor: Dr.

Class Dates and times: Class will begin Jan 10\(^{th}\) and will meet for 8 Mondays, with the final session meeting Feb 28\(^{th}\). Class time will be from 4:00 - 5:30 P.M. and will be conducted via VTC from the Augusta campus.

CONTACT INFORMATION:
Phone: 
Email: 
Contact: Anytime via E-mail. Please make any phone calls before 10:00 P.M.
Advising Hours: Anytime via e-mail or telephone

COURSE DESCRIPTION (SYLLABUS)
Consideration will be given to the broader viewpoint of supervision as it relates to the improvement of health and physical education through in-service training of personnel, association with the teaching and administrative-supervisor staff, and general school, business, nonprofit organizations and community relationships. Techniques of supervision and their application in improving the teacher-pupil learning, teaching and interactive situations will be examined.
(Directly From Troy University Graduate Bulletin, 2001-2003)

In addition, the overview of fitness program design and development will focus on the design of fitness and wellness programs with an emphasis on, but not limited to: planning, marketing, job design, staffing, financial operations, policies, foundations, business ethics, budgeting, etc. The course will use case studies, small group work, individual work, as well as spreadsheet and desktop publishing (DTP) software applications to develop both group and individual class projects.

COURSE OBJECTIVES (SYLLABUS)
After completion of the course, the student will be able to:
1. Show knowledge of various theories of program design including planning and marketing concepts.
2. Express knowledge of trends in fitness program marketing, including the development of marketing products using a desktop publication application.
3. Apply theories and concepts of program design to case study situations and use problem-solving strategies as appropriate.
4. Explain the ability to design a program calendar and budget using software applications and make adjustments as necessary.

1. Presentations/Discussions,

Individual projects. SOLO = (100 points)
Knowledge of Material (50%)
Use of Audiovisual Aids (25%)
Actual Presentation, (25%)

Presentations/Discussions, Group presentations. = (50 points/each)
Knowledge of Material (50%)
Use of Audiovisual Aids (25%)
Actual Presentation, (25%)
NTE = 10-15 minutes. Presentation must be Power Point format, use "Format," "Apply Design," "Professional" or "Rice Paper." Slide presentation must follow format used in text book, i.e., MAJOR TOPICS, subtitles, subtitles. (Click on the sample provided above. Students will provide paper copies of the Power Point presentation to instructor and all students in the class.

2. Case Study (Group Project). Worth up to 100 points.
   Program Design, (50%)
   Marketing Plan and Products - (25%)
   Program Budget Design - (25%)
   Completed case study is due on November 29.

   DUE:
   QUIZ #1. (50 pts. each) Chapters 1-10 Due NLT 11:55 PM., Oct 31
   QUIZ #2. (50 pts. each) Chapters 11-17 Due NLT 11:55 PM., Nov 14
   QUIZ #3. (50 pts. each) Chapters 18-24 Due NLT 11:55 PM., Nov 28
   --PAY ATTENTION TO SUSPENSE DATES! (-5 points/day if late.)

5. Attendance. Worth 100 points.
   Earn up to 12.5 points/each attendance, i.e., 4 points/ hr.

6. Total = 500 Points.

GRADING POLICY (SYLLABUS)
GRADING POLICY
500-450 pts. = A
449-400 pts. = B
399-350 pts. = C
349-300 pts. = D
<299 pts. = F

UPDATED OCT 1 (subject to late-changes.)

LESSON # 1, (Web enhanced-no in-class meeting, October 11, Columbus Day)
GET READY FOR QUIZ # 1

LESSON # 2, (In class, October 18) GET READY FOR QUIZ # 1 (Quiz 1 is Web enhanced, NLT 11:59 PM October 31). GIVE ASSIGNED PRESENTATIONS.

LESSON # 3, (In-class, Oct 25) GET READY FOR QUIZ # 1 GIVE ASSIGNED PRESENTATIONS

LESSON # 4, (In-class, November 1). GIVE ASSIGNED PRESENTATIONS. GIVE ASSIGNED PRESENTATIONS.

LESSON # 5, (In-class, November 8). (Complete Quiz #2 NLT, 11:59 PM November 14.) This assessment tests your knowledge for Chapters 11 through 17. Some chapters will be presented in class, while you are responsible to read the chapters that are not presented in class. GIVE ASSIGNED PRESENTATIONS.

LESSON # 6, (In class, November 15) GET READY FOR QUIZ # 3. GIVE ASSIGNED PRESENTATIONS.

GET READY FOR QUIZ # 3. This assessment tests your knowledge for Chapters 18 through 24. Some chapters will be presented in class, while you are responsible to read the chapters that are not presented in class.
LESSON # 7, (Web enhanced-no in-class meeting, November 22). Quiz 3 Due NLT 11:59 PM November 28. Take assigned open-book quiz # 3. This assessment tests your knowledge for Chapters 18 through 24.

Some chapters will be presented in class, while you are responsible to read the chapters that are not presented in class.

GIVE ASSIGNED PRESENTATIONS.

LESSON # 8,(In class, November 29) PREPARE TO SUBMIT Case Study Presentations
1. GIVE ASSIGNED PRESENTATIONS.
2. SUBMIT Case Study Presentations.

Book Services (SYLLABUS)
Troy University on-line library services are available to all currently registered students and be accessed through the Troy University's Ft. Benning web site (www.tsufb.edu) or directly at http://tsulib.troyst.edu. When you get to the Troy University Libraries home page, click on the word "Remote Services" and follow the instructions. Problems with accessing the Troy University on-line library should be referred to the Distance Learning Coordinator, 685-9555, 687-4744.

HONOR CODE FOR TROY UNIVERSITY STUDENTS
HONOR CODE: The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (cf. Standards of Conduct in each TSU Bulletin). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work, published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA or MLA guidelines (as specified by your instructor), is required at all times. All students are required to read the material presented at:

http://www.hamilton.edu/academic/resource/wc/avoidingplagiarism.html

Troy State University at Fort Benning uses plagiarism-detection software to identify instances of full or partial plagiarism

Student Complaint Chain of Command
Student complaint chain of command - If a student has a complaint about this course or the instructor, s/he is encouraged to first discuss the matter with the instructor. However, if the student does not feel comfortable with this, then the instructor's immediate program coordinator is Dr. Tomasi.

ATTENDANCE. & AMERICANS WITH DISABILITIES ACT
ATTENDANCE. Regular attendance is your responsibility; however, roll will be taken each class period and attendance will be reported to the Troy State University Office. In this class, points are awarded for each attendance.

AMERICANS WITH DISABILITIES ACT
Any student whose disabilities fall within the ADA must inform their instructor at the beginning of the term of any special needs of equipment necessary to accomplish the requirements of the course.
TROY UNIVERSITY,
University College
Fort Benning, GA. Campus

Course Syllabus for SFM 6616
Term 00 Year 2005

CLASS WILL MEET WEEKDAYS
MONDAY, 5:45 PM – 10:15 PM. on going update, Month 2005

Subject to last-minute change (as appropriate).

Instructor Information:
Dr. Louis F. Tomasi, Ed. D
Structure and maintenance of student-to-faculty interaction available through Email-
tomasil@troyst.edu.,
Phone 1-866-557-8608
Structure and maintenance of student-to-faculty interaction available through E-mail:

Electronic Office Hours:
Instructor will respond to email within 2 days. Structure and maintenance of student-to-
student interaction available through E-mail within the Blackboard course shell,
"Communication."

Catalog Course Description for EDU 6691
This course is a study and evaluation of a variety of research methods, techniques, and types of
reporting. The course will lead students in a research proposal and its use to strengthen pedagogy and
education

Required reading
Sport Finance, Fried, Gil
Copyright 2003 ISBN: 0736001832
392pp
Hardback

Course Goals
Understand the following:

• Detailed objectives at the beginning of each chapter improve comprehension by focusing on
  important topics.
• End-of-chapter assignments, discussion questions, and suggested research projects facilitate
discussion and test learning and enhance application of specific concepts.
• Key points throughout the chapter help students review for exams and get the most information
  out of each chapter.
• Comprehensive analysis of the entire spectrum of finance-related issues, from budgeting and
  planning to acquisitions and liquidation, helps readers understand the depth and breadth of
  sport finance careers.
CLASS WILL MEET WEEKDAYS. THESE ARE READING ASSIGNMENTS PRIOR TO THE MEETINGS, BETWEEN THE MEETINGS, AND FOLLOWING THE MEETINGS.

Lesson 1 Reading Assignments
*Part I: The Basics of Sport Finance*
Chapter 1. Financial Issues in Sport
Chapter 2. Basic Financial Concepts
Chapter 3. Financial Systems and How They Operate
Chapter 4. Business Structure

Lesson 2 Reading Assignments
*Part II: Principles of Financial Analysis*
Chapter 5. Financial Statements
Chapter 6. Time Value of Money
Chapter 7. Approaches to Financial Planning

Lesson 3 Reading Assignments
*Part III: Capital Structuring*
Chapter 8. Obtaining Funding
Chapter 9. Capital Stocks
Chapter 10. Bonds

Lesson 4 Reading Assignments
Nov 1 Read and Prepare in advance for CLASSES Nov 20/21.
*Part IV: Capital Budgeting*
Chapter 11. Capital Budgeting
Chapter 12. Short-term Financial Management
Chapter 13. Inventory and Production Management

Lesson 5 Reading Assignments
Nov 8 Read and Prepare in advance for CLASSES Nov 20/21.
Complete Mid-term Examination no later than Nov 14, 2005

Lesson 6 Reading Assignments
Nov 15 Read and Prepare in advance for CLASSES Nov 20/21.
*Part V: Profits*
Chapter 14. Taxation and Legal Issues
Chapter 15. Spending Earnings

Lesson 7 Reading Assignments
Nov 22 Read and Prepare in advance for CLASSES Nov 20/21.
*Part VI: Financial Troubleshooting*
Chapter 16. Auditing
Chapter 17. Exit Strategy
Final Examination due no later than Nov 30, 2005

Lesson 8 Reading Assignments
Nov 29
Final Examination due no later than Nov 30, 2005
PROJECTS DUE no later than 6:00 PM, Dec 5, 2005

Course Requirements
Assessments = 200 points
2 Exams = 150 points
   Mid-term exam worth 75 points.
   Final exam worth 75 points.

2 Quizzes = 50 points
   Quiz # 1 worth 25 points
   Quiz # 2 worth 25 points

Presentations = 100 points
One (1) PRESENTATION. Individual projects worth 100 points/each. Students can earn up to 100 total points. Students will be assigned chapter(s) in the initial class.
Knowledge of Material (50%)  
Use of Audiovisual Aids (25%)  
Actual Presentation, (25%)
Presentation must be Power Point format, use "Format," "Apply Design," "Professional" or "Rice Paper." Slide presentation must follow format used in text book, i.e., MAJOR TOPICS, subtitles, subtitles. (Click on the sample provided above. Students will provide paper copies of the Power Point presentation to instructor and all students in the class.

Attendance = 100 points.
Each attendance worth 12.5 points. For each attendance, students can earn up to 12.5 points/each attendance, i.e., 4 points/hr.

Final Projects = 100 points.
Introduction (The Problem), Review of Literature, Procedure (Methodology).
Introduction (The Problem)
Need or State the Problem, Purpose of the Investigation, Hypothesis, Assumptions, Limitations, Delimitations, Justification, Definition of Terms.
Review of Literature.
Procedure (Methodology)
Selection of subjects, Instrumentation, calibration, validity, reliability, procedures, design, what is your data analysis.
Results. Data analysis, i.e., "Just the facts."
Discussion, Finding, Conclusions.
Summary and Recommendations for further Study
11-16 pages with approximately 10-15 references.

Students will lose 5 points/day when assessments are not completed by the due date. For tests, students are shown a running clock and warned when the time limit is approaching. Therefore, students will lose 1 point/minute when assessments are not completed within 5 minutes of the set test/quiz time limit.

Grading Policies
GRADING SYSTEM
500-450 pts. = A
449-400 pts. = B
399-350 pts. = C
349-300 pts. = D
<299 pts. =

AMERICANS WITH DISABILITIES ACT
Any student whose disabilities fall within the ADA must inform their instructor at the beginning of the term of any special needs of equipment necessary to accomplish the requirements of the course.

ATTENDANCE.
Regular attendance is your responsibility; however, roll will be taken each class period and attendance will be reported to the Troy State University Office. In this class, points are awarded for each attendance.
TROY UNIVERSITY
University College
Fort Benning, Georgia Campus

Course Syllabus
SFM 6620

Physical Fitness: A Critical Analysis
Term 1 Year 2004
Instructor Information: Dr. Louis F. Tomasi, Ed. D

Structure and maintenance of student-to-faculty interaction available through E-mail:

Program Coordinator:
Dr. Louis F. Tomasi, Ed. D
Structure and maintenance of student-to-faculty interaction available through Email-
tomasil@troyst.edu.,
Phone 1-866-557-8608

Electronic Office Hours:
Instructor will respond to email within 2 days.

Structure and maintenance of student-to-student interaction available through E-mail
within the Blackboard course shell, “Communication.”

Course Objectives: At the conclusion of this course the student should be able to:
A. Discuss the impact lifestyle has on one’s health:
B. Describe ways of dealing with stress:
C. Discuss aging and death as important components in the cycle of life:
D. Analyze the nutritional goals in the United States, common nutritional patterns, and
problems in weight control among college students:
E. Discuss the contributions of physical fitness to a fulfilling life.
F. Identify common chronic and infectious disease and suggested preventive measures

Student Outcomes:
In order to be successful in this course the student must read the assigned materials
weekly. At the conclusion of this course the student should be able to:
A. Discuss the impact lifestyle has on one’s health:
B. Describe ways of dealing with stress:
C. Discuss aging and death as important components in the cycle of life:

D. Analyze the nutritional goals in the United States, common nutritional patterns, and problems in weight control among college students:

E. Discuss the contributions of physical fitness to a fulfilling life.

F. Identify common chronic and infectious disease and suggested preventive measures

Books
Secure and Order the book at: TSU’S BOOK SUPPLIER IS MBSBOOKS. GET THE BOOK AT http://direct.mbsbooks.com/tsu.htm

OR AT http://direct.mbsbooks.com/tsu.htm

Click on the "hot button.

Follow the steps -- Ensure you choose "Southeast Region,"

then select "Ft. Benning,"

then select the course, i.e., "SFM 6620"

Technology Requirements:
Must have Microsoft Word
Must have Microsoft Power Point
Must have Microsoft Excel

Required Additional Reading:
Read Textbook

Research Component:
N/A

Entrance Competencies:
Suggested Undergraduate degree in exercise related discipline.

Course Requirements (methods of measuring outcomes):
Method of Evaluation: The testing will be 60% of overall score, 300/500 points, PRESENTATIONS/DISCUSIONS will be 20% of overall score, 100/500 points, & ATTENDANCE/PUZZELS will be 20% of overall score, 100/500 points.
A. TESTING will be as follows (60% of overall score, 300/500 points):

QUIZ # ONE 1. Quiz 1 due NLT 11:55 PM, Aug 8.

QUIZ # TWO due NLT 11:55 PM, Aug 15
MID TERM EXAM due NLT 11:55 PM, Aug 29
QUIZ # 3 due NLT 11:55 PM, Sep 5
QUIZ # 4. DUE due NLT 11:55 PM, Sep 1

Final Exam on Line: Comprehensive Material due NLT 11:55 PM, Sep 22.

Students will lose 5 points/day when assessments are not completed by the due date. Students are shown a running clock and warned when the time limit is approaching. Therefore, students will lose 1 point/minute when assessments are not completed within 5 minutes of the set test/quiz time limit.

B. PRESENTATIONS/DISCUSSIONS (20% of overall score, 100/500 points):

Students can earn up to 100% total. Assignment of 100 points to the Power Point presentations as follows:

- Knowledge of Material (60%)
- Use of Audiovisual Aids (10%)
- Actual Presentation (30%)

Students will provide paper copies of the Power Point presentation to instructor (color copy) and all students (black and white, acceptable) in the class.

C. ATTENDANCE/PUZZELS: (20% of overall score, 100/500 points): 8 classes x 10 points/class = 80 points. Students will earn 2.5 points/class when assigned crossword puzzles are submitted on due date and includes their names on the Hardcopy paper. 2.5 x 8 = 20 Points. Minus 5 points/day/assignment when assignments, papers, suspense dates are not submitted on the due dates.

Method of Instruction: Web-enhanced and Distance Learning

Student/Faculty Interaction:
Phone, Email, Blackboard, Discussion Board

Three Useful Websites for this Course:
Monster Works...for you. Whatever you're looking for in a job, Monster can help you find it. With the best job search tools and career advice on the planet...we'll show you how to land the job that's right for you. DIRECTIONS: CLICK ON "SEARCH" SCROLL DOWN TO "Choose Job Category:" "SPORTS AND RECREATION"

Submitting Assignments:
Blackboard Digital Drop Box
DIRECTIONS FOR DIGITAL DROPBOX
Student Instructions for Using the Digital Drop Box
1. Prior to accessing your course, create the file you wish to submit. Be sure to take note of where you have saved it.
2. Access your course.
3. Click on the User Tools button/link on the left side of the page.
4. Click on the link for Digital Drop Box
5. Click on the Send File box
6. Type in the Title/Name of your file or assignment in the Title box
7. Now, click on the Browse box by the File blank box
8. Choose your file from its location (just as you would attach a file to an email)
9. In the Comments box, enter any comments you would like your instructor(s) to read.
10. Click submit
11. When you get the receipt, click OK
12. Your file has now been sent to your instructor.
13. By returning to the Digital Drop Box, you can see when your instructor(s) received your item. You can also see when they return it.

Assignment of Grades:
Grading Policies
500-450 points 100 - 90% = A
449-400 points 89 - 80% = B
399-350 points 79 - 70% = C
349-300 points 69 - 60% = D
<299 points 59% below = F

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but must be requested by the student by submitting to the instructor a Petition for and Work to Remove an Incomplete Grade form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive absences. Incomplete, “I” must be complete NLT ___ days often the last days of the term.

Make-up Work Policy:
Missing any part of this schedule may prevent completion of the course. If it becomes necessary to take an “I” or incomplete for the course, the student should complete a request for an incomplete grade. This is the responsibility of the student and is not automatic. There must be a valid reason for such a request. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so could result in a failing grade. Incompletes will be issued only by instructor or by Troy University Administration.

Americans with Disability Act (ADA):
AMERICANS WITH DISABILITIES ACT
Any student whose disabilities fall within the ADA must inform their instructor at the beginning of the term of any special needs of equipment necessary to accomplish the requirements of the course. Students must also provide written proof of their disability to the instructor. The Director
of Adaptive Needs Program can be reached by writing to: 215 Adams Center, Troy University, Troy, Alabama 36082, or by calling (334) 670-3220.

Honor Statement:
Honor Code -- PLAGIARISM
Helpful Tip:
In the past few terms I have had some questions about what constitutes plagiarism which is also known as cheating. Students are confused about how to give properly cite another's work. It is very important to give credit to authors when using their work/words in your research paper. To avoid any confusion or question, please read over the information below.

In compliance with Troy University, University College policy, all papers will be submitted to www.turnitin.com for verification of students' original work. Papers must be >>75% original.

Plagiarism
What is plagiarism? In minor cases, it can be the quotation of a sentence or two, without quotation marks and without a citation (e.g., footnote) to the true author. In the most serious cases, a significant fraction of the entire work was written by someone else: the plagiarist removed the true author(s) names(s) and substituted the plagiarist's name, perhaps did some re-formatting of the text, then submitted the work for credit in a class (e.g., term paper or essay) or as part of the requirements for a degree (e.g., thesis or dissertation).

When using another person's words, to avoid plagiarism, you must always do both of the following: provide a citation, either in the text or in a footnote, and either enclose their words inside quotation marks or put their words in a block of indented, single-spaced text. All students are required to read the material presented at:
An excellent website for writing assistance can be found at http://owl.english.purdue.edu/
Please let me know if you have questions.
Thanks,
Dr. Tomasi

HONESTY STATEMENT:
The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (cf Standard of Conduct in each TSU Bulletin).
Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.
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intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one’s own. Proper quoting, using strict MLA, APA, or Turabian’s guidelines (as specified by your instructor) is required at all times. All students are required to read the material presented at:
http://www.hamilton.edu/academic/resource/wc/avoidingplagiarism.html
This university employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment involved, zero in the course, or expulsion from the university with appropriate notation in the student’s permanent file.

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Troy State University on-line library services are available to all currently registered students and be accessed through the TSU - Ft. Benning web site (www.tsufb.edu) or directly at http://tsulib.troyst.edu. When you get to the Troy State University Libraries home page, click on the word "Remote Services" and follow the instructions. Problems with accessing the TSU on-line library should be referred to the Distance Learning Coordinator, 685-9555, 687-4744.

Comments and Suggestions:
If you have any comments of suggestions about this course, please do not hesitate to contact me.
COURSE SYLLABUS SFM 6640
Sport and Fitness Marketing, SFM 6640
Term 5, 2005

Instructor:

Contact Information: Dr. Jason Lee
P.O. Box 52456
Fort Benning, GA 31995-2456
Tele: (706) 685-5731/5756

Catalog Description: This course provides relevant issues that are commonly encountered in sport and physical activity. Students will be aware of the vast variety of sport marketing concepts. This course incorporates the latest concepts of sport marketing with applications to the current sport industry, while examining the value of sport marketing to entities and organizations attempting to generate attendance and revenue. An emphasis is placed on promotional methods, tools, sponsorships, and endorsements.

Overall Objective: The objective of this course is to provide students with a basic understanding of the marketing function of sports organization and how the marketing function serves the overall goals and objectives of the sports organization.

Student Outcomes: Students who complete this course should understand the issues and decisions managers must make to address the wants and needs of consumers and the various publics that the organization serves.


Technology Requirements: All students must have access to a computer with internet capabilities. Please note:
All postings to Blackboard.com will be in MS Word format. Students are required to have this software. The instructor will accept submissions in MS Word only.
Power point slides will be posted, as necessary. Students who do not have power point may obtain a free viewer download at:
http://download.microsoft.com/download/powerpoint95/viewer1/1/win98/enus/pptv w32.exe The instructor will communicate either on the Blackboard.com Announcement page or via e-mail.

Entrance Competencies (Prerequisites): Students must have successfully completed Acct 2292, Eco 2252, QM 2241
Course Requirements:

Assignments: Assignments will be made at the beginning of the week and will be due on the next Monday at midnight. All assignments must be posted to the digital drop box in Blackboard. No assignments will be accepted via email without approval of the instructor. A concerted effort is made to grade and provide feedback on all assignments in a very timely manner (within one week), depending upon the number of students in the class.

Class Participation: At least three times during the term I will post information for the discussion board. Each student is required to make at least one comment to each discussion thread. Posting to all three threads will result in full 10% credit for class participation. Failure to post to any one of the threads in a timely manner will result in the loss of 1/3 of the class participation credit.

Exams: There will be two on-line exams, one at approximately midterm over the first portion of the course, and a second exam during the last week of the course over the remainder of the course materials. Also, weekly quizzes will be given upon completion of homework assignments for that week. The exact schedule for the term including due dates for assignments and exams as well as materials covered on each exam is posted in the Information section of the course page.

Method of instruction: Students are required to obtain the correct text for the course and read the assigned chapters for each week. Other course materials will be posted on Blackboard from time to time during the term to supplement the text and provide background material for discussion board topics. Exams will be on-line in Blackboard. Students who wish to obtain additional clarification of course materials may contact the instructor via email, through the discussion board, or by telephone at their discretion.

Submitting Assignments: Individual assignments must have the student’s name, due date, and assignment name/number. This must be typed at the top of each page. It is suggested that it be in “header” format. When submitting written assignments, the title of the Microsoft Word document should be the student’s last name and the name of the assignment. Example: LettAssign1.doc. Assignments must be submitted via the digital drop box. Detailed instructions for submitting assignments is on the “information” or “course informations” link in Blackboard.

Project: Each student will have a term project. The project is intended to help students relate the marketing concepts for this course to a sport related service, activity, or product of interest to the student. Details of the project requirements are listed on the course’s Assignment page.

All assignments must be double-spaced in 12-pitch font (for ease in grading). The student’s name must be included on each page of the assignment. Failure to do this will result in a grade reduction of 5 points. Please do NOT type an extra coversheet for assignments; it wastes paper and toner.
Make up work policy: All work is due by midnight of the deadline date. If a student is assigned duty that takes him/her away from a computer (military and civilian!), the student must notify the instructor and their group prior to leaving. If the instructor does not hear from the student before s/he leaves, it will be assumed that the work is late. If the group is not notified, it will be assumed that the student will not receive credit for any group assignment that is due during the absence. (The names of students not contributing to a group assignment are not to be included on the submission to the instructor.) It is rare that a student does not have advance warning that they will be away.

If an assignment is not received by the due date, a penalty of 5 points per day will be deducted. For distance learning assignments, if a student has an excuse for missing the due date the student must notify the instructor by email or telephone before the due date in order to avoid the penalty. In a few rare exceptions students may not have the opportunity to place a call or email. These will be taken into consideration at the discretion of the instructor.

Method of evaluation: Weekly assignments will be graded based on content. Simply listing the components of an answer to a question is rarely sufficient. Students should elaborate on their answers sufficiently to demonstrate a working knowledge of the material. Discussion contributions will be evaluated on the appropriateness of comments and contribution to the discussion thread. On-line exams will be primarily multiple choice and true-false questions graded objectively.

Grading Criteria: Mid-term exam 15%  
Assignments and quizzes 25% 
Project 35% 
Class Participation 10% 
Final exam 15%

Grades will be assigned on a 10-point scale: 
90 0 100 A 
80 0 89 B 
70 0 79 C 
60 0 69 D 
< 60 F

Final grades will be rounded at the 0.5 point (e.g., 89.50 = A; a final grade of 89.49, however, will not be rounded up.)

Attendance & Course Participation: 
  * Students are required to actively participate in this course for the entire term.
Students who have not completed any assignments or contacted the instructor by the end of the third week of class, or any subsequent three-week period during the term, will be considered absent and will fail the course.
   - Students in this situation are advised to drop the course, if the drop-date for this term has not passed.

EAmyU students' progress will be checked every two weeks during the course. If the instructor determines that an EArmyU student is "at risk," this will be reported to EArmyU for follow-up.
   - Any EArmyU student who does not contact the instructor within the first week of the class will be reported "at risk."

Students who fall more than three weeks behind in their assignments without clearing this in advance with the instructor, will fail the course.
   - This includes military personnel who are going TDY. The instructor must have contact with the student prior to their leaving.

Students may submit excuses for their absences, but the instructor reserves the right to evaluate excuses individually and to refuse to accept the excuse. Acceptable excuses include, but are not limited to, documented military orders, illness documented by a doctor's excuse, or death in the family documented by an obituary or funeral program.

For further information, refer to the "Grade Change and Incomplete Grades" section of this syllabus.

Grade Change and Incomplete Grades:
1. An incomplete cannot be issued without a request from the student. This is the responsibility of the student by submitting to the instructor the Petition for and Work to Remove an Incomplete Grade form available under course materials.
2. The student must have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term.
3. A letter grade in a course may not be changed for any other reason than instructor error or electronic recording error.
4. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive unexcused missed assignments.

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

Honesty: In accordance with the Standards of Conduct in the Troy University Bulletin, a student or organization may be disciplined, up to and including suspension and expulsion, if deemed in violation of the STANDARDS OF CONDUCT for the commission of or the attempt to commit this offense: Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the university, faculty, or other officers or
employees of the university.

Standards of Conduct: The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University Student Handbook, and may be disciplined up to and including suspension and expulsion. Plagiarism is the passing off of the thoughts or works of another as one’s own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.

Allegations of Plagiarism: Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of points, failure on a particular assignment or the course, or a charge of misconduct to the dealt with by Troy University.

Library Resources: The majority of the course content will be focused on the course textbook. If students desire to use the library for background material they may utilize the Fort Benning main post library and the Bradley library. The Troy University online library is also available. The Troy Library Service is at Web site: [http://tsulib.troy.edu](http://tsulib.troy.edu) (Click: Remote Services and follow the instructions. You must be a current registered student, faculty member or staff member of the Troy State University system to access some remote services. Guests can login as Guest to access free databases. Problems with accessing the Troy University online library should be referred to the Regional Librarian, Randy Mueller, muellerr@trojan.troy.edu 706-660-9102. Include your name, social security number, and campus (or region) location at which you are enrolled.

Local libraries are also available. W.C. Bradley Memorial Library, Chattahoochee Valley Regional Library, North Columbus Branch Library, South Columbus Branch Library, Library of Phenix City - all provide library services.

Sayers Memorial Library, Bldg 93, and Donovan Technical Library, Bldg. 4, Rooms 101 and 102, at Ft. Benning provide library services and instructions. Fort Benning provides all non-library laboratories, facilities and equipment.
Course Name: Nutrition and Physical Performance  
Course Number: SFM 6650  
Term: Jan 10 - Feb 28, 2005  
Instructor: Dr. Karen Wish  
Class Dates and times: Class will begin Jan 10th and will meet for 8 Mondays, with the final session meeting Feb 28th. Class time will be from 4:00 - 5:30 P.M. and will be conducted via VTC from the Augusta campus.

CONTACT INFORMATION:  
Phone: Home: 706-855-0253, Cell: 706-284-6461  
Email: kwwrd@hotmail.com  
Contact: Anytime via E-mail. Please make any phone calls before 10:00 P.M.  
Advising Hours: Anytime via e-mail or telephone

Course Pre-requisites: None

Course Description: The course will examine the special dietary requirements of athletes, the importance of pre-and post-event nutrition, potential nutritional problems encountered by athletes and possible ergogenic foods and drugs.

Course Objectives:  
1. Identify the major sources of nutrients, emphasizing energy, for the health athlete.  
2. Discuss current recommendations for the macronutrients, as related to physical performance, emphasizing carbohydrate and protein.  
4. Discuss supplements and ergogenic aids targeted to athletes.  
5. Evaluate nutrition recommendations for special populations.


Attendance:  
Class attendance is expected. All work missed must be made up. If you know in advance that you may be out of town, have scheduled surgery, etc. then it is the student’s responsibility to contact the professor to see if there are dates for turning work in earlier or to make other arrangements.

University policy? In registering for classes at the university, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. A student will be excused for class absence for circumstances beyond the student's control or if the student has been required to attend an activity sponsored by the university.
An "Incomplete" may only be done for students whose progress in a course has been satisfactory, but who are unable to receive a final grade because of circumstances beyond their control. A student must request an incomplete and give the reasons to the professor. The student and professor must sign a "Petition For and Work to Remove an Incomplete Grade" form and submit it to the student services record's office immediately after the class is over. The professor must file a "Change of Grade Form" once the incomplete is removed. This form is also filed with the student services record's office. An "Incomplete? for continuing students must be removed by the midterm of the next term of enrollment, or one calendar year, if you drop out of Troy State and are temporarily not taking classes. Students who receive "Incompletes" should be aware of regulations related to "Incompletes". An "Incomplete" not removed during the specified time, automatically becomes an "F".

**Honor Code:**
The awarding of the university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (cf. Standards of Conduct in each TSU Bulletin). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else’s intellectual work, published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA guidelines (as specified by your instructor), is required at all times. Troy State University uses plagiarism-detection software to identify instances of full or partial plagiarism.

**ON-LINE LIBRARY:**
Troy State University's on-line library services are available to all currently registered students and may be accessed through TSU libraries web site https://tsulib.troyst.edu/ When you get to Troy State University Libraries home page, click on the word "Remote Services" and follow the instructions. Problems with accessing the TSU on-line library should be referred to the Distance Learning Coordinator at, 334-685-9555 or 334-687-4744. In addition to what is available at local libraries, all TSU registered students may access on-line journal databases, ie.UMI ProQuest Direct and IAC SearchBank--through the TSU Web Site. Troy State University Augusta students may also use the library facilities of the state college where you reside. South Carolina residents may use the library at University of South Carolina in Aiken. Georgia residents may use the library at Augusta State University. Corporate reports can be found in ?EDGAR? at http://www.freeedgar.com

**Helpful links and addresses:**
Ft.Benning website ? http://www.tsufb.edu
Americans with Disabilities Act (ADA):
Student whose disabilities fall within the ADA must inform their instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of the course.

Communications:
Beepers in class will be put on vibration or turned off. Cell phones will be turned off in the classroom.

Method of Evaluation:

1. Project 1 100 points
2. Project 2 100 points
3. Project 3 300 points
4. 2 Case Studies 100 points (50 points each)
   TOTAL 600 points

Assignment of Grades:

A = 90-100% (540 ? 600 points)
B = 80-89.9% (480 ? 539 points)
C = 70-79.9% (420 ? 479 points)
(NOTE: Less than 420 points? Student needs to discuss the issue with the instructor.)

CLASS SCHEDULE AND ASSIGNMENTS

(Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters/Pages</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> January 10, 2005</td>
<td>Chapters 1 and 2</td>
<td>Introduction to course and requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic review of issues in sports nutrition</td>
</tr>
<tr>
<td><strong>Week 2:</strong> January 17, 2005</td>
<td>Chapters 4 and 5</td>
<td>Carbohydrates and Fat</td>
</tr>
</tbody>
</table>
**Week 3:** January 24, 2005  
Chapters 6, 7, and 8

**January 26, 2005**  
Project 1 Due (Either Digital Drop Box or e-mail attachment)

**Week 4:** January 31, 2005  
Chapter 9

**Week 5:** February 7, 2005  
pp. 142-146, 195-199,  
271-276, 356-361,  
461-463, 478-480*  
(*NOTE: Student is responsible for any supplementary articles recommended by the instructor.)

**February 9, 2005**  
Project 2 and Case Study #1 Due (Either Digital Drop Box or e-mail attachment)

**Week 6:** February 14, 2005  
Chapters 10, 11 and 12*

(*NOTE: Student is responsible for any supplementary articles recommended by the instructor.)

**Week 7:** February 21, 2005  
Student work day

**February 23, 2005**  
Project 3 and Case Study #2 Due (Either Digital Drop Box or e-mail attachment)

**Week 8:** February 28, 2005  
Discuss projects/Summary  
End of Term
TROY STATE UNIVERSITY-FT. BENNING, GA.  
Dr. Louis F. Tomasi, Ed.D. UPDATED Nov 24., 2003  
(Subject to change)  
SFM 6671 Exercise Through the Life Span  
HPR 6631 Programs in Health, PE & Recreation  
Instructor’s Email: TomasiL@troyst.edu  
Telephone: 706 685 5700/5756  
Appointments: Pre-arranged.  


COURSE DESCRIPTION. Selection and adaptation of health and physical education activities for various ages. Particular attention is devoted to a study of the capacities, attitudes, and needs of people as they are related to health and physical education. The principles, problems and procedures in the development of a health and physical education curriculum are thoroughly examined. [TSU Bulletin, 2001-2003].

COURSE OBJECTIVES: Identify fundamentals of:  
(Covered in depth in SFM 6671/HPR 6631)  
1. HEALTH ACTIVITY, FITNESS AND HEALTH, 2. PATHOPHYSIOLOGY/RISK FACTORS, 3. HUMAN DEVELOPMENT AND AGING, 4. HUMAN BEHAVIOR/PSYCHOLOGY, 5. EMERGENCY PROCEDURES AND SAFETY, 6. EXERCISE PROGRAMMING, 7. LOW-BACK FUNCTION.  
Briefly introduce (Covered more in SFM 6623/HPR 6601)  
7. HEALTH APPRAISAL AND FITNESS TESTING, 8. FUNCTIONAL ANATOMY AND BIOMECHANICS, 9. EXERCISE PHYSIOLOGY, 10. NUTRITION AND WEIGHT MANAGEMENT, 11. EXERCISE PRESCRIPTION FOR HEALTH AND FITNESS

The intent of SFM 6671/HPR 6631 is to study the selected chapters of the book. Then, the intent for SFM 6623/HPR 6601 is to continue to study the remaining chapters of the book that are more science related.

REQUIREMENTS.
1. PRESENTATIONS/DISCUSSIONS. One Individual projects worth 100 points/each. Students can earn up to 100 total points. Students will be assigned chapter(s) in the initial class.  
Knowledge of Material (50%), Use of Audiovisual Aids (25%), Actual Presentation, (25%)  
Presentation must be Power Point format, use "Format," "Apply Design," "Professional" or "Rice Paper." Slide presentation must follow format used in HFI test book, i.e., MAJOR TOPICS, subtitles, subtopics. (Click on the sample provide above. Students will provide paper copies of the Power Point presentation to instructor and all students in the class.

2. PROFESSIONAL-JOURNAL READING ABSTRACTS up to 50 points/each, MUST SUBMIT 2. Abstracts should not exceed one page, 250-300 words. Format for abstract will be: Introduction, Review of Literature, Methodology, Results, and Discussion. Students can earn up to 100 total points. (-4 points/day, when suspense dates are missed). Reading must be in the "DROPBOX" NLT 11:59 PM, 20 JAN (Martin L. King Holiday) & 17 FEB (Presidents' Holiday).

3. ATTENDANCE. Students can earn up to 100 points. For each attendance, students can earn up to 12.5 points/each attendance, i.e., 4 points/hr. (Class begins at 5:45 PM).

4. OPEN-BOOK, 5 QUIZZES (40 point for each test) (-5 points/day when late) Students can earn up to 200 points. PAY ATTENTION TO SUSPENSE DATES!
Quiz 1 due 19 Jan,  
Quiz 2 due 25 Jan,  
Quiz 3 due 8 Feb,  
Quiz 4 due 22 Feb, and  
Quiz 5 due 6 Mar.

GRADING POLICIES  
1000-900 points 100 - 90% = A  
999-800 points 89 - 80% = B  
899-700 points 79 - 70% = C  
699-600 points 69 - 60% = D  
<599 points 59% below = F
LESSON PLANS FOR ATTENDANCE AND ON-LINE QUIZZES
PAY ATTENTION TO SUSPENSE DATES!

Jan 12 LESSON # 1. Meet in Class.
 Read Chapters 27 & 28 (PRIOR TO CLASS)
 Quiz 1 due 11:59 pm 19 Jan. Chapter 27
Jan 19 LESSON # 2. M.L. King's Holiday No class (WEB enhanced)
 Professional Reading # 1 Due 11:59 pm 19 Jan.
 Read Chapters 27 & 28
 Quiz 2 due 11:59 pm 25 Jan. Chapter 28
Jan 26 LESSON # 3. Meet in Class.
 Read Chapters 1, 2, & 3.(Review 27 & 28)
 Quiz 3 due 11:59 pm 8 Feb. On Chapters 1, 2, 3, 15, 16, 17, & 18 (27 & 28)
Feb 02 LESSON # 4. Meet in Class.
 Read Chapters 15, 16, 17, & 18(Review 27 & 28)
 Quiz 3 due 11:59 pm 8 Feb. On Chapters 1, 2, 3, 15, 16, 17, & 18 (27 & 28)
Feb 09 LESSON # 5. Meet in Class.
 Read Chapters 19, 20, 21, 22(Review 27 & 28)
 Quiz 4 due 11:59 pm 22 Feb. Chapters 19, 20, 21, 22 (27 & 28)
Feb 16 LESSON # 6. Presidents' Day Holiday No class.(WEB enhanced) (Review 27 & 28)
 Quiz 4 due 11:59 pm 22 Feb. Read Chapters 19, 20, 21, 22 (27 & 28)
Feb 23 LESSON # 7. Meet in Class.
 Read Chapters 23, 24, 25, 26 (Review 27 & 28)
 Quiz 5 due 11:59 pm 6 Mar. 23, 24, 25, 26 (27 & 28)
Mar 01 LESSON # 8. Meet in Class.
 Final Review, early release to take & submit Final Exam on-line via Blackboard.
 Quiz 5 due 11:59 pm 6 Mar. Read Chapters 23, 24, 25, 26 (27 & 28)

ATTENDANCE. Regular attendance is your responsibility; however, roll will be taken each class period and attendance will be reported to the Troy State University Office. In this class, 50 points are removed for each non-attendance.

AMERICANS WITH DISABILITIES ACT.
Any student whose disability falls within the ADA must inform the professor at the beginning of the quarter. At this time the student should indicate any special needs or equipment necessary to accomplish the requirements of the course.

TROY STATE UNIVERSITY ON-LINE LIBRARY services are available to all currently registered students and be accessed through the TSU - Ft. Benning web site (www.tsufb.edu) or directly at http://tsulib.troyst.edu. When you get to the Troy State University Libraries home page, click on the word "Remote Services" and follow the instructions. Problems with accessing the TSU on-line library should be referred to the Distance Learning Coordinator, 685-9555, 687-4744.

HONOR CODE FOR TSU STUDENTS
HONOR CODE: The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (cf. Standards of Conduct in each TSU Bulletin). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work, published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA or MLA guidelines (as specified by your instructor), is required at all times. All students are required to read the material presented at:

http://www.hamilton.edu/academic/resource/wc/avoidingplagiarism.html

Troy State University at Fort Benning uses plagiarism-detection software to identify instances of full or partial plagiarism.
Course Syllabus for SFM 6691

TROY UNIVERSITY,
University College
Fort Benning, GA Campus

CLASS WILL MEET IN ? WEEKEND FORMAT

on going update = Subject to last-minute change (as appropriate).

Instructor Information:
Dr. Gene Fober, Ed.D.
Structure and maintenance of student-to-faculty interaction available through Email: tomasil@troy.st.edu.,
Phone 1-866-557-8608
Notes:M.Ed. Auburn Univ. Ed.D. Auburn University

Electronic Office Hours:
Instructor will respond to email within 2 days. Structure and maintenance of student-to-student interaction available through E-mail within the Blackboard course shell,

Communication.

Catalog Course Description for EDU 6691
This course is a study and evaluation of a variety of research methods, techniques, and types of reporting. The course will lead students in a research proposal and its use to strengthen pedagogy and education

Required reading

Merrill - Prentice Hall, Upper Saddle River, NJ. Columbus, Ohio.
ISBN 0-13-042254-1

Course Goals
Understand:
Action Research
And Decide on an Area of Focus
Data Collection Techniques
Data Collection Considerations: Validity, Reliability, Generalization, and Ethics
Data Analysis and Interpretation
Action Planning for Education Change
Sharing, Critiquing, and Celebrating Action Research On-Line
How to Write-up the Action Research
CLASS WILL MEET IN 2 WEEKEND FORMAT. THESE ARE READING ASSIGNMENTS PRIOR TO THE MEETINGS, BETWEEN THE MEETINGS, AND FOLLOWING THE MEETINGS.

Weekend 1 and Weekend 2

Weekend 1

Lesson 1 Reading Assignments
Read Mills' "Action Research" CHAPTER 1 and Appendix B

Lesson 2 Reading Assignments
Read Mills' "Action Research" CHAPTERS 1 and 2
Complete Quiz # 1 no later than Oct 18, 2004

Lesson 3 Reading Assignments
Read Mills' "Action Research" CHAPTERS 3 and 4
Complete Quiz # 2 no later than Oct 25, 2004

Lesson 4 Reading Assignments
Nov 1 Read and Prepare in advance for CLASSES Nov 20/21.
Read Mills' "Action Research" CHAPTERS 5 and 6

Weekend 2

Lesson 5 Reading Assignments
Nov 8 Read and Prepare in advance for CLASSES Nov 20/21.
Complete Mid-term Examination no later than Nov 14, 2004

Lesson 6 Reading Assignments
Nov 15 Read and Prepare in advance for CLASSES Nov 20/21.
Read Mills' "Action Research" CHAPTER 7 & CHAPTER 8

Lesson 7 Reading Assignments
Nov 22 Read and Prepare in advance for CLASSES Nov 20/21.
Read Mills' "Action Research" CHAPTER 8
Final Examination due no later than Nov 30, 2004

Lesson 8 Reading Assignments
Nov 29
Final Examination due no later than Nov 30, 2004
PROJECTS DUE no later than 6:00 PM, Dec 5, 2004

Course Requirements
Assessments = 200 points
2 Exams = 150 points
   Mid-term exam worth 75 points.
   Final exam worth 75 points.
2 Quizzes = 50 points
   Quiz # 1 worth 25 points
   Quiz # 2 worth 25 points

Presentations = 100 points
One (1) PRESENTATION. Individual projects worth 100 points/each. Students can earn up to 100 total points.
Students will be assigned chapter(s) in the initial class.
Knowledge of Material (50%)
Use of Audiovisual Aids (25%)
Actual Presentation, (25%)
Presentation must be Power Point format, use "Format," "Apply Design," "Professional" or "Rice Paper." Slide
presentation must follow format used in textbook, i.e., MAJOR TOPICS, subtitles, subtitles. (Click on the sample
provided above. Students will provide paper copies of the Power Point presentation to instructor and all students in
the class.

Attendance = 100 points.
Each attendance worth 12. 5 points. For each attendance, students can earn up to 12.5 points/each attendance,
i.e., 4 points/hr.

Final Projects = 100 points.
Introduction (The Problem), Review of Literature, Procedure (Methodology).
Introduction (The Problem)
Need or State the Problem, Purpose of the Investigation, Hypothesis, Assumptions, Limitations, Delimitations,
Justification, Definition of Terms.
Review of Literature.
Procedure (Methodology)
Selection of subjects, Instrumentation, calibration, validity, reliability, procedures, design, what is your data
analysis.
Results. Data analysis, i.e., Just the facts.
Discussion, Finding, Conclusions.
Summary and Recommendations for further Study
11-16 pages with approximately 10-15 references.

Students will lose 5 points/day when assessments are not completed by the due date. For tests, students
are shown a running clock and warned when the time limit is approaching. Therefore, students will lose 1
point/minute when assessments are not completed within 5 minutes of the set test/quiz time limit.

Grading Policies
GRADING SYSTEM
500-450 pts. = A
449-400 pts. = B
399-350 pts. = C
349-300 pts. = D
<299 pts. =

AMERICANS WITH DISABILITIES ACT
Any student whose disabilities fall within the ADA must inform their instructor at the beginning of the term of any
special needs of equipment necessary to accomplish the requirements of the course.

ATTENDANCE.
Regular attendance is your responsibility; however, roll will be taken each class period and attendance will be
reported to the Troy State University Office. In this class, points are awarded for each attendance.
APPENDIX E

COMPREHENSIVE FACULTY EVALUATION PLAN

This evaluation plan is developmental in that it emphasizes documenting progress toward goal attainment. It is tied directly to the *Faculty Handbook* in all of its elements and to the development of a portfolio that will serve as a basis for promotion and tenure application. It is designed to allow the Department Chair/Supervisor to guide faculty members through the promotion and tenure process in an advocacy role.

This plan is not intended to be an exhaustive or exclusive program for portfolio development. It is a framework which may also include peer evaluations, student evaluations, and other types of data. The annual cycle is defined as summer, fall, and spring terms; i.e., one complete academic year.

1. PROFESSIONAL DEVELOPMENT PLAN -------------- submitted annually by all faculty members by October 15.

2. YEAR-END SELF EVALUATION ----------------------- submitted annually by all faculty members by August 15.

3. SUPERVISOR'S REVIEW -------------------------- required yearly for ALL faculty; submitted by supervisor by September 15.

4. Copies will be filed in the Dean's Office and the Provost's Office.

5. Copies will be made available to the Faculty Promotion and Tenure Committee, and other University committees, as appropriate.
PROFESSIONAL DEVELOPMENT PLAN

Name: ____________________________________________

Highest Degree: ________________________ Field: ________________________

Rank: ____________________________________________

Date of appointment to current rank: ________________________

Date of initial employment at Troy University: ________________________

Will you be eligible for promotion in this academic year? _______

Instructions: Using the applicable portions of the Faculty Handbook Sections 3.1; 3.2; 3.3; 3.4; 3.5; and 3.6, together with the relevant items from the Supervisor’s Review, describe your goals for professional development during the academic

______________________________

Part I. TEACHING (3.4.2) Weight: ________________ (60% - 80%)
NOTE: Include Academic Advisement.

Part II. SCHOLARLY & CREATIVE ACTIVITIES (Combine 3.4.5 & 3.4.6) Weight: ____________ (10% 0 30%)
Part III. SERVICE (Combine 3.4.4 and 3.4.7) Weight: ___________ (10% - 30%)

Part IV. OTHER PLANS FOR PROFESSIONAL DEVELOPMENT:

Faculty Member's Signature

Date

Supervisor's Review

I certify that I have reviewed this Professional Development Plan.

Supervisor's Signature

Date

Remarks:
YEAR-END SELF EVALUATION

INSTRUCTIONS: Summarize the completion of goals in each area:

I. TEACHING (INCLUDING ACADEMIC ADVISEMENT)

II. SCHOLARLY & CREATIVE ACTIVITIES

III. SERVICE

IV. OTHER

ADDITIONAL ACTIVITIES COMPLETED (Not Included on Professional Development Plan; add additional pages as necessary)

Faculty Member's Signature

Date__________________________

I certify that I have reviewed this Year-End Self Evaluation.

Supervisor's Signature

Date__________________________

Remarks:
SUPERVISOR'S REVIEW OF FACULTY PERFORMANCE

TEACHING

Section 1: Student Evaluation

Instructions: In this section, 3.4.2 Student Evaluation, insert the average of all courses evaluated for the year using the Instructor and Course Assessment scores for item 1-9.

1. was prepared for class __________
2. demonstrated knowledge of the subject matter __________
3. presented subject matter clearly __________
4. encouraged class participation __________
5. clarified material for the student when requested __________
6. showed an interest in student achievement __________
7. kept appointments with students __________
8. reported grades to the students promptly, including mid-term grades __________
9. graded fairly __________

Section 2: Supervisor's Evaluation

Instructions: Rate the faculty member being evaluated on a scale from low to high with 1 being the lowest rank and 5 the highest rank (NA=Not Applicable).

1. demonstrates command of subject ............................... NA 1 2 3 4 5
2. organizes subject matter clearly ............................... NA 1 2 3 4 5
3. maintains knowledge of current developments in teaching discipline. NA 1 2 3 4 5
4. relates subject matter to other areas ............................... NA 1 2 3 4 5
5. motivates students and broadens students interest in the subject ... NA 1 2 3 4 5
6. uses effective teaching methods and strategies ......................... NA 1 2 3 4 5
7. available for and effective in academic and career advising... NA 1 2 3 4 5
8. effective in directing students in clinical, internship, or thesis work... NA 1 2 3 4 5
9. demonstrates integrity and objectivity in teaching... NA 1 2 3 4 5
10. uses class time efficiently... NA 1 2 3 4 5
11. creative and innovative in designing and presenting instruction... NA 1 2 3 4 5
12. demonstrates adherence to established policies and procedures of the University... NA 1 2 3 4 5
13. works effectively with other faculty members... NA 1 2 3 4 5
14. prepares properly and adheres to course syllabi... NA 1 2 3 4 5
15. utilizes effectively available technology... NA 1 2 3 4 5
16. advises and mentors students effectively... NA 1 2 3 4 5

**Scholarly & Creative Activities**

Instructions: The supervisor will review the faculty member's Year-End Self-Evaluation and provide an explanation for appropriate items in accordance with the category items. Any exceptions will be recommended by the Supervisor and approved by the Dean. Supporting evidence will be provided for goal accomplishment.

**Section 1: Scholarship**

Items

1. Publications (refereed)

2. Artistic works/performance (recognized quality)
3. External research grants & projects obtained

4. Inventions & Patents

5. Publications (non-refereed)

6. Paper (refereed) presentation before learned societies

Section 2: Professional Competence

7. Receipt of awards, fellowships, internal grants, etc.

8. Advanced degree, post-doctoral education, certifications, clinical practice, etc.

9. Appointment or election in a scholarly or professional capacity to state, regional, or national post.
10. Participation in conference or professional organizations

11. Creation of educational materials

12. Review of scholarly work

13. Poster sessions/presentations (non-refereed papers)

14. Submitted research grant (external to university)

15. Papers submitted & awaiting publication (one/AY)

16. Participation in special program, WAC, etc.

Exceptions:
Faculty Member

Supervisor

EXCEPTION: RECOMMENDED ______________________ SUPERVISOR

EXCEPTION: APPROVED ______________________ DEAN
SERVICE

Instructions: The Supervisor will review the Faculty Member's activities and provide an explanation for appropriate items in accordance with the category items. Supporting evidence will be provided for goal accomplishment.

Section 1: Service to the University

Items

1. Service on and participation in the business of University-wide standing or ad-hoc committees and councils:

   a. Chairperson

   b. Member

2. Service to and participation in the business of the regular faculty.

3. Service as a sponsor of or advisor to student groups and student organizations.

4. Fulfillment of special assignments (e.g., administrative assignments, recruitment, research for the University accreditation studies).
5. Service in support of student recruitment.

6. Directing or managing an administrative unit; managing programs or projects.

Section 2: Service To The College/School

7. Service to and participation in the business of college/school standing or ad hoc committees and councils:
   a. Chairperson
   
   b. Member

8. Service to and participation in the business of the faculty.

9. Service as a faculty advisor for student organizations and activities.

10. Service as a supervisor or sponsor for student interns.

11. Attendance or participation in college/school or campus functions and activities.
Section 3: Service To The Community

12. Service in the individual’s professional area as a consultant or in a research capacity to public or private agencies.

13. Service as a resource person.

14. Speeches and lectures to community groups.

15. Active participation in community activities which enhance the image of the University.

16. Service provided to promote continuing education and professional development within the community.

17. Civic organizations:
   a. Officer
   b. Member

Exceptions:
RECOMMENDED ______________________________SUPERVISOR

APPROVED ______________________________DEAN

Documentation:
Letters of recognition, appreciation, confirmation, or appointment.

Copies of awards, grants, or fellowships.

Copies of in-house publications, books, inventions, copyrights, patents, paper presentations, conference, workshop, or seminar sessions.

Supervisor evaluations.

Peer reviews.

Student evaluations of instruction.

Nondisciplinary research or publications.

Special recognitions.
Overall Evaluation

Remarks:

1. Teaching (Including Advisement)

2. Scholarly & Creative Activities

3. Service

4. Other (add additional pages as needed)

Supervisor's Signature __________________ Date __________________

Faculty Member's Review
I certify that I have reviewed this evaluation by my supervisor.

Faculty Member’s Signature __________________ Date __________________

Remarks:
APPENDIX F
Course Evaluation Form

Troy University Survey

1) The instructor was well prepared for class.
   - Strongly Disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly Agree

2) The instructor demonstrated knowledge of subject matter.
   - Strongly Disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly Agree

3) The instructor presented subject matter clearly.
   - Strongly Disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly Agree

4) The instructor encouraged class participation.
   - Strongly Disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly Agree

5) The instructor clarified material for the student when requested.
   - Strongly Disagree
   - Disagree
   - Undecided
| 6) The instructor showed an interest in student achievement. |
|---|---|---|---|---|
| Agree | Strongly Agree |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

| 7) The instructor reported grades to the student within 1 week of the posted due date. |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

| 8) The instructor graded fairly. |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

| 9) If this course was taken in the classroom: The instructor responded to student messages such as phone and e-mail in a timely manner. |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

<p>| 10) If this was a Distance Learning course: The instructor responded to student e-mails within 24 hours on weekdays and 48 hours on weekends. |
|---|---|---|
| Strongly Disagree | Disagree |</p>
<table>
<thead>
<tr>
<th>11) The syllabus clearly described the course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly Disagree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
</tr>
<tr>
<td><strong>Undecided</strong></td>
</tr>
<tr>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td><strong>Strongly Agree</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12) The course was well planned and organized.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly Disagree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
</tr>
<tr>
<td><strong>Undecided</strong></td>
</tr>
<tr>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td><strong>Strongly Agree</strong></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>13) The objectives and requirements of the course were clearly explained.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly Disagree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
</tr>
<tr>
<td><strong>Undecided</strong></td>
</tr>
<tr>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td><strong>Strongly Agree</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14) The text was of value in the learning process.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly Disagree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
</tr>
<tr>
<td><strong>Undecided</strong></td>
</tr>
<tr>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td><strong>Strongly Agree</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15) The assignments increased understanding of the subject matter.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly Disagree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
</tr>
<tr>
<td><strong>Undecided</strong></td>
</tr>
</tbody>
</table>
16) A sufficient number of tests and graded assignments were given to ensure evaluation.
   - Strongly Disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly Agree

17) Examinations covered important course materials and content.
   - Strongly Disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly Agree

18) What did you like most about this course? Why?

19) What did you like least about this course Why?

20) Did you have any technical problems during the term?

21) If this was a Distance Learning course: Do you plan to take other distance learning courses? Why or Why not?
22) If this was a Distance Learning course: Counting this course, how many distance learning courses have you taken?
### APPENDIX G
**ROSTER OF INSTRUCTIONAL STAFF**

**GUIDELINES FOR REPORTING THE QUALIFICATIONS AND COMPETENCIES OF FULL-TIME AND PART-TIME FACULTY**

Name of Institution  
Troy University - Fort Benning

Name of Academic Department/School  
Sport and Fitness Management

<table>
<thead>
<tr>
<th>Academic Term(s)</th>
<th>Date Form Completed</th>
<th>Name</th>
<th>Courses Taught</th>
<th>List of Academic Credentials, Qualifications, and Competencies</th>
<th>Other Qualifications or Experience</th>
</tr>
</thead>
</table>
|                  |                     | Cordoba, Eugardo (Part-time) | SFM 6620, SFM 6632 | Ph.D., Physical Education University of New Mexico  
M.S., Physical Education University of New Mexico |                     |
|                  |                     | Fober, Gene (Part-time) | SFM 6617, SFM 6625, SFM 6626, SFM 6627, SFM 6672, SFM 6691 | Ed.D., Motor Learning & Control  
Auburn University  
M.Ed., Psychology of Sport  
Auburn University |                     |
|                  |                     | Knapik, Joseph (Part-time) | SFM 6623, SFM 6670 | Ph.D., Exercise Performance  
Boston University  
M.S., Psychology of Sport  
University of California, San Luis Obispo |                     |
|                  |                     | Lee, Jason (Full-time) | SFM 6610, SFM 6615, SFM 6640, SFM 6616 | Ph.D., Sport and Fitness Management  
Florida State University  
M.S., Sport and Fitness Management  
Troy University |                     |
|                  |                     | Stutzman, Nick (Part-time) | SFM 6610 | J.D., Law  
Stetson University |                     |
|                  |                     | Tomasi, Louis (Full-time) | SFM 6615, SFM 6620, SFM 6623, SFM 6650, SFM 6671, SFM 6690 | Ed.D., Biomechanics/Educational Administration  
New York University  
M.S., Biophysics  
East Stroudsburg University |                     |
|                  |                     | Wish, Karen (Part-time) | SFM 6617, SFM 6632, SFM 6650 | Ph.D., Food and Nutrition  
Texas Tech University  
M.Ed., Education  
University of Texas |                     |
EDUCATION:
1990 Ph.D., Health, Physical Education, and Recreation
University of New Mexico, Albuquerque, N.M. 87131
Dissertation: The Effect of Cervical Collars on the Learning of Selected Outdoor Soccer Skills
Area of interest: Motor Learning
1985 M.A., Physical Education
University of New Mexico, Albuquerque, N.M. 87131
1972 M.A., Sociology (ABT, 60 credits)
Southern Illinois University, Edwardsville, Ill., 62025
2002 California preliminary teaching certification, K-12,
Specialty: Physical Education
1993 New Mexico Spanish teaching certification, grades K-12

ADDITIONAL EDUCATION
2000 Skills Building Workshop, Supreme Court of New Mexico, Administrative
Office of the Courts, Santa Fe, N.M. 87501
Practice in simultaneous, consecutive, and sight translation.
1991 Spanish 202, Theory of translation
University of New Mexico, Albuquerque, N.M. 87125
1987 English 219, Technical Writing
University of New Mexico, Albuquerque, N.M. 87125

TEACHING EXPERIENCE
2003- Adjunct Instructor, Hartnell College
156 Homestead Ave.
Salinas, Ca 93901.
Instructor: Spanish 2
2002  Part-time Spanish Instructor, Chapman University
      Undergraduate Programs, Monterey Campus
      Monterey, Ca. 93940

      Instructor: Spanish 101, Spanish 102

2002  Instructor, Spanish Pre-GED, Salinas Adult School
      20 Sherwood Place
      Salinas, Ca. 93906

1990-2001  Spanish/bilingual teacher, Albuquerque Public Schools*,
      725 University Boulevard, S.E.  87121

      Reason for leaving: Retired as of September 21, 2001

      Community College
      725 Buena Vista, S. E.  87106

      Subjects: Spanish 101, 106; Reading 99, Reading 100; GED,
      English as a Second Language.

      Reason for leaving: Resigned to move to Monterey

1984-1988  Teaching Assistant, Health, Physical Education, and Recreation
      Department
      University of New Mexico, Albuquerque, N.M. 87131

1965-67  Instructor, Inter-American Library School, University of Antioquia
      Medellin, Colombia, S.A.

      Subjects: Reference and Documentation, Bibliography
      Reason for leaving: Return to the U.S.

HONORS:  Fulbright Scholar, 1963-65

UNRELATED UNIVERSITY EXPERIENCE:

1967-1970  Reference Librarian
      The Pennsylvania State University, State College, Penna.


1973-1975  Reader Services Librarian, The State University of New York at Old
      Westbury, N. Y.

1975-1978  Circulation Librarian, University of New Mexico
      Albuquerque, N.M.  87121
CLERICAL/ADMINISTRATIVE EXPERIENCE

1998-99  Data Processor, Bank of America  
          Sixth St., Albuquerque, N.M. 87105

1996-97  Customer Service Division, America Online Calling Center  
          Albuquerque, N.M. 87109

1995-96  Bilingual Telemarketer, MCI Calling Center  
          Albuquerque, N.M. 87109

LANGUAGES SPOKEN
Native Spanish Speaker; Reading knowledge of French and Portuguese.

REFERENCES
Career Counseling and Placement Services  
Student Services Center, University of New Mexico  
Albuquerque, N.M. 87131 Tel. (505) 277-2531

Additional references upon request.

Updated: 2/09/02
Gene Wesley Fober
5899 Big Oak Drive
Columbus, Georgia 31909
(706) 563-0000 home
(706) 545-4457 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

Primary Graduate Subjects
- Research Design & Statistics: 28 Quarter Hours
- Motor Learning & Control: 21
- Psychology: 23

Primary Undergraduate Subjects
- Physical Education: 48 Semester Hours
- Psychology: 27

EMPLOYMENT BACKGROUND

Team Anteon
Fort Benning, Georgia
July 2004 to Present

Position: Training Analyst

Omega Training Group Inc.
Columbus and Fort Benning, GA
July 2003 to July 2004

Position: Training Analyst
Duties: Project Task Force Soldier – Study current training and develop plans for increasing rigor in training to meet the demands of combat. Provide Army with core tasks that every Soldier must be trained on to perform in combat.
Position: Program Coordinator and Associate Director of Academic Affairs – Graduate  

Troy State University  
Fort Benning, Georgia  
September 2001 to July 2003

Position: Adjunct Professor  
Duties: Teach graduate courses in research methods in education and measurement and evaluation. Teach undergraduate courses in exercise sciences and statistics for the social sciences.

Troy State University  
Fort Benning, Georgia  
September 1995 to Present

Columbus State University  
Columbus, Georgia  
September 1997 to May 2000

Position: Adjunct Professor  
Duties: Teach undergraduate course in measurement and evaluation.

U.S. Army Research Institute  
Fort Benning, Georgia  
June 1987 to September 2001

Position: Research Psychologist, GS-12  

Duties: October 1996 to September 2001 – Project Land Warrior. Develop research plans to investigate training impact of integrating digital information into squad and platoon level Infantry. Evaluate level of proficiency of soldiers’ computer skills. Determine training requirements for operation of digitized equipment. Provide information on how to integrate new equipment into one system.

Duties: October 1992 to September 1996 – Project Battle Staff Training. Developed research plans to examine training needs for battalion and brigade battle staff officers. Provided data to courseware engineers for constructing multimedia instruction. Evaluated multimedia instruction in terms of training needs and effectiveness.


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 instructional 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. 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.

Northern Little League
Midland, Georgia

Position: Volunteer Manager of Little League baseball team
Duties: Coach baseball for 10-12 year old boys and girls. Develop and implement practice sessions for a team of 12 players.
RESEARCH PUBLICATIONS


RESEARCH PRESENTATIONS


EDUCATION

Sc.D. (With Distinction), Boston University, Boston, MA, 1984
   Applied Anatomy and Physiology
M.S. California State University, Hayward, CA, 1974
   Physical Education
B.A. California State University, Hayward, CA, 1970
   Psychology
B.S. California State University, Hayward, CA, 1970
   Physical Education

PROFESSIONAL EXPERIENCE

U.S. Army Center for Health Promotion and Preventive Medicine, Aberdeen Proving Ground, MD
Research Physiologist 1997-Present
Serve as team leader on epidemiological investigations. Responsibilities include design of investigations and collection, analysis, and publication of data. Conceive, manage, and conduct surveillance studies examining associations between injuries and health, fitness, and performance. Major Army consultant on injury and physical fitness issues.

U.S. Army Research Laboratory, Aberdeen Proving Ground, MD
Research Physiologist 1994-1997
Serve as independent investigator, team leader, and technical advisor for investigative efforts in physiology, ergonomics, biomechanics, and anthropometry. Developed approaches and conduct research studies relating to soldier equipment and training techniques.

U.S. Army War College, Carlisle, PA.
Exercise Physiologist 1993-1994
Responsible for health research and instructing senior military officers in health and physical fitness. Initiated and taught courses in Occupational Physiology and Occupational Medicine. Developed and monitored exercise science practicum for students of local colleges.

U.S. Army Research Institute of Environmental Medicine, Natick, MA.
Research Physiologist 1988-1993
Responsible for conceiving, managing, and conducting applied human research studies. Research areas included exercise biochemistry, injury epidemiology, physical fitness training, ergonomics and examination of factors that limit human performance under conditions of environmental/occupational stress.

U.S. Army War College, Carlisle, PA.
Physiologist 1984-1988
Responsible for educating and conducting research on the health and physical fitness of senior military officers. Developed health and fitness database of officers for long-term follow-up. Actively managed personal health of military personnel. Developed physical fitness and wellness assessment program. Developed syllabi for and taught classes in cardiovascular conditioning, muscle strength training, smoking cessation, nutrition and human physiology.

U.S. Army Research Institute of Environmental Medicine, Natick MA.
Research Technician 1975-1983
Responsible for assisting in and conducting physiological and biomechanical studies of humans and animals. Designed, constructed and maintained laboratory equipment. Acquired and performed statistical analysis of data.
Professional Affiliations

American College of Sports Medicine
American Alliance for Health, Physical Education, Recreation and Dance
National Strength and Conditioning Association
Military Operations Research Society
Human Factors and Ergonomics Society

Military Experience
TEACHING EXPERIENCE

Uniformed Service University of the Health Sciences 2001-Present
Adjunct Assistant Professor of Preventive Medicine and Biometrics
Adjunct Assistant Professor of Family Medicine
Lecture in Basic Epidemiology Course. Provide study design and statistical analytical support.
Mentor student projects.

North Carolina Agricultural and Technical State University, Greensboro, NC 1996-Present
Adjunct Associate Professor of Industrial Engineering
Cooperative instruction (with team) in course entitled Advanced Topics in Human Factors.
Specifically teach Anthropometrics and Occupational Physiology. Supervise students in senior projects.

U.S. Army War College, Carlisle, PA. 1993-1994
Health and Fitness Instructor
Initiated and taught courses in Occupational Physiology and Occupational Medicine. Developed exercise science practicum for students of local colleges.

Boston University, Sargent College of Health Sciences and Allied Health Professions 1989-1991
Served on doctoral dissertation committees of two students

U.S. Army Medical Department Center and School, Ft Sam Houston, TX 1988
Supervised 1 student in Master's project.

U.S. Army War College, Carlisle, PA. 1984-1988
Physiologist
Developed syllabi for and taught classes in cardiovascular conditioning, muscle strength training, smoking cessation, nutrition and human physiology.

California State University, Hayward, CA. 1971-1973
Graduate Assistant
Substituted in academic lectures and taught laboratory classes in exercise physiology, motor learning and statistics. Taught activity classes in tennis, volleyball, racquetball and handball.

St. Clement's Elementary School, Hayward, CA. 1969-1972
Physical Education Instructor
DR. JASON W. LEE

EDUCATION

2002 Doctor of Philosophy (Ph.D.), Florida State University
   Specialization: Sport Administration
   Tallahassee, FL

1999 Master of Science (M.S.), Troy State University
   Major: Foundations of Education
   Area of Specialization: Sport and Fitness Management
   Troy, AL

1997 Bachelor of Science (B.S.), Troy State University
   Major: Social Science
   Minor: Criminal Justice
   Graduated summa cum laude
   Troy, AL

1995 Associate of Arts (A.A.), Lake City (FL) Community College
   Specialization: General Studies
   Graduated magna cum laude
   Lake City, FL

PROFESSIONAL EXPERIENCE

2002-Present
   Assistant Professor, Sport & Fitness Management
   Department of Kinesiology & Health Promotion, Troy University
   Troy, AL

   In addition to my duties as Assistant Professor at Troy University, I am also
   involved in the following professional endeavors:

   2003-Present
   Executive Director, Alabama Institute for Sport and Fitness Management

   2004-Present
   Director, Law Enforcement and Public Safety (LEAPS) Games

   2004-Present
   Editor, SMART (Sport Management and Related Topics) Online Journal

2001-2002
   Assistant Professor, Sport Management
   Sport Management Program, Webber International University
   Babson Park, FL
1999-2001
Graduate Research Assistant, Sport Management
Graduate Teaching Assistant, Sport Management
Department of Physical Education, Florida State University
Tallahassee, FL

1998
Graduate Teaching Assistant
Department of Kinesiology & Health Promotion, Troy State University
Troy, AL

ADDITIONAL EXPERIENCE
1999
Student Union Manager
Oglesby Student Union, Florida State University
Tallahassee, FL

1998
Campus Intramural Staff
Campus Recreation/Student Activities, Troy State University
Troy, AL

1997
Area Service Representative
CardioSystems
Troy, AL

1996-1997
Student Center Manager
Baptist Campus Ministry, Troy State University
Troy, AL

OTHER RELATED EXPERIENCES
2002
Practicum Internship
Christian Life Center, First Baptist Church
Tallahassee, FL

1999
Practicum Internship (1999)
Florida Law Enforcement Games; Space Coast Sports Promotion
Brevard Co., FL

1998
Hospitality Supervisor
AHSAA Southeastern Regional Boys & Girls Basketball Championships
Troy, AL
PUBLICATIONS


ACCEPTED ARTICLES
Lee, J. W. (in press). Sport and the church: Exploring sport in the Christian Life Center has been accepted for publication in the *SMART (SPORT MANAGEMENT AND RELATED TOPICS) Online Journal*.

Lee, J. W. (in press). Prayer will be included in the *Berkshire Encyclopedia of World Sport*.

ARTICLES UNDER REVIEW

DISSERTATION
PRESENTATIONS


POSTER PRESENTATIONS


SERVICE

INSTITUTIONAL SERVICE
- Director of the Law Enforcement and Public Safety Games (to be played in July 14-17, 2005)
- Coordinator/Founder, Inaugural Southern Sport Management Conference, Troy, AL (April 7-8, 2005).
- Created the web-based tool KINESIOLOGY CAREER ADVISING TOOL (2004)
- Experiential Learning Class Project Supervisor, Billiard Tournament Fundraiser for the Alabama Institute for Deaf and Blind (2004)
- Chair, TSU Inaugural Spring Relay for Life Golf Tournament (2003)
- Director, 9th Annual Nick Costes-Troy Banks & Merchants 5K/10K Run (2003)
- Helped in the planning for NASPE/NASSM accreditation for the Sport & Fitness Management Program, Troy State University (2002-Present)
- Troy State University Athletic Marketing Committee (2002-2003)
- Troy State University’s Living Learning Faculty Mentor (2002-2004)

Webber International University
- Faculty Advisor, Fellowship of Christian Athletes, Webber International University (2001-2002)
- Instructed Field Experience Program-Webber International University (2002)
COMMUNITY SERVICE INVOLVEMENT
- Sunday school teacher, Southside Baptist Church, Troy, AL (2004-Present)
- Instructor Fit 4 Fitness Program, Southside Baptist Church, Troy, AL (September-December, 2004)
- Volunteer Youth Director-Southside Baptist Church, Troy, AL (1996)
- Youth Baseball Coach, Troy (AL) Parkas & Recreation (beginning April, 2005)
- Additionally, I have also worked with a variety of service organizations including: American Cancer Society (Relay for Life), Drug Abuse Resistance Education (DARE), Habitat for Humanity, March of Dimes Walk America, Special Olympics, Vacation Bible School (VBS)

COMMITTEES
Troy University
- NCAA Certification Self Study Committee, Troy State University (2004-2005)
- Department of Kinesiology & Health Promotion, Sport & Fitness Management Faculty Search Committee, Troy State University (2004)
- Chair, Department of Kinesiology & Health Promotion, Sport & Fitness Management Faculty Search Committee, Troy State University (2003)
- Department of Kinesiology & Health Promotion- Sport & Fitness Management Curriculum Committee, Troy State University (2002-Present)
- Troy State University’s Irish Week Planning Committee (2003)
- Department of Kinesiology & Health Promotion- Sport & Fitness Management Qualifying/Comprehensive Exams Committee, Troy State University (2002-Present)

Webber International University
- Graduate Council Committee, Webber International University (2001-2002)

HONORS AND AWARDS
- Graduate Teaching Assistantship, Florida State University (1999-2001)
- Graduate Research Assistantship, Florida State University (1999 and 2000)
- Graduate Teaching Assistantship, Troy State University (1998)
- Excellence in Leadership Scholarship, Troy State University (1996-1997)
- American Association of State Troopers (AASST) Scholarship (1994-1996)
- Florida Vocational Gold Seal Scholarship (1994-1995)
- Lake City Community College Honors Scholarship (1994-1995)
GRANTS


COURSES TAUGHT

Troy University (2002-Present)

Undergraduate Courses
- HPR 3355 Introduction to Sport & Fitness Management
- HPR 4430 Sport and Fitness Marketing
- HPR 4435 Current Issues in Sport and Fitness Management
- HPR 4440 Administration of Sport, Recreation & Athletic Training
- HPR 4443 Governing Agencies
- HPR 4451 Sport Finance and Business
- HPR 4453 Legal Issues in Sport & Fitness Management

Graduate Courses
- SFM/HPR 6615 Sport Administration
- SFM/HPR 6616 Sport Finance
- SFM/HPR 6632 Critical Issues in Sport and Fitness Management, Health and Physical Education
- SFM/HPR 6640 Sport & Fitness Marketing
Webber International University (2001-2002)
Undergraduate Courses
- SMT 170 Field Experiences
- SMT 260 Ethics and Issues
- SMT 340 Sports Promotion
- SMT 390 Sport Law
- SMT 440 Facilities & Event Management

Graduate Course
- MBA 671 Legal & Political Aspects of Sport

Florida State University (1999-2001)
Undergraduate Courses
- PET 4491 Sport Law
- PET 4930 Sport Finance

Troy State University (1998)
Undergraduate Courses
- HPR 1103 Bowling
- HPR 1104 Golf
- HPR 1141 Jogging
- HPR 1142 Weight Training
- HPR 2204 Intermediate Golf
- HPR 2241 Intermediate Jogging
- HPR 2242 Intermediate Weight Training

NEW COURSES DEVELOPED
Troy University
Undergraduate Courses
- HPR 4430 Sport and Fitness Marketing
- HPR 4435 Current Issues in Sport and Fitness Management
- HPR 4440 Administration of Sport, Recreation & Athletic Training
- HPR 4443 Governing Agencies
- HPR 4451 Sport Finance and Business

Graduate Course
- SFM/HPR 6616 Sport Finance

Webber International University
Graduate Course
- MBA 671 Legal & Political Aspects of Sport

Florida State University
Undergraduate Course
- PET 4930 Sport Finance
D. Nicholas Stutzman  
3101 Amber Chase Drive  
McDonough, Georgia 30253  
Phone: (770) 318-1664  
Cell: (706) 577-0193  
Email: Stutz12JD@aol.com

EDUCATION

Admitted to Practice Law in Georgia 11/05/03

Stetson University College of Law, Juris Doctor, 2003  
St. Petersburg, Florida

Extracurricular Activities: Lt. Gov. of Operations ABA LSD 5th Circuit, Student Bar Association Class Representative, Elections Committee Chair, Chief Research Assistant, Florida Supreme Court Certified County Court Mediator, William F. Blews Pro Bono Service Award.

Columbus State University, Bachelor of Science, Criminal Justice, 1999  
Columbus, Georgia

Extracurricular Activities: Baseball Team, NCAA Student Advisory Committee, National Criminal Justice Honor Society, Columbus State University Coach’s Award, Peach Belt Athletic Conference Scholar Athlete, Dean’s List, Columbus State University Scholar Athlete, Hope Scholarship Recipient, Athletic Scholarship Recipient, Instructor Youth Baseball Camps (CSU Camp, Middle Georgia Camp, Blue Devil Camp).

LEGAL EXPERIENCE

08/03- Present  
Attorney  
The Windham Law Firm, P.C.  
McDonough, Georgia
  • Responsibilities include Advising clients, Real Estate Closings, Preparation of Wills, Title Examination and Certification.

08/02 - 05/03  
Chief Research Assistant  
Associate Dean Lynn Howell  
Stetson University College of Law
  • Responsibilities included event planning, handling confidential materials, assisting students with problems, scheduling & staffing of research assistants, scheduling appointments.

07/01 - 08/01  
Law Clerk  
08/00 - 12/00  
David J. Grindle, Attorney at Law  
Columbus, Georgia
- Responsibilities included motion preparation, trial preparation, interviewing clients and witnesses, legal research, assisting in voir dire.

## REFERENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas C. Pullen</td>
<td>Superior Court</td>
</tr>
<tr>
<td>Judge</td>
<td>Government Center</td>
</tr>
<tr>
<td></td>
<td>P.O. Box 1340</td>
</tr>
<tr>
<td></td>
<td>Columbus, Georgia 31902</td>
</tr>
<tr>
<td></td>
<td>(706) 653-4273</td>
</tr>
<tr>
<td>David J. Grindle</td>
<td>P.O. Box 72293</td>
</tr>
<tr>
<td>Attorney</td>
<td>Albany, Georgia 31708</td>
</tr>
<tr>
<td></td>
<td>(229) 439-9467</td>
</tr>
<tr>
<td>Kristen D. Adams</td>
<td>Stetson University College of Law</td>
</tr>
<tr>
<td>Professor of Law</td>
<td>1401 61st Street South</td>
</tr>
<tr>
<td></td>
<td>St. Petersburg, Fl 33707</td>
</tr>
<tr>
<td></td>
<td>(727) 562-7870</td>
</tr>
<tr>
<td>Lynn A. Howell, Esq.</td>
<td>Former Associate Dean</td>
</tr>
<tr>
<td></td>
<td>Stetson University College of Law</td>
</tr>
<tr>
<td></td>
<td>6266 10th Avenue South</td>
</tr>
<tr>
<td></td>
<td>Gulfport, Fl 33707</td>
</tr>
<tr>
<td></td>
<td>(727) 345-6336 Home</td>
</tr>
<tr>
<td></td>
<td>(727) 421-7788 Cell</td>
</tr>
</tbody>
</table>
Dr. Louis F. Tomasi, Ed. D.

Summary of qualifications

- [2003-present] Troy University-Benning. Program Coordinator, Sport and Fitness Management (Associate, Bachelor and Master degrees). Troy University-Benning, Ft. Benning, GA.

Work experience

[1974-1988] United States Military Academy. Department of Physical Education. Associate Professor, West Point, NY. 10996. Head Athletic Trainer, Associate Professor/teacher


[2003-present] Troy University-Benning. Program Coordinator, Sport and Fitness Management (Associate, Bachelor and Master degrees). Troy University-Benning, Ft. Benning, GA.

Education


[1973-1974] East Stroudsburg University, M.S. Biophysical Realm in Physical Education

[1968-1972] University of Vermont B.S. Physical Education

Extracurricular activities

Volunteer coach for many sports throughout the years.

Accreditations

Certified Athletic Trainer, National Athletic Trainers’ Association, Amateur & Professional Ski Instructor, Advance Diver, Professional Scuba Instructor, Health Fitness Instructor, American College of Sports Medicine, Group Fitness Instructor, American College of Sports Medicine, Advance Physical Fitness Instructor, Institute for Aerobic Research, Physical Fitness Director, Institute for Aerobic Research

Health Fitness Director, Institute for Aerobic Research, Professional Trainer, American Council of Exercise.

Professional memberships

American College of Sports Medicine

National Athletic Trainers’ Association, Professional Scuba Instructor, American Council of Exercise.

Community activities

Volunteer coach for many sports throughout the years.

References

Upon Request.

Volunteer experience

Volunteer coach for many sports throughout the years.
Objective: Seeking a position as an adjunct professor in nutrition, nutrition and physical performance, clinical dietetics, or foodservice management.

HIGHLIGHTS OF QUALIFICATIONS

- Experience in teaching at the university and community college level
- Superior qualifications as a preceptor for dietetic interns
- Extensive experience in clinical nutrition management in a teaching medical center
- Extensive experience in food service management in a teaching medical center
- Recognized by The Surgeon General of the Army for expertise in dietetics
- Recognized for contributions to the Army Medical Department by being awarded the Legion of Merit and the Order of Military Medical Merit
- Conducted outcomes research and nutrition data analysis for interdisciplinary research protocols
- Committee member for the Internal Review Board at Walter Reed Army Medical Center

RELEVANT EXPERIENCE

Educator

- Taught graduate level course, Nutritional Pathophysiology, and undergraduate course, Sports Nutrition, while a doctoral student/candidate
- Taught nutrition for non-nutrition majors at a two-year college
- Program director and primary instructor for military allied health training programs including the military equivalent of the Certified Dietary Managers program
- Nutrition instructor in various military-based degree programs including sports nutrition in the Baylor University Physical Therapy program, basic nutrition in the physician assistant program, basic nutrition in the licensed practical nurse program, and cardiac nutrition for the cardiology technologist course
- Nutrition speaker at numerous training programs for the military as well as wellness programs
- Presented public service announcements on nutrition for the Armed Forces Network television and radio in Europe
**Food Service Management**

- Managed a $3.5 million, 66-employee food service operation of a 150-bed teaching medical center serving 45,000 patient and cafeteria meals per month
- Trained multidisciplinary supervisors on principles of budget, personnel management, food service sanitation, training, and labor relations
- Consultant for 5 community hospital food service directors in a 3-state region
- Member of the Executive Board of the local dietetic internship program and management preceptor for the Augusta District Dietetic Internship

**Clinical Nutrition Management**

- Managed a 50-employee clinical dietetics and research department in a 350-bed teaching medical center; the largest medical facility in the Department of Defense
- Consultant for a medical center and 5 community hospitals/clinics on issues related to medical nutrition therapy and clinical research
- Preceptor for a dietetic internship and oversight of outcomes studies
- Ward coverage for oncology and the VIP special care unit, and the dietitian for the Congress, Senate and support staff at the Capital Hill Clinic

**Supervision**

- Extensive experience in supervising military and non-military supervisors and employees in a multidisciplinary workforce
- Extensive experience in labor relations management issues
- Guaranteed timely completion of numerous projects
- Ensured compliance to Joint Commission on Accreditation of Healthcare Organization standards; participated in four accreditation surveys with zero findings in the nutrition department
- Supervision of the development of a new wellness center at Walter Reed Army Medical Center. Supervised the planning phase, building modification, staffing, and eventual implementation of the protocols for use at the center

**Fiscal Responsibilities**

- Strict accountability of a $3.5 million food and supply budget – within a +/- 1% variation with oversight of $350,000 per month payroll
- Monitored overtime expenses, decreasing overtime use by 90% in 2 ½ years
- Extensive reorganization of a department that saved almost $500,000 in labor costs

EMPLOYMENT HISTORY

Present 2004)
Adjunct professor, Georgia Southern University (Starting Spring semester

Teaching responsibilities are for the following classes: Nutrition of the Life Cycle, Nutrition and Diet Therapy, and Introduction to Food Science.

Staff (Part time) at the Wellness and Weight Loss Center in Augusta, Georgia

Consultant, University Hospital Medical Weight Management Program Augusta, Georgia (Part time)

Residencies include individual counseling in the outpatient clinic and group classes for enrolled participants in the medical weight management program. Emphasis is on transition from a liquid formula to solid foods and then weight maintenance.

2000-2003
Chief, Nutrition Care Division, Dwight David Eisenhower Army Medical Center, Augusta, Georgia

Foodservice director for the medical center. Supervised 66 employees; maintained fiscal accountability of a $3.5 million budget; provided training opportunities for all employees, including 6 registered dietitians, 2 dietary managers, and other key staff; ensured compliance to JCAHO standards; worked with labor relations issues and federal regulations regarding civilian personnel issues; preceptor for a management rotation for the Augusta District Dietetic Internship program and on the executive board for this internship; consultant for five other medical facilities in the region of Georgia, Alabama, South Carolina, and Kentucky.

1997-2000
Chief, Clinical Dietetics and Research Division, Walter Reed Army Medical Center, Silver Spring, Maryland

Clinical nutrition manager. Supervised 50 employees to include 8 registered dietitians and 5 diet technicians; ensured compliance to JCAHO guidelines; provided medical nutrition therapy (MNT) to the specialty VIP unit and the Capital Hill Clinic; oversight of MNT provided in the acute medical and surgical wards as well as the outpatient clinics; established a wellness center for the installation; oversight of the clinical
rotation for the dietetic interns and preceptor for their clinical management rotation; oversight of the outcomes studies for each intern; primary consultant for research conducted in the urology and cardiology clinics and on the Internal Review Board for the region.

1994-1997 Full time doctoral student, Texas Tech University, Lubbock, Texas
Taught Sports Nutrition at the undergraduate level and Nutritional Pathophysiology at the graduate level.

1992-1994 Chief, Nutrition Care Division, 95th Station Hospital, Heidelberg, Germany
Foodservice director with supervision of 34 personnel. Duties were the same as for the position at Eisenhower Medical Center except on a smaller scale. Extensive experience working with a multinational workforce.

1991-1992 Chief, Nutrition Care Division, 5th General Hospital, Stuttgart, Germany (Facilitated closure of this facility.)
Foodservice director. The same responsibilities as in Heidelberg except the added responsibility of closing the facility and working out the logistical issues related to relocating personnel and equipment.

Clinical nutrition manager with similar duties as when at Walter Reed but on a smaller scale. Also provided lectures to large groups at the Sergeants Major Academy.

1986-1989 Nutrition Educator, Academy of Health Sciences, San Antonio, Texas (Completed Masters degree during this assignment.)
Course coordinator for the Army equivalent of the dietary managers course. Also provided nutrition instruction to various graduate and undergraduate courses for the health care training programs for the Army.

1983-1986 Chief, Nutrition Care Division, Patterson Army Community Hospital, Fort Monmouth, New Jersey
Food service director with similar duties as when in Heidelberg but on a smaller scale.

1981-1983 Chief, Clinical Dietetics, Ireland Army Community Hospital, Fort Knox, Kentucky
Clinical nutrition manager with similar duties as in El Paso but at a community hospital. Also taught nutrition classes for non-nutrition majors at Elizabethtown Community College, Elizabethtown, Kentucky.

1980-1981 Staff Clinical Dietitian, Fitzsimons Army Medical Center, Aurora, Colorado
Responsible for medical nutrition therapy on the oncology, neurology and GI wards as well as WIC coordination and outpatient clinic coverage.

EDUCATION
1997 Doctorate, Food and Nutrition
Texas Tech University, Lubbock, Texas
1988 Masters Degree, Education
University of Texas, San Antonio, Texas
1979-1980 Dietetic Internship
Brooke Army Medical Center, San Antonio, Texas
1979 Bachelors Degree, Food and Nutrition
California State Polytechnic University, Pomona, California

PROFESSIONAL AFFILIATION
American Dietetic Association R560912
Georgia Dietetic Association Board member 2003-2004
Augusta District President 2003-2004
Dietetic Association President-elect 2002-2003
Licensed Dietitian, Georgia LD002592
Clinical Nutrition Managers Specialty Group
Hospital Foodservice Managers Specialty Group

REFERENCES:
COL Brenda Forman, Chief Dietitian, United States Army Medical Specialist Corps, Fort Sam Houston, Texas (210) 221-6792

COL Deborah Lomax-Franklin, Deputy Commander for Nursing, Eisenhower Army Medical Center, Fort Gordon, Georgia (706) 787-6145

Jeanne Lee, MS, RD, Internship Director, University Hospital, Augusta, Georgia (706) 774-8897

Holly Ford, Program Director, Wellness and Weight Loss Center, Augusta, Georgia (706) 860-0070

Dr. Padmini Shankar, Associate Professor, Nutrition and Food Science, Georgia Southern University (912) 681-5785

PERSONAL
- Recently completed 24 years of service in the United States Army
• Husband, Warner, is the Technical Director of Nuclear Medicine at Eisenhower Army Medical Center, Fort Gordon, Georgia
• Two sons: Marshall (18) is a freshman at North Georgia College and State University, Dahlonega, Georgia and Kevin (13) is in 8th grade
• Current volunteer work: Recording for the Blind and Dyslexic, Athens, Georgia and the Golden Harvest Food Bank, Augusta, Georgia
APPENDIX H
THE SIX POINTS OF INSTITUTIONAL EFFECTIVENESS (SPIE)
Completed by: Lance Tatum

NAME OF PROGRAM, OPERATION, or POSITION:
Master of Science in Sport & Fitness Management

DEPARTMENT/UNIT/OFFICE/COLLEGE: Health and Human Services
DIVISION: Kinesiology & Health Promotion

LOCATION: Troy State University, TROY  DATE OF SPIE: 12/13/02

APPROVED BY: Chair/Director Lance Tatum
Dean V.P. /Provost:

Point #1: Purpose Statement

A. Troy State University's Purpose Statement:

The graduate program in education with a specialization in physical education supports the university's purpose by providing graduate education for mature students.

B. Purpose of the Graduate Program in Physical Education:

A. All graduates in the Sport and Fitness Management program will complete a course of study for a Masters degree. The course of study is co-educational and is designed to encourage each student to develop his unique potential and to become a member of society. As stated in TSU's purpose academically, culturally and socially through administrative services, utilization of staff and facilities, teaching, scholarship, creative activities, research, and public service.

B. The purpose of the Sport and Fitness Management masters program is to provide a course of study that focuses on human movement as it relates to the cognitive, affective, and psychomotor domains of teaching and learning. Specifically, the program prepares students to:

1) gain a knowledge and understanding of health, physical education, recreation, dance, athletics, sports and fitness management relating to practical application, and

2) prepare to assume a position in the field of sport and fitness management areas.
Point #2: Objectives

Students graduating with a Masters of Science in Sport and Fitness Management will have completed:

A. Structure:

Requirements for the degree of Master of Science in Sport and Fitness Management consist of successful completion of 33 semester hours of coursework. The proposed Master of Science in Sport and Fitness Management is organized as a generalist program with concentrations suited to a wide area of interest in the sports world. The program offers three options: thesis, internship and non-thesis. The 33-hours thesis option requires 30 hours of coursework, a 3-hour thesis, and successful defense of the thesis. The internship option requires 30 hours of coursework, a successful 3-hour internship, and a successful completion of a comprehensive exam. The third program will be a 33-hour non-thesis option that requires 33 hours of coursework, with a successful completion of a comprehensive exam. Each of the three program options will require a 18-hour core that encompasses statistics & research methods, issues, sports marketing and sports law that are germane to the Sport and Fitness Management studies as a whole.

B. Content

1. Catalogue Descriptions

The Bulletin contains clear and accurate descriptions of all of the Sport and Fitness Management courses to include the course title, hours credit, prerequisites, and the semester that the course is offered.

Point #3: Expected Results:

Upon completion of the Sport and Fitness Management masters program:

A. 90% of students will score eighty percent or above on the sport and fitness management comprehensive exam.

B. Students selecting the internship will successfully complete a 3-hour internship in the area of their concentration and at least 90% will earn a grade of "A or "B".

C. 90% of the students will have been employed in a health, exercise performance, recreation, sport management or athletics related position or will have gained admission to a graduate program within one year of graduation.

D. 90% of the respondents on the Alumni Survey will express satisfaction with the quality of education that they received while attending Troy State University.
E. 90% of the respondents on the Survey of Employers will express satisfaction with the quality of education that their employees received while at Troy State University.

F. Graduating Student Survey

<table>
<thead>
<tr>
<th>Items</th>
<th>“Excellent” or “Good”</th>
<th>Expected Results Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate your preparation in your major in the following areas:</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>In my academic field, knowledge of ....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[49] Subject matter and processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[52] Strategies for applying skills in my field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[53] Management and organizational skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[99] Please rate how well you feel TSU has prepared you for work or continued education?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Alumni Student Survey

<table>
<thead>
<tr>
<th>Items</th>
<th>“Excellent” or “Good”</th>
<th>Expected Results Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>[14] Look back to the time you graduated from TSU and rate your perception of the educational experience you had at TSU at that time.</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>[15] Having been away from TSU for one or five years, how would you rate the [graduate] educational experience you had at TSU today?</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>[17] Your overall experience [at TSU]</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>[18] Abilities and skills necessary to obtain employment in your field</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>[35] Your academic experience [at TSU]</td>
<td></td>
<td>80%</td>
</tr>
</tbody>
</table>

Optional: Graduate Student Survey (Used on the TSU campus only)

<table>
<thead>
<tr>
<th>Academic Items</th>
<th>“Excellent” or “Good”</th>
<th>Expected Results: Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>[17] Your overall quality of my graduate studies [at TSU]</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>[26] Quality of instruction in my area [of study]</td>
<td></td>
<td>80%</td>
</tr>
</tbody>
</table>
Point #4: Assessment Instruments:

The Sport and Fitness Management Masters Program will make performance assessment, using the following instruments.

A. The Sport and Fitness Management Comprehensive Examination.

B. Internship evaluation; by student intern, on-site supervisor and university supervisor.

C. Journal/diary and/or portfolio evaluation by university supervisor.

D. Annual Alumni and Employer Surveys taken one year following graduation.

E. Graduate Student Survey taken at the time of the student’s graduate comprehensive examination.

Point #5: Procedures for Administering Assessment Instruments:

A. The Department’s comprehensive examination is administered once each semester. Students request the exam through the Departmental Chair’s office. Those students who are in the last semester of their degree program are eligible to sit for the exam. Students identify two courses in the discipline from which to receive examination questions. From the two identified courses, exam questions are requested by the Chair from the graduate faculty in the discipline.

B. Interns evaluate themselves in the form of a diary kept of all experiences during the semester. The supervisor on site utilizes a university developed evaluation form to evaluate the interns performance, and then sends the evaluation to the university supervisor. The university supervisor is the Department Chair. The Chair evaluates the intern through the use of meetings, emails, phone calls, and the student prepared portfolio.

C. An annual alumni survey and employer survey is conducted by the department. One year following graduation, graduates and their employers are questioned on their feelings of adequacy of the education received at Troy State University.

Point #6: Statement of Responsibility for Annual Assessment Report

1. Providing actual results of assessment:

The department chair is responsible for providing the results of the professional education exit examination, physical education exit examination, and teaching internship evaluations to the physical education faculty and to the Deans of the College of Education and Health and Human Services.
2. **Analyzing assessment results:**

The persons designated to analyze the results of the assessment are the physical education faculty, department chair, and deans of education and health and human services.

3. **Comparing actual assessment results with expected results:**

Based on assessment findings, the physical education faculty and chair work together to formulate a means to strengthen or improve the program.

4. **Identifying strengths and weaknesses:**

The physical education faculty and chair are responsible for identifying strengths and weaknesses in the physical education program.

5. **Formulating plans for improvement (PFI):**

The physical education faculty and chair are responsible for formulating plans of improvement of the physical education program.

6. **Implementing plans for improvement (PFI):**

The physical education faculty and chair are responsible for implementing plans of improvement of the physical education program.