



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 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 program. 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. This manual contains information that students can use to help them complete Portfolio requirements.

PORTFOLIO ADVISOR

The Chief Academic Officer of the Academy will assign the Portfolio advisor. The Portfolio advisor will execute a review of the Portfolio once per term (Fall, Spring, and Summer) and give students an assessment of the elements entered in the Portfolio. Students should check their email periodically and use this method as the primary way to communicate with their Portfolio advisor.

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

The student's Portfolio advisor will serve on the thesis committee and may serve as the chair, but is not required to do so.





TECHNOLOGICAL COMPONENTS

The Master's Portfolio is housed within the Academy's Course Management System (CMS). This shell mirrors the same elements of the courses students take at the Academy.

The title of the Portfolio shell can be found under the Topic Outline on the top of the page:

Master's Portfolio / Course Home
Fall 2010-Summer 2012 (The catalog under which the student enrolled)

Included in the introductory part of the Portfolio shell are the following tabs:

-  [Check Your E-mail](#)
-  [Academy Online Library](#)
-  [Alumni Association](#)
-  [Portfolio Manual](#)

ELEMENT OVERVIEW

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

- I. Administrative
- II. Academic
- III. Personal

All Portfolio submissions must include a title page in APA format. See Resources/Document Sharing folder in CMS for example.

I. ADMINISTRATIVE ELEMENTS

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. Word Count: Between 300-400 words.

The Personal Statement takes the form of a comprehensive narrative presenting students' (1) biography, (2) career plans, and (3) 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 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 with standard written English.

The Three Components of the Personal Statement

1. 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.

2. 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.

3. 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.

Resume / Curriculum Vitae

Resume/Curriculum Vitae (CV) are overviews 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. 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 their 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 as many examples as possible 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

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. The following submissions will be included in your portfolio:

SAB 561 Contemporary Issues in Sports-**Unit 4 Annotated Bibliography**
SAM 543 Sports Administration-**Unit 4 Annotated Bibliography**
SAM 544 Sports Marketing-**Unit 2 Assignment**

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

Major Area Courses

The Portfolio will include specific assignments from their respective of the major area courses. Refer to the checklist located within the Portfolio manual 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 toward the major's learning concepts.

(Note: Sports Studies majors may choose their submissions. Please refer to APPENDIX E for the proper selections for each class.)

Final Written Document

Students will choose either the mentorship option, thesis option, or non-thesis option. Those choosing the mentorship option will write a final paper about their experience. Those choosing the thesis option will research and write a thesis. Those choosing the non-thesis option will submit a final paper from their major courses of study. After receiving the final course grade, the paper will be automatically submitted to the Portfolio.

MENTORSHIP FINAL PAPER

One of the concluding Mentorship requirements is to submit a Final Paper. The purpose of the Mentorship Final Paper is to create a paper to provide an opportunity to explain how the students' Mentorship experience contributed to their career goals in the sport industry. The Mentorship Final Paper should be a scholarly paper written in the format for Academy course papers. Students should consult the Mentorship Handbook and check with their Mentorship advisor before beginning their paper to discuss the specifics the advisor may want students to write about in the report.

MASTER'S THESIS OPTION

As an alternative to a nine (9) semester hour mentorship or the non-thesis option, a Master of Sports Science student in Sports Management, Sports Coaching, or Sports Studies may choose to do a six (6) 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. (If you are a student in the Sports Medicine or Sports Fitness & Health programs, please contact your advisor regarding the Thesis Option.)

Two oral defenses approximately 90 minutes in length must be scheduled and completed on campus in Daphne, Alabama. 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 literature, and methodology.

Once the thesis proposal defense has been 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 and to the summary and concluding chapter.

All thesis manuscripts, once successfully completed, are sent to ProQuest/UMI for professional binding; please consult section "Master's Degree Fees and Costs," for details on thesis binding, microfilming, and optional copyright fees. 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.

MASTER'S NON-THESIS OPTION

As an alternative to the mentorship and thesis tracks, the non-thesis track offers students the opportunity to meet all degree requirements through course work. Students may opt out of the mentorship by taking three additional, approved courses in lieu of the mentorship. Students wishing to exercise this option must petition the Academic Committee for approval. This option is primarily for those students who have amassed significant experience over a career, justifying substitution of course work for the mentorship, or for those students in extenuating circumstances where no opportunity exists to pursue a mentorship, such as a military deployment.

Students opting for this track take 11 courses instead of eight (8) and, in conjunction with their advisors, choose electives in their majors or related areas to complete their degrees.

III. PERSONAL ELEMENT

Summative Personal Narrative

The Summative Personal Narrative reflects students' experience in the master's program at the Academy. This submission should be an honest, introspective analysis of students' work through the program and 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 students' professional evolution as it relates to the goals and the overall program.

Portfolio Checklist

The portfolio checklist is designed to assist students with keeping track of the required documents to be submitted to their portfolio. **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.

[Goals indicated correspond to the MSS Program Goals.]

I. Administrative Elements (Goals: 3,4)

Date Submitted

- **Personal Statement**
- **Resume/CV**

II. Academic Elements(Goals: 1-4)

SAB 561 Contemporary Issues in Sport:

- **Unit 4 Annotated Bibliography**

SAM 543 Sports Administration:

- **Unit 4 Annotated Bibliography**

SAM 544 Sports Marketing:

- **Unit 2 Assignment**

Major Area Courses (Goals: 1-4)

(Choose the appropriate major)

A. Sports Coaching

- SAB 568 Sports Psychology:
 - **Unit 2 Assignment**
- SAB 571 Sports Coaching Methodology:
 - **Unit 4 Article Critique**
- SAR 525 Sports Conditioning and Nutrition
 - **Unit 4 Article Critique**
- SAD 546 Seminar in Sports Medicine
 - **Unit 2 Assignment**

B. Sports Fitness and Health

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

C. Sports Management

- SAM 542 Sports Business and Personnel Management:
 - **Unit 2 Assignment** _____
- SAM 545 Sports Finance:
 - **Unit 2 Assignment** _____
- SAM 551 Public Relations :
 - **Unit 4 Article Critique** _____
- SAM 582 Sports Facilities:
 - **Unit 2 Assignment** _____

D. Sports Studies

Choose the respective assignment/ article critique from four courses. *(For a complete list of courses and their portfolio requirements reference Appendix E.)*

- Course Number and Name: _____
 - Assignment and Date Submitted: _____
- Course Number and Name: _____
 - Assignment and Date Submitted: _____
- Course Number and Name: _____
 - Assignment and Date Submitted: _____
- Course Number and Name: _____
 - Assignment and Date Submitted: _____

E. Dual Majors

In addition to your first major, you must include the four respective submissions from your second major area of study. *(For a complete list of courses and their portfolio requirements reference Appendix E.)*

- Course Number and Name: _____
 - Assignment and Date Submitted: _____
- Course Number and Name: _____
 - Assignment and Date Submitted: _____
- Course Number and Name: _____
 - Assignment and Date Submitted: _____
- Course Number and Name: _____
 - Assignment and Date Submitted: _____

Final Written Document (Goals 1-4)

To fulfill this required portion either your **Mentorship Final Report** or **Master's Thesis** will be included in the portfolio. If you have chosen the non-thesis option, a selection from any **FINAL PAPER** in your major course of study is required.

- SPT 598 Mentorship
 - **Mentorship Final Report** _____
- SPT 599 Thesis
 - **Master's Thesis** _____
- Non-Thesis Option (Final Paper from Major Coursework)
 - **Course Number and Name:** _____

III. Personal Element (Goals 1-4)

Summative Personal Narrative _____

ANNOTATED BIBLIOGRAPHY

An Annotated Bibliography is a brief summary about a scholarly source. The purpose of an annotation is to inform the reader of the relevance, the accuracy, and the quality of the information presented. It describes the content of the work so that future reference to the entry will provide essential data.

Submissions should be double-spaced, Times Roman 12 point font, and no more than two pages in length.

DESCRIPTION OF A SCHOLARLY SOURCE

A scholarly or peer-reviewed article is based on original research or experimentation. These articles are not opinion pieces. These articles usually present information based on a research investigation such as, procedures used to collect data and statistical tests conducted for data analysis.

If you can't tell whether a journal publishes peer reviewed articles just by looking at its format or by reading its editorial policy one good way to check is to look at *Ulrich's Web Global Series Directory*. Simply type the journal's title into the text box and click submit. You can find this at <http://www.ulrichsweb.com/ulrichsweb/>.

Once you have reviewed a scholarly article you should be able to determine the following:

1. Purpose of research investigation
2. Hypothesis/Hypotheses
3. Procedures (Demographics re: participants, research design, assessment tools used for measurement, length of study)
4. Results
5. Conclusion – include your ideas for future research investigations

UNITED STATES SPORTS ACADEMY

ANNOTATION ON SPORT FINANCE ISSUES IN COMMUNITY SPORTS

An Annotated Bibliography Submitted for

SAM 543 SPT PORT
Sports Administration
Professor: Dr. Academy

Sammy A. Eagle
Month Year

Misener, K., & Doherty, A. (2009). A case study of organizational capacity in nonprofit community sport. *Journal of Sport Management*, 23(4), 457-482.

Community sport is a global industry that provides physical, social, and mental benefits to its participants. The purpose of this study was to examine the organizational capacity of one specific nonprofit community sport organization from a multidimensional perspective. The study was conducted through interviews and observations of six board members and the recreation coach at the Westbury Gymnastics Club in central Canada. The measurement methods were designed to analyze and provide insights on the organization's capacity in the core dimensions of human resources, finance, networking, operations, and planning. Data triangulation was used to ensure clarity and fairness of data interpretation. The results of the study support the hypothesis, demonstrating strong connections between the dimensions. The impact of financial development capacity on goal achievement was shown to be significantly influenced by human resource capacity. For a nonprofit board member, this means that the addition of staff and volunteers will lead to the development of additional finances through earned income and fund raising. Overall, the findings of this study provide community sport club operators with a multidimensional framework in which to enhance total capacity. This study is limited by the fact that only one organization was studied. Future studies could provide a broader view to help nonprofit community sport clubs further enhance capacity and develop additional financial resources.

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 don't 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 8.1 of 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 was 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

CRITERION/COMMENTS	SCORE
BEGINNING OF THE QUALIFYING ESSAY (INTRODUCTION)	
<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 MSS degree) 	Exceptional Level 4
<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 MSS degree) 	Proficient Level 3
<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 MSS degree) 	Adequate Level 2
<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 MSS degree) 	Weak Level 1
Score Earned: Introduction	
MIDDLE OF THE QUALIFYING ESSAY (BODY)	
<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 	Exceptional Level 4
<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 	Proficient Level 3
<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 	Adequate Level 2
<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 	Weak Level 1
Score Earned: Body	
END OF THE QUALIFYING ESSAY (CONCLUSION)	
<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 	Exceptional Level 4
<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 	Proficient Level 3
<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 	Adequate Level 2
<ul style="list-style-type: none"> ▪ absent or weak summary of the essay creating an overly abrupt cessation of discussion 	Weak Level 1
Score Earned: Conclusion	

APPENDIX A: (continued)

CRITERION/COMMENTS	SCORE
USE OF STANDARD WRITTEN ENGLISH	
<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 	Exceptional Level 4
<ul style="list-style-type: none"> ▪ most sentences are proficient: grammatical, clear, properly punctuated, and usually concise ▪ a variety of sentence structures is evident 	Proficient Level 3
<ul style="list-style-type: none"> ▪ sentences include occasional grammatical and/or punctuation errors but remain adequately clear ▪ some variation of sentence structure 	Adequate Level 2
<ul style="list-style-type: none"> ▪ numerous grammatical and punctuation errors and misuse of words make comprehension difficult ▪ command of sentence structure is absent 	Weak Level 1
Score Earned: Use of Standard English	
USE OF PRESCRIBED FORMAT AND EDITORIAL STYLE	
<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 	Exceptional Level 4
<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 	Proficient Level 3
<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 	Adequate Level 2
<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 	Weak Level 1
Points Earned: Use of Prescribed Format and Editorial Style	

APPENDIX B: MASTER’S ANNOTATED BIBLIOGRAPHY RUBRIC

CRITERION	COMMENTS	POINT RANGE
CITATION		
Exceeds Standards	Citation is complete and accurate and in proper APA format with no errors.	36-40
Satisfactory Standards	Citation is incomplete and/or not in proper APA format and has 1-2 errors	32-35
Standards Barely Met	Citation is not in APA format and has 3 errors.	28-31
Standards Not Met	Citation is not in APA format and has more than 3 errors.	Below 27
Points Earned: Citation		
QUALITY & PURPOSE OF RESOURCE		
Exceeds Standards	Scholarly source that could be used to generate a comprehensive research paper and purpose clearly stated.	36-40
Satisfactory Standards	Scholarly source that could be used to generate a comprehensive research paper and purpose vague or confusing.	32-35
Standards Barely Met	Source is not scholarly or purpose is not clearly stated.	28-31
Standards Not Met	Source is not scholarly and purpose is not stated.	Below 27
Points Earned: Quality & Purpose of Resource		
HYPOTHESIS/ES & PROCEDURES		
Exceeds Standards	Hypothesis and procedure are well analyzed and presented and include all of the items listed below.	36-40
Satisfactory Standards	Either hypothesis or procedure are not well analyzed and/or presented and/or are missing one of the items listed below.	32-35
Standards Barely Met	Either hypothesis or procedures are not analyzed and/or presentation is weak and/or missing two of the items listed below.	28-31
Standards Not Met	Either hypothesis or procedure are not analyzed and/or not presented.	Below 27
Hypothesis: suggested solution.		
Procedures: demographics such as participants, research design, assessment tools used for measurement, length of study.		
Points Earned: Hypothesis/es & Procedures		
RESULTS & CONCLUSION		
Exceeds Standards	Provides analysis of statistical tests used to determine findings with ideas for future research investigations, own insights and thorough summary stated.	36-40
Satisfactory Standards	Conclusion is incomplete, lacks own insights and/or summary and/or analysis of statistical tests used to determine findings and/or ideas for future research investigations.	32-35
Standards Barely Met	Conclusion is weak with little or no analysis of statistical tests used to determine findings and/or insights and/or ideas for future investigation	28-31
Standards Not Met	No results or conclusion provided	Below 27
Points Earned: Results & Conclusion		
OVERALL FORMAT & STRUCTURE		
Exceeds Standards	Well written with no English composition errors, no more than 2 pages and in Times New Roman 12 point type double-spaced.	36-40
Satisfactory Standards	Writing contains vague statements, verbiage is awkward and/or confusing and there are several English composition errors.	32-35
Standards Barely Met	Writing is general in nature, doesn't provide clear picture of article and contains over 4 English composition errors and/or length is less than a page or more than 2 pages.	28-31
Standards Not Met	Writing is unclear throughout and/or has over 5 English composition errors and/or does not follow format requirements (page length, font, spacing, etc.).	Below 27
Points Earned: Overall Format & Structure		
TOTAL POINTS EARNED		

APPENDIX C: MASTER'S ARTICLE CRITIQUE RUBRIC

CRITERION	COMMENTS	POINT RANGE
CITATION		
Exceeds Standards	Citation is complete and accurate and in proper APA format with no errors.	36-40
Satisfactory Standards	Citation is incomplete and/or not in proper APA format and has 1-2 errors	32-35
Standards Barely Met	Citation is not in APA format and has 3 errors.	28-31
Standards Not Met	Citation is not in APA format and has more than 3 errors.	Below 27
Points Earned: Citation		
QUALITY & PURPOSE OF RESOURCE		
Exceeds Standards	Scholarly source that could be used to generate a comprehensive research paper and purpose clearly stated.	36-40
Satisfactory Standards	Scholarly source that could be used to generate a comprehensive research paper and purpose vague or confusing.	32-35
Standards Barely Met	Source is not scholarly or purpose is not clearly stated.	28-31
Standards Not Met	Source is not scholarly and purpose is not stated.	Below 27
Points Earned: Quality & Purpose of Resource		
HYPOTHESIS/ES & PROCEDURES		
Exceeds Standards	Hypothesis and procedure are well analyzed and presented and include all of the items listed below.	36-40
Satisfactory Standards	Either hypothesis or procedure are not well analyzed and/or presented and/or are missing one of the items listed below.	32-35
Standards Barely Met	Either hypothesis or procedures are not analyzed and/or presentation is weak and/or missing two of the items listed below.	28-31
Standards Not Met	Either hypothesis or procedure are not analyzed and/or not presented.	Below 27
Hypothesis: suggested solution.		
Procedures: demographics such as participants, research design, assessment tools used for measurement, length of study.		
Points Earned: Hypothesis/es & Procedures		
RESULTS & CONCLUSION		
Exceeds Standards	Provides analysis of statistical tests used to determine findings with ideas for future research investigations, own insights and thorough summary stated.	36-40
Satisfactory Standards	Conclusion is incomplete, lacks own insights and/or summary and/or analysis of statistical tests used to determine findings and/or ideas for future research investigations.	32-35
Standards Barely Met	Conclusion is weak with little or no analysis of statistical tests used to determine findings and/or insights and/or ideas for future investigation	28-31
Standards Not Met	No results or conclusion provided	Below 27
Points Earned: Results & Conclusion		
OVERALL FORMAT & STRUCTURE		
Exceeds Standards	Well written with no English composition errors, no more than 2 pages and in Times New Roman 12 point type double-spaced.	36-40
Satisfactory Standards	Writing contains vague statements, verbiage is awkward and/or confusing and there are several English composition errors.	32-35
Standards Barely Met	Writing is general in nature, doesn't provide clear picture of article and contains over 4 English composition errors and/or length is less than a page or more than 2 pages.	28-31
Standards Not Met	Writing is unclear throughout and/or has over 5 English composition errors and/or does not follow format requirements (page length, font, spacing, etc.)	Below 27
Points Earned: Overall Format & Structure		
TOTAL POINTS EARNED		

APPENDIX D: MASTER’S WRITTEN DOCUMENT RUBRIC

CRITERION	COMMENTS	POINT RANGE
CONTENT		
Exceeds Standards	The response is very specific, concise, and to the point. Information is accurate and paper shows penetrating insight. the task is referred to in the answer; answer is concise and to the point. Conclusions and/or opinions logical and complete.	90-100
Above Average Standards	The response refers to the task and is concise; information is accurate; logical conclusion or opinion is offered; critical analysis is expressed.	80-89
Meets Standards	Response not on task; may be wordy; information generally accurate but little insight offered; inaccuracies and logic not complete in the conclusion and/or opinions; weak critical analysis.	70-79
Standards Barely Met	Response does not specify the task; information limited or unclear; no direct insights offered; conclusion or opinion may be judged to be off-task or illogical; critical analysis is strained, at best	60-69
Standards Not Met	No clear purpose or central theme; repeats information; confusing; difficult to read; no conclusion; critical analysis is absent.	0-59
Points Earned: Content		
WRITING		
Exceeds Standards	Very fluent and clear; few or no errors of grammar and punctuation; sources cited correctly by APA Standards; citations used consistently and correctly	36-40
Above Average Standards	Fluent and interesting; a few errors of grammar and punctuation; sources cited informally.	32-35
Meets Standards	Lacks fluency; errors of grammar and punctuation; a few sources mentioned.	28-31
Standards Barely Met	Faltering or insufficient; many errors of grammar and punctuation; few to no sources cited.	24-27
Standards Not Met	Poor sentence structure and grammar; many repeated errors of grammar and punctuation; no sources cited.	0-23
Points Earned: Writing		
OVERALL IMPRESSION		
Exceeds Standards	Very clear, complete and exemplary in communicative style; expresses a sense of value based upon principles; states a critical position; exhibits a global understanding of the issue.	54-60
Above Average Standards	Complete and satisfactory; notions of value are alluded to but are not clearly stated; displays knowledge of global applications, but the connections are not strongly articulated	48-53
Meets Standards	Incomplete and slightly satisfactory; global applications are sketched; value expressions are present but are vague.	42-47
Standards Barely Met	Incomplete and unsatisfactory; no clear understanding of or allusions to global applications; ethical considerations are not clear.	36-41
Standards Not Met	Unfinished and insufficient; no understanding of global application or of ethical implications within the issues.	0-35
Points Earned: Overall Impression		
TOTAL POINTS EARNED		

APPENDIX E: Table of master's classes and the required portfolio assignment

Note: Sports Studies Majors must choose four submissions from the other three major groups. Dual majors must select four submissions from their second major.

Core Area Courses			
SAB	561	Contemporary Issues in Sports	Unit 4- Annotated Bibliography
SAM	543	Sports Administration	Unit 4- Article Critique
SAM	544	Sports Marketing	Unit 2- Assignment
Major: Sports Coaching			
SAB	568	Sports Psychology	Unit 2- Assignment
SAB	571	Sports Coaching Methodology	Unit 4- Article Critique
SAR	525	Sports Strength and Conditioning	Unit 4- Article Critique
SAD	546	Seminar in Sports Medicine	Unit 2- Assignment
Major: Sports Fitness and Health			
SAD	556	Issues in Nutrition and Health	Unit 2- Assignment
SAR	520	Exercise Physiology	Unit 2- Assignment
SAR	525	Sports Strength and Conditioning	Unit 4- Article Critique
SAR	580	Exercise Testing and Prescription	Unit 2- Assignment
Major: Sports Management			
SAM	542	Sports Business and Personnel Management	Unit 2- Assignment
SAM	545	Sports Finance	Unit 2- Assignment
SAM	551	Public Relations in Sports	Unit 4- Article Critique
SAM	582	Sports Facilities	Unit 2- Assignment
Emphasis in Personal Training			
SAR	526	Personal Training	Unit 4- Article Critique
SAD	556	Issues in Nutrition and Health	Unit 2- Assignment
SAR	587	Management Strategies in Health and Fitness	Unit 2- Assignment
Emphasis in NCAA Compliance			
SAM	523	NCAA Compliance	Unit 4- Article Critique
SAM	524	NCAA Rules and Procedures	Unit 4- Article Critique
SAM	592	Introduction to the Business of Sports Agents	Unit 4- Article Critique
Emphasis in Olympism			
SAM	661	Current Issues in the Olympic Movement	Unit 4- Article Critique
SAM	622	Structure and Function of the Olympic Games	Unit 4- Article Critique
SAM	667	Olympism	Unit 4- Article Critique
Emphasis in Sports Psychology			
SAB	563	Psychological Aspects of Sports Medicine	Unit 2- Assignment
SAB	566	Psychological Aspects of Health and Fitness Programming	Unit 2- Assignment
SAB	657	Psychology of Elite Performance	Unit 2- Assignment
SAB	659	Group Dynamics in Sports and Exercise	Unit 4- Article Critique
Emphasis in Recreation Management			
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	Introduction to Recreational Sport Management	Unit 2- Assignment