



America's Sports University®

MASTER'S PORTFOLIO

MANUAL

UNITED STATES SPORTS ACADEMY

MASTER

OF

SPORT SCIENCE

HONOR CODE FOR THE UNITED STATES SPORTS ACADEMY

Students at the United States Sports Academy (the Academy), join a community of scholars who are committed to the pursuit of excellence in the instructional process; therefore, we expect the same by all members of the community. It is expected that all students will pursue their studies with both integrity and honesty. Those students who choose not to do so are forewarned that academic integrity and honesty are taken very seriously at the Academy. Any student caught in academic dishonesty, including but not limited to plagiarism and cheating, will be subject to disciplinary action that may include expulsion from the program.

NOTICE TO ALL STUDENTS

The Academy is an equal opportunity, coeducational, independent institution of higher learning. It is open to all students and faculty and does not discriminate in admissions or employment on the basis of race, color, sex, age, religion, disability, or national origin. Every effort has been made to include in the manual information that, at the time of printing, most accurately and pertinently mirrors the Academy within the context in which it is offered. However, the provisions of the manual are subject to change by the Academy without prior notice and do not constitute a contract between any student and the Academy. As a private institution, the Academy explicitly reserves the right to judge whether it is in the best interest of the institution that a student be allowed to continue affiliation and may, for reasons deemed sufficient by the Academy itself, discontinue affiliation. By registering, students concede to the Academy the right to require withdrawal whenever the Academy deems withdrawal necessary.

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PHILOSOPHY OF THE ACADEMY

The United States Sports Academy (hereinafter referred to as “the Academy”) believes that sport is both an academic discipline and an industry. As such, students need to learn both the theory of the discipline and the application of that theory to the industry to prepare for their chosen career. As an academic discipline, sport has both a discernible and distinct body of knowledge in higher education at both the undergraduate and graduate levels. The Academy provides a strong theoretical body of knowledge for its students.

MISSION STATEMENT

The Academy is an independent, non-profit, accredited, special-mission sports university designed to serve the nation and the world with programs of instruction, research, and service. The role of the Academy is to prepare men and women for careers in the profession of sports.

PURPOSE OF THE MASTER’S PORTFOLIO

The Master’s Portfolio serves several main purposes:

- It guides students through their program of study.
- It focuses students’ interest and enhances their research skills.
- It serves as the comprehensive evaluation of students’ learning.

The Portfolio goes beyond that which has been intended with comprehensive examinations with added features that focus on research, the foundation of master’s study. When completed, the Portfolios will be clear academic portraits of students’ interests, scholarly abilities, writing capabilities, independent and critical thinking, and research capabilities.

At the core of the Portfolio development is the concept of success orientation for students. It is a self-correcting project with numerous points of intervention to ensure student success. The Portfolio is a living document to be used throughout the tenure of Master’s students’ programs. Students will work with a Portfolio Advisor, who will be assigned by the Academy.

PORTFOLIO OVERVIEW

In addition to completing course requirements, students will need to conduct independent research to complete Portfolio documents. It is important for students to monitor their progress of Portfolio submissions. A checklist is included in this manual and should be used as a roadmap for completion of Portfolio requirements.

PORTFOLIO ADVISOR

The Chief Academic Officer of the Academy will assign the Portfolio advisor. Students will be responsible for notifying their Portfolio advisor when they submit one of the Portfolio elements. The Portfolio advisor will execute a review of the Portfolio at least once per term (Fall, Spring, and Summer). Students should understand that grading of portfolio submissions will take place within the course and the grade earned will be reflected in the Portfolio. The Portfolio advisor will verify submissions and cumulating point totals.

Email is an appropriate method to contact the Portfolio advisor with any questions or concerns.

In the event that the Portfolio advisor terminates with the Academy, a new advisor will be assigned.

TECHNOLOGICAL COMPONENTS

The Master's Portfolio is housed within the Academy's Learning Management System (LMS), Canvas. This shell mirrors the same elements of the courses students take at the Academy. The title of the Portfolio shell can be found under COURSES tab on the Canvas Dashboard.

ELEMENT OVERVIEW

The three (3) elements of the Master's Portfolio are:

- Administrative
- Academic
- Personal

All Portfolio submissions must include a title page in APA format. A sample title page may be found under the Resources link in the Welcome to the Course module in Canvas.

I. ADMINISTRATIVE ELEMENTS

A. Personal Statement

The Personal Statement is an integral part of the Portfolio self-evaluation process and provides the framework for both the analytical presentation of goals and the closing document of the Portfolio, the summative narrative. The Personal Statement takes the form of a comprehensive narrative presenting a student's biography, career plans, and goals in pursuing a master's degree at the United States Sports Academy. The statement is evaluated

by the Master's Admissions Committee. Committee members seek evidence reflected in the content of the statement regarding five requisite qualities and abilities including:

- motivation, maturity, judgment, and creativity;
- possession of sound personal and professional objectives;
- awareness of intellectual strengths as well as skills needing development;
- ability to express concepts and communicate meaning in concise writing; and
- proficiency in standard written English.

1. The Three Components of the Personal Statement

a) Biographical Component

Earlier learning experiences, both formal and informal, should be described in a concise narrative. The nature and general outcome of all prior study, sport-related work experience, and participation in scholarly research (if any) should be briefly set forth for evaluation.

b) Career Plan Component

The need for master's-level education should be explained in terms of career goals in the sports industry. This component of the essay should specify how master's study, in conjunction with background and interests, will further those goals.

c) Goals in Pursuing a Master's Degree

In this part of the statement, students should briefly discuss why they wish to enroll in master's study at the United States Sports Academy, including but not limited to (a) the reasons for selecting the Academy program rather than another master's program; (b) how master's study reflects, and may affect, personal and professional interests, concerns, and choices; (c) the particular goals anticipated to be attained through completion of the master's curriculum; and (d) proposed topics being considered for the thesis project.

B. Resume / Curriculum Vitae

Resume/Curriculum Vitae (CV) is an overview of students' life accomplishments, most specifically those that are relevant to the academic realm. A Resume/Curriculum Vitae also called a CV or vitae, is a living document, which reflects the developments in a scholar/teacher's career, and thus should be updated frequently.

The most noticeable difference between resumes and CVs is the length. In a resume, students should concisely present the relevant information pertaining to educational and career accomplishments. The goal of the CV is to construct a scholarly identity, thus reflecting ability as a teacher, researcher, and publishing scholar within the discipline.

One of the most important things to remember when working on a resume/CV is that there is not one standard format. There are different emphases in each discipline; and a good resume/CV is one that emphasizes the points and conforms to the standards.

A good place to start is to find several examples of resumes and CVs of people within the student's discipline. Students should take advantage of the Internet to find examples within their discipline. Remember resumes and CVs should be updated on a continuing basis.

The Resume/Curriculum Vitae submitted to the Portfolio should not include personal or professional references. Instead, just state: "References available upon request."

II. ACADEMIC ELEMENTS

A. Core Area Courses

The core area courses serve as the foundation of the Master's program of study. The readings, assignments, and content within these courses will provide an academic basis for future thought, research, and interest in your career. You will be required to include three submissions from the core area courses for your portfolio.

SAB 561 Contemporary Issues in Sports-**Final Paper**

SAM 544 Sports Marketing-**Unit 2 Assignment**

SAM 543 Sports Administration-**Unit 4 Assignment*** OR

SAM 541 Sports Administration for Coaches-**Unit 4 Assignment***

*Students who are coaching majors or dual coaching majors will take SAM 541 in place of SAM 543.

The collection of these course work submissions will show a proficiency in these foundational courses and will provide a reference for future research.

B. Major Area Courses

Students will submit specific assignments from their respective major area courses. Refer to the checklist in order to identify which assignments are to be included within the Portfolio. Research and application are critical components of graduate work. The inclusions from the major area courses will identify the student's level of skill in the major's learning concepts.

Note: Sports Studies majors may choose their submissions. Please refer to the Portfolio Checklist for the proper selections for each course.

C. Master's Thesis

Students selecting the academic track Thesis Option choose to do a six hour thesis (SPT 599) plus a single three-credit-hour course, *SAR 575: Professional Writing and Applied Research*. A thesis is an original piece of research by the student. Thesis manuscripts may vary in length, depending upon the topic being researched. A faculty thesis committee consisting of a chair and another member from the faculty supervises each thesis student.

Two oral defenses approximately 90 minutes in length must be scheduled and completed either on campus or by videoconference. The first is the thesis proposal defense, which is a presentation covering the first three chapters of the thesis manuscript. These chapters will include an introduction, a review of the literature, and the methodology.

Once the thesis proposal has been approved and the IRB application approved, a student is granted permission to carry out data collection. Under no circumstances may data collection be conducted prior to the thesis proposal defense. The second defense is an oral presentation covering the entire thesis experience, with a presentation of research findings. Special emphasis is given in this defense to the results, the summary, and concluding chapter.

All thesis manuscripts, once successfully completed, are sent to ProQuest/UMI for professional binding; please consult Section 6-Tuition & Fees in the Master's Degree Academic Catalog for costs incurred for thesis binding, microfilming, and optional copyright. Students who will be pursuing doctoral work at the Academy or elsewhere should seriously consider choosing the Thesis Option. All thesis hours are graded as pass or fail.

III. PERSONAL ELEMENT

A. Summative Personal Narrative

The Summative Personal Narrative reflects the student's experience in the master's program at the Academy. This submission should be an honest, introspective analysis of the student's work through the program and should evaluate the goals that were set in the entrance essay and further analyzed in the expanded document. The introduction of the paper should engage the reader and provide an overview of the purpose of the Portfolio. Students should provide an in-depth discussion on how the goals that were set prior to entering the program were met. Overall this paper should show the student's professional evolution as it relates to the goals and the overall program.

NOTE: Students who receive transfer credit for courses, which have a portfolio submission must complete that portfolio assignment and should consult their Portfolio Advisor for instructions.

PORTFOLIO CHECKLIST

The portfolio checklist is designed to assist students with keeping track of the required documents to be submitted to the portfolio shell. **Students must keep a copy of all materials submitted to the portfolio.** Enter the date submitted on the appropriate line. It is a good idea to keep an e-file of your records and correspondence with your portfolio advisor.

NOTE: Students who receive transfer credit for courses which have a portfolio submission must complete that portfolio assignment and should consult their Portfolio Advisor for instructions.

[Goals indicated correspond to the Master's Degree Program Goals.]

I. Administrative Elements (Goals: 3, 4)

Date Submitted

- Personal Statement
- Resume/CV

II. Academic Elements (Goals: 1-4)

CORE COURSES

- SAB 561 Contemporary Issues in Sports
Final Paper
- SAM 543 Sports Administration*
Unit 4 Assignment
- SAM 541 Sports Administration for Coaches*
Unit 4 Assignment

(*Coaching majors and coaching dual majors will take SAM 541 in place of SAM 543)

- SAM 544 Sports Marketing
Unit 2 Assignment

MAJOR AREA COURSES

Sports Coaching

- SAB 568 Sports Psychology: Unit 2 Assignment
- SAB 571 Sports Coaching Methodology: Unit 4 Assignment
- SAR 525 Sports Strength & Conditioning: Unit 4 Assignment
- SAD 546 Seminar in Sports Medicine: Unit 2 Assignment

Sports Health & Fitness

- SAD 556 Issues in Nutrition & Health: Unit 2 Assignment
- SAR 520 Exercise Physiology: Unit 2 Assignment
- SAR 525 Sports Strength & Conditioning: Unit 4 Assignment
- SAR 580 Exercise Testing & Prescription: Unit 2 Assignment

MAJOR AREA COURSES (continued)

Sports Management

SAM 542 Sports Business & Personnel Management: Unit 2 Assignment

SAM 545 Sports Finance: Unit 2 Assignment

SAM 551 Public Relations: Unit 4 Assignment

SAM 582 Sports Facilities: Unit 2 Assignment

Sports Studies

Choose the respective assignment/article critique from four courses. For a complete list of courses and their portfolio requirements, reference the list on the following page.

Course Number, Name and Assignment:

Course Number, Name and Assignment:

Course Number, Name and Assignment:

Course Number, Name and Assignment:

DUAL MAJORS and MAJORS WITH EMPHASIS

In addition to the student's first major, the student must add four more assignments/critiques from the second major or the emphasis area. For a complete list of courses and their portfolio requirements, reference the list in Appendix D of this document.

Course Number, Name and Assignment:

Course Number, Name and Assignment:

Course Number, Name and Assignment:

Course Number, Name and Assignment:

FINAL WRITTEN DOCUMENT

The student must submit the Master's Thesis.

SPT 599 Thesis: Master's Thesis

ARTICLE CRITIQUE

When writing an article critique, students should analyze the reading, identify their personal reaction to it, and develop a clear, concise explanation of support for their reaction. Knowledge of the discipline in which they are working is the basis on which students build the explanation.

- Read the entire article and identify the author's main point. The goal is to understand what the author wants readers to understand.
- In your own words, summarize the article using just one or two sentences. The summary should be an extract of the main points the author has emphasize in his/her article and not a quotation.
- After summarizing the article, the next step is to evaluate the article. Students should analyze how the author has supported his or her ideas. Are there examples, facts, or opinions? What is the author's bias? Are opposing arguments addressed competently? Is the author's main point convincing? Why or why not? Should the information be incorporated into personal and career pursuits or be rejected? Why or why not? (Students may agree with some points and disagree with others).

*Remember do not copy the author's words in the summary as it is plagiarism and plagiarism is termed as academic dishonesty. (For questions regarding plagiarism see tutorial 2.8 in the ACCESS program and Section 8 of the Master's Academic Catalog).

SOME KEY WORDS TO USE IN A CRITIQUE			
evidence	statistics	logical appeals	reasonable
facts	expert opinions	relevant	logical
opinions	emotional appeals	representative	fallacies
examples	ethical appeals	accurate	flawed

UNITED STATES SPORTS ACADEMY

THE RELATIONSHIP BETWEEN COACHES' LEADERSHIP STYLE AND BURNOUT

Assignment for

Master's Portfolio

SAM 544 Sports Marketing

Professor: Dr. Academy

Sammy A. Eagle

Month Year

Dale, J., & Weinberg, R. (1989). The relationship between coaches' leadership style and burnout. *Sport Psychologist*, 3(1), 1-13. Retrieved July 21, 2009, from SPORTDiscus with Full Text database.

The research by Judy Dale and Robert Weinberg combines the study of leadership in coaching with that of burnout in the human services work environment, in which coaching can easily be classified. With the increased emphasis on winning, and the increased amount of money involved in all levels of sports, asking this question is logical.

The first purpose of the study was to investigate the relationship between perceived levels of burnout by coaches and the perceived leadership style of coaches by their student-athletes. The second purpose of the study was to see if there was a relationship between burnout and a set of demographic characteristics; years of coaching service, gender, and marital status. The study looked at 502 coaches in high school or college positions in both private and public institutions. Two instruments were used to collect data. The Maslach Burnout Inventory was used to collect data on the leader's level of burnout and the Leadership Behavior Description Questionnaire was used to measure the leadership style of the coaches.

The data were analyzed for each of the proposed questions. First the demographic data was examined with a one-way analysis of variance to identify the significant relationship with burnout. This was an appropriate choice for analyzing the potential differences between the three demographic classifications and the six subscales of the stress instrument. Then the relationship of leadership to burnout was analyzed through multivariate analysis of variance and correlations, to look for the significant relationships between the explanatory variables (leadership styles) and the response variable, (burnout).

The findings show that coaches are not as burned-out as other professions, consistently falling below the average burnout scores. The study also found that coaches classified in the consideration style were consistently more burned-out than coaches who were in the initiating style. On the demographic examination no difference was found between males and females, but a significant difference was found between married coaches and single coaches. Married coaches were more stressed out than single coaches.

The study is hampered by several things. First, mixing collegiate and high school coaches in this study weakens the results, as the working environments are vastly different. In addition, some form of control for years of coaching experience should have occurred. The authors point out in their discussion that age and years of experience might have played a role in the findings. It is logical that the longer one coaches the more an accumulation of factors might lead to burnout.

In the discussion, the authors did provide a number of quality suggestions for coaches to use to prevent burnout, and this adds to the value of the article. The statistical procedures were good, but stepwise regression might have been used with age and years of experience as control variables.

Future research should look at the cumulative effect of job stressors and how they relate to burnout. Research should also try to examine the aspects of the off-season that might lead some coaches to recover and regenerate, thus avoiding burnout, while others do not recover and regenerate the necessary energy to avoid burnout.

APPENDIX A: MASTER’S PERSONAL STATEMENT RUBRIC
(page 1 of 2)

CRITERION	COMMENTS	SCORE
BEGINNING OF THE PERSONAL STATEMENT (INTRODUCTION)		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ an exceptionally interesting lead that hooks the reader, is well-ordered, and presents a compelling thesis ▪ an exceptional beginning that incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ an interesting, orderly, proficient introduction with an effective thesis ▪ a proficient beginning that incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ an adequate beginning showing a clear enough progression and an adequate thesis ▪ adequately incorporates one or more of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Weak Level 1	<ul style="list-style-type: none"> ▪ a weak, unfocused beginning without a thesis ▪ a beginning that seems not to address any of the three essay components (biography, career plan, goals in pursuing the doctoral degree) 	
Score Earned: Introduction		
MIDDLE OF THE PERSONAL STATEMENT (BODY)		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ an exceptionally illustrative, convincing series of examples supporting the thesis, through which ideas are developed in a firmly logical sequence ▪ exceptionally skillful use of transitions between topics and paragraphs 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ a pertinent series of examples supporting the thesis, through which ideas are proficiently developed in logical sequence ▪ proficient use of transitions between topics and paragraphs 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ adequate examples are provided that tend to support the thesis ▪ ideas proceed logically, overall, but some gaps in logic are present ▪ transitions between topics and paragraphs are used adequately 	
Weak Level 1	<ul style="list-style-type: none"> ▪ supporting ideas or examples are weak and fail to create a logical argument for any thesis that is offered 	
Score Earned: Body		
END OF THE PERSONAL STATEMENT (CONCLUSION)		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ an effective summary and at the same time an exceptionally skillful furthering of the thesis that advances the discussion into a new and perhaps broader context 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ a proficient summary of the entire essay that meaningfully links the final paragraph to the first paragraph or suggests some implication of the argument 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ an adequate summary of much of the essay that reiterates the thesis or suggests some implication of the argument 	
Weak Level 1	<ul style="list-style-type: none"> ▪ absent or weak summary of the essay creating an overly abrupt cessation of discussion 	
Score Earned: Conclusion		

APPENDIX A: Personal Statement Rubric
(page 2 of 2)

CRITERION	COMMENTS	SCORE
USE OF STANDARD WRITTEN ENGLISH		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ each sentence is exceptionally well- composed: grammatical, utterly clear, properly punctuated, and characterized by economy of expression ▪ a strong variety of apt sentence structures is used 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ most sentences are proficient: grammatical, clear, properly punctuated, and usually concise ▪ a variety of sentence structures is evident 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ sentences include occasional grammatical and/or punctuation errors but remain adequately clear ▪ some variation of sentence structure 	
Weak Level 1	<ul style="list-style-type: none"> ▪ numerous grammatical and punctuation errors and misuse of words make comprehension difficult ▪ command of sentence structure is absent 	
Points Earned: Use of Standard English		
USE OF PRESCRIBED FORMAT AND EDITORIAL STYLE		
Exceptional Level 4	<ul style="list-style-type: none"> ▪ all spelling is correct ▪ exceptional command of APA editorial style is evident ▪ essay is double- spaced in 12-point font and includes the prescribed title page 	
Proficient Level 3	<ul style="list-style-type: none"> ▪ all spelling is correct ▪ proficient command of APA editorial style is evident, with only minor errors ▪ essay is double- spaced in 12-point font and includes the prescribed title page 	
Adequate Level 2	<ul style="list-style-type: none"> ▪ occasional spelling errors ▪ command of APA editorial style is adequate but imperfect ▪ essay is double- spaced in 12-point font and includes the prescribed title page 	
Weak Level 1	<ul style="list-style-type: none"> ▪ numerous spelling errors ▪ use of capitalization, punctuation, abbreviations, italics, numerals, headings, and other conventions flouts guidelines in APA Publication Manual ▪ incorrect format and/or lack of proper title page 	
Points Earned: Use of Prescribed Format and Editorial Style		

APPENDIX B: MASTER'S ARTICLE CRITIQUE RUBRIC

CRITERION	COMMENTS	POINT RANGE
SOURCE RELEVANCE		
Exceeds Standards	Selected source is highly relevant to course issues and themes; source is five years old or less; source presents significant <i>graduate</i> level information.	30-27
Above Average Standards	Selected source is clearly relevant to course issues and themes; source is five years old or less; source presents relevant <i>graduate</i> level information.	26-24
Meets Standards	Selected source is relevant to course issues; source is five years old or less; information in source is <i>graduate</i> level.	23-21
Standards Minimally Met	Relevance of selected source somewhat reflects course issues; source is older than five years; source may be <i>graduate</i> level, but not obviously so.	20-10
Standards Not Met	Selected source is not relevant to course issues; source is older than five years; source is not <i>graduate</i> level information.	9-0
Points Earned: Source Relevance		30-0
SOURCE CRITIQUE		
Exceeds Standards	Critique and assessment strongly and clearly present evidence of and indicate reliability of the source at a scholarly level; critique and assessment of source articulates vital and significant issues related to the course; critique and assessment are presented on <i>graduate</i> level model.	30-27
Above Average Standards	Critique and assessment clearly present evidence of and indicate reliability of the source; critique and assessment articulate significant issues in the course; Critique and assessment indicate <i>graduate</i> level work.	26-24
Meets Standards	Critique and assessment present evidence of reliability of the source; critique and assessment of source articulate issues in the course; critique and assessment are on <i>graduate</i> level.	23-21
Standards Minimally Met	Evidence and reliability of the source are alluded to in the critique and assessment; critique and assessment of the source address issues in the course; critique and assessment may be <i>graduate</i> level, but not clearly so.	20-10
Standards Not Met	Critique and assessment of source present no evidence of reliability; critique and assessment do not address issues in the course; critique and assessment are not <i>graduate</i> level.	9-0
Points Earned: Source Critique		30-0
ANALYSIS OF CRITIQUE		
Exceeds Standards	Critique is rigorous, critical and perceptive; is presented according to exact APA Guidelines; exhibits scholarly analysis and higher order inquiry consistent with <i>graduate</i> level analysis.	40-36
Above Average Standards	Critique is critical and perceptive; follows APA Guidelines; critique is a scholarly presentation; higher order inquiry representative of <i>graduate</i> level analysis.	35-32
Meets Standards	Critical analysis is indicated; APA Guidelines followed; has elements of scholarly work; <i>graduate</i> level critical inquiry indicated.	31-28
Standards Minimally Met	Critical analysis is present; follows some APA Guidelines; <i>graduate</i> level analysis, but not necessarily scholarly critique; exhibits inconsistent critical inquiry.	27-10
Standards Not Met	Critical analysis is not present; APA Guidelines not met; not scholarly; <i>graduate</i> level critical inquiry is absent; not indicative of <i>graduate</i> work.	9-0
Points Earned: Analysis of Critique		40-0
TOTAL POINTS EARNED		100-0

APPENDIX C: MASTER'S FINAL CLASS PAPER RUBRIC
(page 1 of 3)

CRITERION	COMMENTS	POINT RANGE
INTRODUCTION		
Exceeds Standards	Exceptional and engaging introduction; compels interest; clearly presents topic and subtopics in sequential order; central thesis is clear, arguable, and well developed.	20-18
Above Average Standards	Engaging introduction; induces interest; clearly states topic and subtopics in sequential order; central thesis is clear and well developed.	17-16
Meets Standards	Proficient introduction; states topic and all subtopics in obvious order; clear and well developed.	15-14
Standards Minimally Met	Adequate introduction; presents topic and subtopics; is somewhat clear and developed.	13-5
Standards Not Met	Unclear introduction of topic and subtopics; no clear central thesis; lacks an arguable and defensible position.	4-0
Points Earned: Introduction		20-0
QUALITY OF INFORMATION/EVIDENCE		
Exceeds Standards	Paper is exceptionally well researched with <i>graduate</i> level rigor; extremely detailed; well documented; accurate data; critical evidence presented from a wide variety of significant sources.	20-18
Above Average Standards	Paper is exceptionally researched at the <i>graduate</i> level; fully detailed; well documented; accurate data; critical evidence from a variety of significant sources.	17-16
Meets Standards	Paper is researched and detailed at the <i>graduate</i> level; adequate documentation; critical evidence from a variety of sources.	15-14
Standards Minimally Met	Most aspects of paper are researched at the <i>graduate</i> level; accurate evidence provided from limited sources.	13-5
Standards Not Met	Support of topic limited; lacks research, details, and accurate evidence; not <i>graduate</i> level work.	4-0
Points Earned: Quality of Information/Evidence		20-0
SUPPORT OF IDEAS		
Exceeds Standards	Exceptional and consistent justification provided for all positions and propositions; clearly <i>graduate</i> level analysis and support; arguments made and positions taken are well supported with appropriate citation.	40-36
Above Average Standards	Consistent justification provided for all positions and propositions; exhibits <i>graduate</i> level analysis and support; arguments made and positions taken are adequately supported with appropriate citation.	35-32
Meets Standards	Indicates relative and consistent rationale for most statements and propositions; adequate support for positions taken; support analysis indicates <i>graduate</i> level work.	31-28
Standards Minimally Met	Some rationale provided for statements and arguments made; some support for positions taken; <i>graduate</i> level work is met.	27-9
Standards Not Met	Support for rationale provided is limited; not <i>graduate</i> level analysis.	8-0
Points Earned: Support of Ideas		40-0

**APPENDIX C: MASTER'S FINAL CLASS PAPER RUBRIC
(page 2 of 3)**

SEQUENTIAL DEVELOPMENT OF IDEAS		
Exceeds Standards	Exceptionally well developed sequence of distinct and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exemplary of <i>graduate</i> level analysis.	40-36
Above Average Standards	Clearly developed sequence of obvious and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exhibiting <i>graduate</i> level analysis.	35-32
Meets Standards	Adequately developed sequence of clear and logical propositions; concepts follow logically; <i>graduate</i> level analysis.	31-28
Standards Minimally Met	Some clear and logical sequential development of concepts; adequate transitions; some <i>graduate</i> level analysis.	27-9
Standards Not Met	No clear and logical development of ideas; not <i>graduate</i> level work.	8-0
Points Earned: Sequential Development of Ideas		40-0
CONCLUSION		
Exceeds Standards	Excellent summation of concepts presented; conclusions follow logically from propositions presented; conclusions prompt further inquiry; analysis is exemplary <i>graduate</i> level work.	40-36
Above Average Standards	Outstanding summation of concepts presented; conclusions follow logically from propositions presented; conclusions urge further inquiry; analysis is <i>graduate</i> level work.	35-32
Meets Standards	Good summation of concepts; conclusions follow from propositions; concepts presented can lead to further inquiry; <i>graduate</i> level analysis.	31-28
Standards Minimally Met	Adequate summation of concepts; conclusions imply further inquiry; approaches <i>graduate</i> level analysis.	27-9
Standards Not Met	Not <i>graduate</i> level inquiry; summation does not follow logically from propositions; no indication of further inquiry.	8-0
Points Earned: Conclusion		40-0
LANGUAGE USAGE – SYNTAX, GRAMMAR, PUNCTUATION, SPELLING		
Exceeds Standards	Composition exceptionally well-constructed; clear, comprehensive, concise and understandable writing; consistent proper use of syntax, grammar, punctuation, and spelling; exemplary <i>graduate</i> level writing.	20-18
Above Average Standards	Composition well-constructed; clear and understandable writing; consistent appropriate use of syntax, grammar, punctuation, and spelling; obvious <i>graduate</i> level writing.	17-16
Meets Standards	Composition is clear and understandable; consistent use of proper grammar, syntax, and punctuation; some misspellings; <i>graduate</i> level writing indicated.	15-14
Standards Minimally Met	Composition presents some obvious errors in grammar, syntax, punctuation, and spelling; adequate <i>graduate</i> level writing.	13-5
Standards Not Met	Composition exhibits inconsistent grammar, syntax, punctuation, and spelling throughout; not <i>graduate</i> level writing.	4-0
Points Earned: Language Usage – Syntax, Grammar, Punctuation, Spelling		20-0

**APPENDIX C: MASTER'S FINAL CLASS PAPER RUBRIC
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APA FORMAT-CITATIONS, REFERENCES, AND PAPER STRUCTURE		
Exceeds Standards	Consistent listing of citations properly entered; citations strictly adhere to APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from peer-reviewed, professional journals, noted texts, and recognized authorities in the field; formatting is completely correct and exemplary of <i>graduate</i> level research.	20-18
Above Average Standards	Consistent listing of citations; citations follow APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from appropriate sources; formatting is correct and represents <i>graduate</i> level research.	17-16
Meets Standards	Consistent listing of citations properly entered according to APA guidelines; varied sources included; attribution always given for the ideas of others; primary references generated from appropriate sources; correct formatting followed; indicates <i>graduate</i> level research.	15-14
Standards Minimally Met	Listing of citations largely follows APA guidelines; appropriate credit generally given for the ideas of others; references mostly generated from related sources; some obvious formatting errors; <i>graduate</i> level research.	13-5
Standards Not Met	Many improper listings of citations; inconsistent credit given for the ideas of others bordering on plagiarism; primary references not generated from appropriate sources; poor formatting; not <i>graduate</i> level research.	4-0
Points Earned: APA Format- Citations. References. Paper Structure		20-0
TOTAL POINTS EARNED		200-0

APPENDIX D: List of Master's Degree Classes and Corresponding Portfolio Assignments

SAB	561	Contemporary Issues in Sports	Final Paper
SAB	566	Psychological Aspects of Health and Fitness Programming	Unit 2- Assignment
SAB	568	Sports Psychology	Unit 2- Assignment
SAB	571	Sports Coaching Methodology	Unit 4- Assignment
SAB	657	Psychology of Elite Performance	Unit 2- Assignment
SAB	659	Group Dynamics in Sports and Exercise	Unit 4- Assignment
SAD	546	Seminar in Sports Medicine	Unit 2- Assignment
SAD	556	Issues in Nutrition and Health	Unit 2- Assignment
SAM	523	NCAA Compliance	Unit 4- Assignment
SAM	524	NCAA Rules and Procedures	Unit 4- Assignment
SAM	530	Food and Beverage Service Management	Unit 2- Assignment
SAM	533	Sports Club Management	Unit 2- Assignment
SAM	534	Membership and Marketing for Sport Clubs	Unit 2- Assignment
SAM	535	Introduction to Parks, Recreation, and Tourism	Unit 2- Assignment
SAM	536	Philosophy and History of Recreation and Leisure	Unit 2- Assignment
SAM	537	Recreation Programming and Administration	Unit 2- Assignment
SAM	538	Inclusive Recreation Services	Unit 2-Assignment
SAM	541	Sports Administration for Coaches	Unit 4-Assignment
SAM	542	Sports Business and Personnel Management	Unit 2- Assignment
SAM	543	Sports Administration	Unit 4- Assignment
SAM	544	Sports Marketing	Unit 2- Assignment
SAM	545	Sports Finance	Unit 2- Assignment
SAM	551	Public Relations in Sports	Unit 4- Assignment
SAM	582	Sports Facilities	Unit 2- Assignment
SAM	586	Sports Law and Risk Management	Unit 4- Assignment
SAR	520	Exercise Physiology	Unit 2- Assignment
SAR	525	Sports Strength and Conditioning	Unit 4- Assignment
SAR	526	Personal Training	Unit 4- Assignment
SAR	580	Exercise Testing and Prescription	Unit 2- Assignment
SAR	587	Management Strategies in Health and Fitness	Unit 2- Assignment