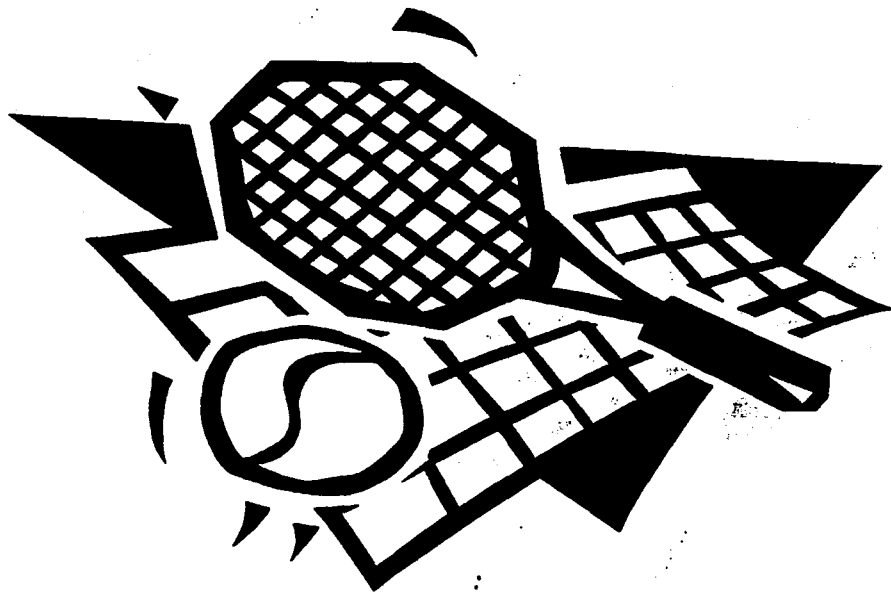


Professional Tennis Management

APRC 1996-1997

Section 1 of 3

Professional Tennis Management



Program Review

PROFESSIONAL TENNIS MANAGEMENT

PROGRAM REVIEW REPORT

December, 1996

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EXECUTIVE SUMMARY

The Academic Program Review document for the Professional Tennis Management program (PTM) is the result of an extensive analysis of the program by a faculty committee at Ferris State University. The committee's charge was to assess the program's effectiveness, strengths, weaknesses and make recommendations for the future.

Overall, the committee found the PTM program to be very unique and one that serves the University and tennis industry well. It is highly visible on a national and even international level, has stable enrollment and an extremely high demand for its student interns and graduates. The PTM program and its staff are held in high regard by the industry and serve as the industry model for other PTM programs to follow.

Due to the strong reputation the program has in the industry and the demand for its graduates, the PTM program has tremendous opportunity for growth. The committee has developed recommendations which would address this potential and ensure that Ferris State's PTM program maintain its current stature as **the first, the largest, and the best** program of its kind - anywhere in the world.

The committee recommendations are detailed in Section XIII. They include the following:

- Reasonable and appropriate staffing levels that meet the needs of the program
- Funds to facilitate recruiting across the country and around the world

The benefits derived from implementation of the Planning Committee's recommendations are also detailed in Section XIII. They include the following:

- Increased enrollment of high-caliber domestic and foreign students
- Increased retention
- Improved instructional quality
- Increased visibility in the state, nation and world
- Increased student competencies that employers are seeking
- Maintaining the program's 100% placement record

OVERVIEW

History

The PTM program began in the fall of 1986. At the time, it was the only such program of its kind in the United States. Ferris administrators and faculty in the College of Business and Marketing Department developed the curriculum patterned after Ferris' highly successful Professional Golf Management program.

The United States Professional Tennis Association (USPTA), an association that certifies tennis professionals, was asked to review the curriculum and endorse the program. The USPTA board of directors voted unanimously to endorse and promote the program in the fall of 1986.

Originally, goals were established to attract 60 students. The only financial support for the program came from a one-time allocation for advertising. Program direction, promotion, recruiting, teaching, and advising was provided by one person who also served as Racquet Facility Manager, Men's Tennis Coach, Women's Tennis Coach and Summer Camp Director. Four years after the program started, over 60 students were enrolled in the program and a modest budget was established to operate the program, however; funding for faculty and staff were not available.

Today, while seven such programs are in existence in the United States, Ferris' PTM program is regarded by the industry as the model for others to follow. Recently, the Marketing Department approved changes in the PTM curriculum that are designed to insure that Ferris students have a **competitive edge** in the job market and that Ferris' PTM Program remain the model for the tennis industry. Curriculum changes include more tennis specific classes, a new sports law course and more one-on-one instructor contact.

Mission

The mission of the PTM program is to prepare students for a wide variety of careers in marketing/tennis and provide them with the necessary skills to succeed in their profession and in life. The program's mission statement, goals, and unit action plan are included in appendix 1.

Impact on the University

Ferris PTM program has had a significant effect on many areas of the University.

- **Visibility and Image** - Ferris' PTM program has been featured frequently in numerous state and national consumer and trade publications including the New York Times, Chicago Tribune, and Racquet magazine. Ferris students and grads are placed in locations across the country and around the world.
- **Revenue enhancement** - Summer tennis camps that are staffed by PTM students and faculty now generate nearly \$250,000 per year. They attract over 600 students per year to the campus and are larger than Michigan State's and U of M's - combined. Over 95% of the participants are from outside Big Rapids, many from other states. Recent changes in the PTM curriculum that were approved by the Marketing Department will now allow for

this successful academy to become part of the PTM curriculum. Students may enroll any term to get a hands-on opportunity to participate in the year-long effort to operate and market these camps. Students will receive internship credit for their work that will be approved by the USPTA.

- **Racquet and Fitness Center** - This facility serves students, staff and community recreational needs. PTM students staff every area of this facility as part of the PTM program's requirements. Students do **not** get paid for working at the facility which results in a substantial cost savings - approximately \$50,000 per year in student wages.
- **Tennis Teams** - Ferris varsity teams benefit greatly by talented PTM students who play on the teams. Ferris is a perennial national power in tennis which again enhances Ferris' image of national excellence.
- **Diversity** - The PTM program has attracted students from 41 states in the US and 12 foreign countries. Students from such diverse backgrounds, cultures and geographic areas add to the quality of life in Big Rapids and the educational experience for all Ferris students.

Impact on the Tennis Industry

With demand for graduates greatly exceeding the supply, the PTM program has had a tremendous impact on the tennis industry. Peter Burwash, an internationally recognized teacher, speaker, and employer said "The PTM program at Ferris State University is vital in the effort to raise the standards of today's tennis industry. In the coming years, they will have an influence of the direction our industry goes".

Impact on Individuals

There is nothing the PTM faculty and staff are prouder of, or feel is more important than, the impact the PTM program has had on individuals lives. Most graduates stay in touch, many have written heartfelt letters, and some have indicated how much this program has changed their life. A PTM graduate living in Greenwich, CT said, "I can't thank you enough for what you (PTM Director) and the PTM program have done for me. I come from a blue-collar family where both of my parents work. Now, I earn more than both of them combined and can pay for them to go on vacation at my expense instead of the other way around. The PTM program is the best thing that ever happened to me."

Vision for the Future

There are many internal and external forces that will have an impact on the future of this program at Ferris State. They include funding, competition from other universities, changes in certification requirements, and the health of the tennis industry.

Tennis went through a huge growth period in the 1970's, a decline in the 1980's, and now is now slowly growing again. Recently, manufacturers and industry associations have teamed-up to commit millions of dollars over the next five years to grow the game of tennis. The industry is also working to raise the standards of tennis professionals through mandatory continuing education requirements and

apprenticeships that will be required **before** a person can become a certified tennis professional. These efforts are likely to succeed which will prove to be very beneficial to the program's future.

The PTM program is ahead of its time, offering degrees in business/tennis before the USPTA even started mandating basic continuing education to its career professionals. The tennis industry is just now beginning to realize the importance of recruiting bright men and women to careers in tennis, identifying career tracks for them, and developing educational programs for all tennis professionals that provide competencies employers are looking for. Therefore, in the short term, it is expected that enrollment will remain somewhat constant while standards for tennis professional certification are raised and apprenticeships become mandatory. However, during this time, Ferris should gear itself up to be in a position to dominate this market as the industry grows and changes.

Ten years from now, it is very realistic to expect that the PTM program double in size, offer classes over the Internet to tennis professionals worldwide, offer certificate programs, and have articulation agreements with colleges in foreign countries. Ferris can expect its PTM program to remain as **the first, the largest, and the best** program of its kind -- anywhere in the world.

GRADUATE SURVEY

Introduction

Graduates of the PTM program were surveyed in order to obtain information regarding their employment, salary, and evaluation of the components of the program. The survey instrument was adapted from the "One Year Out" survey used the Placement Office to survey recent graduates. Of the 95 surveys that were mailed to the graduating classes of 1988 through 1995, 38 graduates responded.

Key Findings

- Placement
 - 71% of the grads secured jobs before graduation
 - 24% of the grads secured jobs within 3 months
 - ALL grads secured jobs within 6 months
 - The most common sources of job leads were the PTM office and internships

- Salary
 - \$29,983 was the average beginning salary (not adjusted for inflation) from '88-'95
 - \$64,127 was the average current salary (1995) for all grads
 - 1993-'94 FSU Placement Office averages for top three Business programs

Accounting	\$24,099
CIS	\$28,190
PTM	\$27,255

- Components of the PTM Program - grads were asked to rate various components of the PTM program on a scale of 10 = very valuable to 1 = not valuable.

- Internships	9.5
- PTM Advising	8.4
- Workshops	8.1
- PTM courses	7.9
- Business courses	7.9
- R. F. work	7.6
- General studies	5.4

- Greatest Strengths
 - 100% placement record since inception
 - Starting salaries are higher than typical business majors
 - Earning potential is high
 - PTM networking is extremely valuable in seeking employment

- Needed Changes
 - Placement diversity in careers other than teaching professionals
 - More in-depth PTM courses
 - More contact with PTM Director and staff

Representative Comments

"If you do well there (internships), you will not need to search for a position."

"The internships should be longer."

"Internships-the best way to prepare students for their full-time job."

"The internships get your name out there through networking and provide you with hands on experience."

"If the advice of Scott were listened to more often, people would leave with less hassles and less failures."

"See more of Scott." (needed change)

"Personal guidance & assistance from the PTM director & others." (greatest strength)

"Scott needs to find himself a clone."

"The contacts with alumni and workshop speakers are long term and very solid."

"Have a speaker or representative come to discuss their profession, from all of the different tennis professions, or at least inform the students of all the different possibilities."

"More emphasis on business classes relating to tennis business."

"Increased concentration on teaching techniques. Classes on pro-shop management for those who are more interested in the business."

"Allow PTM'ers to study PTM with an international business degree within the business school.."

"Incorporate a broader mix of marketing programs that focus on the marketing of the club/business."

"I felt that working at the facility gave us "hands on" experience and the ability to work with members."

"Classes in nutrition, exercise, strength training, speed agility & quickness (are needed)."

"More oral presentation requirements - make us speak!"

"Improve the communication skills of PTM students."

"Stronger & more aggressive recruiting and more frequent meetings with the Director individually to help students understand what is expected of them."

EMPLOYER SURVEY

Introduction

All employers of PTM graduates were surveyed regarding PTM graduate competencies. Competencies that employers felt were most important were recently identified in a USPTA survey of employers. The six most important competencies that were identified in the USPTA survey were used for this study. Of the 95 surveys that were mailed to employers, 36 responded.

Key Findings

- PTM graduate competencies - employers were asked to rate our graduates based on the competencies identified in a USPTA survey on a scale of 5 = excellent to 1 = poor
 - Professionalism 4.7
 - Instructional skills in private & group lessons 4.4
 - Written & oral communication skills 4.3
 - Use of teaching aids 4.3
 - Administrative & management skills 4.2
 - Computer skills 4.0

Representative Comments

"The graduate is an excellent tennis professional! His duties have really grown! The graduate is very professional and a great person! Both the Club and I feel lucky to have the graduate!"

"Nice job Ferris State University!"

"Still new but is very reliable. Great off court skills. Good on court skills. Still has to get the feel of how a lesson is flowing."

"Although the graduate has only been here at Wilson Racquet Sports a short time, she is already proving to be an excellent worker an communicator and will definitely be an asset to our department."

"In the two years she has been here, the graduate has raised the level of this Club's tennis program higher than it has ever been."

"The graduate has been an asset to our organization and a credit to Ferris. We look forward to a successful relationship. His ideas are refreshing and skill admired."

"The graduate is working out great. He has been prepare very well for a pro of his age and experience. Don't know his computer skills-he hasn't needed to use them."

"The graduate is a manager and not involve in teaching tennis for us. He has a great future in managing our company."

STUDENT SURVEY

Introduction

All junior and senior PTM students were surveyed regarding their perceptions of how the various components of the curriculum were equipping them for their careers.

Key Findings

- Student perceptions - students were asked to rate the components of the PTM curriculum on a scale of 5 = excellent to 1 = poor.
 - Outside internships 4.5
 - Workshops 3.9
 - Rac. Fac. internsip 3.8
 - PTM courses 3.7
 - Business courses 3.7
 - PTM advising 3.5
 - General studies courses 2.9

Representative Comments

“Great internships. They teach us how to be good teaching pro’s with a good teaching background.”

“The networking in this program is unbelievable. Scott really deos well with helping us out with internships.”

“Workshops are good. PTM classes are weak.”

“Maybe establish more jobs for specified personnel at the Racquet Facility.”

“Use of the videos, magazines, and tapes in the resource center should be mandatory.”

“Courses in PTM need to be more in depth. A grading scale should be implemented for PTM courses.”

“More PTM classes and getting grades instead of credits.”

“More marketing.”

“Perhaps a wider range of majors other than marketing.”

“More management skills specifically related to the tennis industry and how to effectively run a club.”

“Scott needs to dedicate more time to us.”

“Make sure the classes benefit our future.”

FACULTY PERCEPTIONS

Introduction

Administrators, counselors, Racquet Facility faculty members, and the marketing department faculty were surveyed as to their perceptions of how the PTM curriculum addresses job competencies identified as important by the USPTA. Of the 50 surveys distributed, 23 responded.

Key Findings

- Faculty perception - faculty were asked to rate our PTM curriculum based on the competencies identified in a USPTA survey on a scale of 5 = excellent to 1 = poor
 - Marketing, administrative, & management skills 4.5
 - Computer skills 4.5
 - Instructional skills in private & group lessons 4.4
 - Professionalism 4.2
 - Written & oral communication skills 3.9

Representative Comments

"Very strong program with a strong curriculum."

"The program is excellent. I recommend additional courses in financial management relating to PTM."

"Perhaps a course or two from the College of Education would be more important than STQM 321 or ECON 222." (two similar responses)

"Students are professionally connected via the program and interaction of workshops, internships, and sponsored activities. Interpersonal skills are maintained and reinforced. Excellent professional group of students, staff, and faculty for our campus, college, and University."

"It seems that the PTM students in general have a P.R. problem. They need to take their program more seriously."

"My perception of the program is that it is becoming a much stronger program - the students appear to be more professional and more motivated."

"Need to add PREL 340 Public Relations Principles as a required course due to the critical role such skills will play in career success."

"For interpersonal skills why not MGMT 302." (Organizational Behavior)

"Need classes that are specific to sports such as sport psychology."

ADVISORY COMMITTEE PERCEPTIONS

Introduction

The PTM program receives professional accreditation through the United States Professional Tennis Association. The National Education Committee of the USPTA serves as the program's advisory committee. Every four years, the USPTA conducts a thorough evaluation of the program. A copy of the most recent evaluation and accreditation guidelines are in Appendix 6.

The USPTA and their Education Committee have been very active in the development and support of the program. Many of the USPTA Board of Directors and members of the Education Committee have traveled to Ferris to conduct workshops for students. The USPTA has also helped promote the program through their national and regional publications.

While the National Education Committee serves as the official advisory board, the program has been fortunate enough to attract many professionals from across the country to conduct workshops and advise the program's faculty and staff regarding industry trends, employer attitudes, and feedback regarding our students' and graduates' performance.

Key Findings

- The USPTA regards Ferris' PTM program as the model for all other programs it grants professional accreditation.
- The USPTA has appointed Ferris' PTM Director to its National Education Committee for the past six years.
- The USPTA relies on Ferris' PTM Director to represent the Association on matters regarding all PTM programs offered in the United States that the Association grants professional accreditation.
- Both the USPTA and the Tennis Industry Association believe that the PTM program is critical to the growth of tennis. Letters from the CEO of the USPTA and the Vice President of the TIA are in Appendix 6.
- Typically, six to eight leading tennis industry professionals or club managers present workshops to PTM students on campus. Many times, speakers pay their own expenses for the workshops as their way of making a contribution to the program.
- Four companies contribute \$2500 per year in cash and/or equipment to the program.

Representative Comments

'It is our belief that the program (PTM) plays a critical role in the development of various aspects of the tennis profession and the overall success of the tennis industry as a whole'- Mr. Tim Heckler, CEO, USPTA.

“Ferris State was the first four-year PTM program to receive accreditation from the USPTA. Its high standards, innovative curriculum, and practical internships serve as a model for all other PTM programs in the country” - Mr. Kirk Anderson, Director of Education, USPTA.

“The PTM program at Ferris is producing the tennis professionals of the future. I was so impressed with these students that the next time I need to hire, it will be a Ferris PTM graduate.” - Mr. Will Hoag, 1st Vice President, USPTA.

“I believe the PTM program is raising the sophistication and the professionalism of our industry’s teachers. PTM graduates come into our job market with a well rounded view of the industry and a comprehensive look at all the profession entails.” - Ms. Jill Fonte, Vice President, Tennis Industry Association.

“The PTM program at Ferris State University is vital in the effort to raise the standards of today’s tennis industry. In the coming years, they will have an influence of the direction our industry goes.” - Peter Burwash, President, Peter Burwash International.

LABOR MARKET ANALYSIS

Introduction

There are three reliable sources of information regarding the labor market that the committee considered. They are the 1986 survey of USPTA professionals residing in the Midwest, the 1992 survey of IHRSA club managers in the United States, and the 1996 survey of PTM Graduates.

The demand for entry level professionals greatly exceeds supply. None of the USPTA Education Committee members knew of a qualified tennis professional who couldn't get a job or make a respectable living. However, the Education Committee also felt that getting good head professional jobs or management positions were getting harder to come by.

The 1994 IHRSA Industry Data Survey predicts a promising future for the industry. Citing a 1993 study by the Peter Hart for the President' Council on Physical Fitness, 59% of people who are inactive desire to be more active. 25% of these said they were either certain or very likely to increase their physical activity in the next six months. If just only 10% of this group increased their activity within the next two years, approximately 10 million more people will join the fitness movement as frequent participants which is very promising for the industry and the labor market.

Key Findings

- In 1986, the average compensation for tennis pros in the Midwest was:
 - Staff Professional: \$20,875
 - Head Professional: \$30,900
 - Director of Tennis: \$40,700
 - Manager: \$43,200
 - Pro/Manager: \$52,785

- In 1994, the average compensation for tennis pros or managers in the **commercial** business in the US was:
 - Assistant General Manager: \$29,000
 - General Manager: \$44,000
 - Head Tennis Professional: \$36,000

- The average beginning compensation for PTM grads from 1998 through 1995 was \$29,983 (not adjusted for inflation)

- The average current compensation for PTM grads is \$64, 127

- The highest reported compensation for a PTM grad is \$140,000

FACILITIES AND EQUIPMENT ANALYSIS

Introduction

The Ferris Racquet and Fitness Center is a student funded recreational facility serving students, staff and the Big Rapids community. The Center also serves as a laboratory for the PTM program. The mission of the Racquet and Fitness Center is to ensure a high quality learning environment for PTM students by providing practical application of club operations, while enhancing recreational and revenue producing activities for the University. The Center falls under the direction of the newly formed "Auxiliary Enterprises" department in the division of Administration and Finance.

Evaluations from PTM students, graduates and USPTA board members have all concluded that the Center is nearly an ideal laboratory for PTM students. The facilities found at the Center are very similar to the ones that interns and grads experience off campus giving them a competitive edge as they seek employment. The only limitations are a small, underutilized pro shop and lack of squash and paddle courts.

PTM students are required to work four hours per week at the Center from the time they enroll until the time they graduate. Students work in the fitness area, front desk, pro shop, teach lessons, and market programs/memberships. Juniors and seniors also have the opportunity to serve as student managers of these various departments. The students are not paid for their work but receive internship credit toward their degree.

The Center also has extensive audio, video and teaching equipment that students are welcome to use seven days per week. A tennis resource center is also located at the Center which is one of the most extensive tennis libraries in the Midwest.

Key Findings

- PTM students collectively work over 10,000 per year at the Center for no pay, resulting in a \$50,000 cost savings for the University.
- The USPTA evaluation team, graduate survey and student survey all found the Center to be a strength of the program.
- The facility should have squash and paddle courts to keep up with industry trends.
- Recent renovations have included five outdoor tennis courts, new insulation, new lights, court heaters and court resurfacing.
- Tennis manufacturers such as donate over \$10,000 annually in cash and equipment to support the program and facility.

CURRICULUM EVALUATION

Introduction

The curriculum for the PTM program was developed by Ferris faculty and the USPTA in 1986. The curriculum was modeled after Ferris' Professional Golf Management program.

The USPTA is the professional accrediting body and must approve all changes to the curriculum. As a result of this program review, curriculum changes were proposed to address weaknesses in the program. The curriculum has been strengthened in two areas. Internships have been restructured and a sports marketing law course has been created. The Marketing Department in the College of Business approved both of these changes. A copy of the PTM program's curriculum and course descriptions are in Appendix 9.

Key Findings

- Completion of the curriculum leads to the following:
 - Bachelor degree in Marketing Degree
 - USPTA Certification
 - USTA Sport Science Certification
 - USRSA Certification (optional)
 - Retailing Certificate
 - Red Cross Emergency Responder Certificate

- Other "PTM" curriculums offer 3 credit graded courses in:
 - Tennis Teaching
 - Tennis Management
 - Club Development and Promotion

- Graduate and Student surveys reflect a need for more PTM courses

ENROLLMENT TRENDS

Introduction

When the program started in 1986, the goal for total enrollment was established at 60 students. The program surpassed this goal several years ago and today maintains a steady enrollment. The program attracts students from across the country and around the world. To date, students have come from 41 states in the US and 12 foreign countries.

However, the student demand for the program does not meet the employer demand for the graduates. With a placement record of 100%, high starting salaries, and locations to work across the country; the potential for growth is very favorable. Efforts by the tennis industry to raise the standards of certification for tennis professionals should help the program's effort to attract more students.

Key Findings

- The enrollment from 1993 to present is as follows:

Year	1993	1994	1995	1996
Number of Students	74	70	69	65

- Program percentage of out-of-state students for '96 52%
- University percentage of out- of-state students for '96 8%
- PTM student tuition generated for 129 hours \$30,093
- University student tuition generated for 129 hours \$21,207

PROGRAM PRODUCTIVITY/COST ANALYSIS

Introduction

Data was examined from the offices of Institutional Studies and Life Long Learning to assess the program's productivity. The PTM program excels at productivity, low cost, and high revenues. This is due in part by the fact that only a .22 FTE load has been allocated to teach all PTM classes, direct the program, manage the laboratory, and operate the summer tennis academies.

The program also generates higher than normal revenues because more than one-half of the students are from out-of-state and the program operates the largest summer tennis program in the State of Michigan.

Key Findings

- Productivity
 - 188 hours from .22 faculty and a ratio of 841.65
 - 2nd most productive in the University

- Cost
 - 129 hours which cost \$13,558.62 and a ratio of \$105.10
 - 80.5% of the University programs cost more to teach
 - 2nd least costly in the College of Business

- Revenues
 - FSU tennis academies staffed by PTM faculty and students produced

Year	Gross	# of students
1992	\$125,405	464
1993	\$142,211	511
1994	\$178,547	621
1995	\$191,547	677
1996	\$237,234	727

*nearly 90% of the gross revenues from tennis academies stays within the University, providing a substantial net profit for the Racquet Facility, Holiday Inn, and Residential Life. Also, providing income opportunities for Ferris students and staff.

CONCLUSIONS

Centrality to FSU Mission

The University mission statement is unavailable because it is currently being revised. However, if it includes themes from previous mission statements such as *unique programming, hands-on/practical learning, preparing students to succeed in their profession and in life*; the PTM program will be very central to the University mission.

Uniqueness and Visibility

The PTM program is a relatively new program. However, it is one of the most unique and visible programs at Ferris. The PTM program was the first of its kind in the United States and serves as the model for all other such programs.

The program's visibility is worldwide. Students from 41 states and 12 foreign countries have come to Ferris for the PTM program. The PTM program has been featured in numerous state and national publications. Additionally, Ferris grads are proud of their relationship with Ferris and frequently send local press releases about new positions they have taken which invariably highlight the fact that they are Ferris State University, PTM graduates.

Demand by Students

Enrollment in the PTM program since its inception has remained constant with 20-25 new students every year. This is surprising low considering a record of 100% placement, starting wages of nearly \$30,000 per year, and an enviable working environment.

Tennis industry efforts to recruit young career professionals and mandate continuing education and apprenticeships should help in the program's effort to increase enrollment. However, the industry's effort will take years to have an impact. In the meantime, the program needs to be proactive in trying to increase student demand and increase efforts in this regard. Increased recruiting efforts should be initiated to attract more students.

Quality of Instruction

Ultimately, quality is measured by employers' assessment of our graduates' competencies in areas that are important to them. In this regard, the employer survey indicated that of the six competencies they feel are most important, PTM graduates scored very high with a range of 4.0 to 4.7 on a scale of 5 = excellent to 1 = poor in all six competencies.

Graduate surveys rated PTM courses and business courses as above average with a 7.9 on a scale of 10 = very valuable to 1 = not valuable. General studies courses were rated 5.4. Student surveys, while just slightly lower than graduates, indicated very similar ratings to that of the graduates.

One concern though is that most of the comments regarding instructional quality had to do with PTM courses. Many graduates and students expressed a need/desire to have more tennis/marketing related courses, more in-depth courses, and more contact with the PTM Director. Curriculum changes recently approved by the Marketing Department (see appendix 9) should help address this shortcoming. Staffing levels should also be analyzed to determine if adequate time is being devoted to teaching and advising.

Graduate Demand and Placement

Since its inception, the PTM program has placed 100% of its graduates within six months of graduation. The demand for graduates is so strong, most graduates have several job offers before graduating - 71% secure a job before graduation, 24% within three months and the remaining 6% within 6 months.

Clearly, Ferris PTM graduates have a competitive edge in the job market. Their average beginning salary for the past 10 years (not adjusted for inflation) is nearly \$30,000 per year. Demand for Ferris PTM graduates is one of the strongest aspects of the PTM program.

Facilities and Equipment

The PTM program has an outstanding laboratory for its program which was reflected by the student survey and USPTA evaluation. The PTM staff has done an excellent job in creating a hands-on learning environment and generating revenue for the University. Summer camps that are staffed by PTM students and faculty generate nearly \$250,000 per year. Approximately 90% stays within the University generating a sizable profit for the Racquet Facility, Holiday Inn and Housing.

One concern in this area is future funding for the Racquet and Fitness Center. This is a student funded facility that is supplemented with revenue from memberships/programs and free labor from PTM students who staff the Center. However, none of camp profits are distributed to the PTM program as they are for other programs of its type on campus. This revenue could be used for badly needed recruiting and scholarships to attract students to the program.

Revenue and expenses for the Center should be examined to insure that appropriate departments/constituents that utilize the facility are charged proper amounts and share fairly in profit making programs.

Library Information Resources

Thanks to donations from the USPTA, US Tennis Association and individuals; the PTM program has one of the most extensive publication, audio and video libraries in the country.

Cost

A .22 FTE staffs the PTM program and produces 188 hours with a ratio of 841.63 which is the 2nd most productive at the University. The .22 FTE has a teaching cost of \$13,558.62, with a ratio of \$105.10. 80.5% of the University programs cost more to teach. The .22 FTE also produced \$237, 234 in summer academy revenues in 1996.

Faculty Professional and Scholarly Activities

Since founding the program in 1986, the PTM Director has earned a Masters degree in Education, Level I and II Sport Science Certification, and has been a speaker at regional, national and international tennis conventions.

The PTM Director currently serves on the USPTA National Education Committee. On this Committee, he has advocated mandatory education programs for all certified tennis professionals and recently proposed creating an apprenticeship program that would be mandatory for all tennis professionals seeking certification.

He also serves on the US Tennis Association's National Player Development Committee and is on the Board of Directors for the Western Tennis Association. The PTM Program Director's Vita is in Appendix 12.

Administrative Effectiveness

Since the programs inception, the PTM Director has had significant responsibilities other than the PTM program. This has required him to report to a minimum of two, and sometimes three, department heads and university divisions. Therefore, the potential for administrative chaos has always been present.

However, in this case, dual reporting responsibilities have actually been an advantage to the program. The Dean of the College of Business and Acting VP for Administration & Finance have been extremely cooperative in working with and helping the PTM Director with dual responsibilities and creating opportunities to share resources and expertise. The current administrative structure, while somewhat confusing and abnormal, allows for synergy among the PTM program, the Athletic program, Summer Tennis Academies and the Racquet and Fitness Center that actually is a strength of the program.

Despite this cooperation, administrative weaknesses were reflected in the findings. The graduate survey indicated that advising/support and meetings with the PTM Director were rated as the second most important component of the PTM program. Yet, the graduates comments underscored the need for more contact, time and meetings with the Director. The student survey comments reflected the same feelings.

These concerns are understandable. The recently approved workload for the PTM Director calls for .5 FTE for teaching and .5 FTE for program administration. He is also expected to carry other significant overload administrative responsibilities (Acting Assoc. VP for Administration and Finance). This still leaves a teaching load of 1.0 FTE that remains to be covered by someone other than the PTM Director. Again, staffing levels should be analyzed to determine if adequate time is being devoted to teaching and advising.

RECOMMENDATIONS

Recommendation I

It is recommended that one full-time faculty/administrator member be added to the PTM program.

Narrative

The PTM Director currently teaches all PTM courses in addition to 100% of the program administration duties. He is also responsible for managing the Racquet and Fitness Center, directing Summer Tennis Academies, and serves as Acting Assoc. VP for Administration and Finance, responsible for the Athletic Department, Residential Life, Golf Course, Ice Arena, Bookstore, Racquet and Fitness Center and Holiday Inn. Despite the fact that the PTM Director's position is now 100% faculty, the position is still funded 78% by the Division of Administration and Finance.

To maintain the quality of the program, it is essential that Academic Affairs hire staff to teach and help with the administrative duties of the program. The recently approved curriculum changes in the PTM program will require 1.5 FTEs to teach the required courses and .5 FTE to handle program administration. The PTM Director has been assigned a workload of .5 teaching and .5 program administration leaving 1.0 FTE needed to teach remaining courses.

Recommendation II

It is recommended that the PTM program receive a base fund increase of \$15,000 per year for recruiting and industry lobbying.

Narrative

The PTM program has demonstrated the capability to attract students from across the country and around the world - almost exclusively due to one classified advertisement in Tennis Magazine. A well-designed recruiting effort including a promotional video, web site, advertising, and traveling to tennis events is certain to increase enrollment and visibility.

Lobbying efforts are also critical to the success of the program. The USPTA is considering changes in certification requirements that could have a significant long-term impact on the program. The most important change is the development of an apprenticeship program similar to what the PGA developed for golf professionals. If this apprenticeship program is approved, it would require every person who wishes to become a tennis professional to first work several years as an apprentice or enroll in a USPTA approved PTM program. This would make the PTM program much more attractive to perspective tennis professionals - just as it does in golf. Apprentices in Ferris' PTM program would meet the USPTA apprenticeship standards while earning a bachelor degree in business. The PTM Director has been asked to serve on the USPTA Education Committee that will make recommendations regarding this. His presence at these meetings is important to the future of the program.

Currently, recruiting and lobbying efforts have been funded by the program's development fund. However, this is a fund that is nearly depleted and should be used for scholarships to attract students, not to cover basic recruiting and lobbying efforts.

Expected Outcomes

- Increased enrollment by 16 students in four years
- Improved instructional quality
- Higher scores on USPTA certification exam
- Faculty will have workloads that adhere to the contract
- USPTA mandated continuing education and apprenticeship programs that benefit the PTM program.
- Increased visibility

Associated Expenses and Revenues

- Expenses: \$85,000 per year (one FTE wages/benefits plus \$15,000 for recruiting)
- Revenue: \$128,000 per year in tuition, room and board

Proposed Timeline

Winter 1997

PROGRAM REVIEW PANEL EVALUATION FORM

Program Professional Tennis Management

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

Average Score 3.7

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high

Currently enrolled students rate the instructional effectiveness as below average

2. Student Satisfaction with Program

Average Score 3.7

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum

3. Advisory Committee Perceptions of Program

Average Score 5.0

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement

4. Demand for Graduates

Average Score 5.0

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field

Graduates are sometimes forced to find positions of their field

5. Use of Information on Labor Market

Average Score 5.0

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program

The faculty and administrators do not use labor market data in planning or evaluating the program

6. Use of Profession/Industry Standards

Average Score 5.0

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program

7. Use of Student Follow-up Information

Average Score 5.0

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program

Student follow-up information has not been collected for use in evaluating this program

8. Relevance of Supportive Courses

Average Score 2.9

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students

Supportive course content reflects no planned approach to meeting needs of students in this program

9. **Qualifications of Administrators and Supervisors** Average Score 4.0



All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability

Persons responsible for directing and coordinating this program have little administrative training and experience

10. **Instructional Staffing** Average Score 2.2



Instructional staffing for this program is sufficient to permit optimum program effectiveness

Staffing is inadequate to meet the needs of this program effectively

11. **Facilities** Average Score 4.5



Present facilities are sufficient to support a high quality program

Present facilities are a major problem for program quality

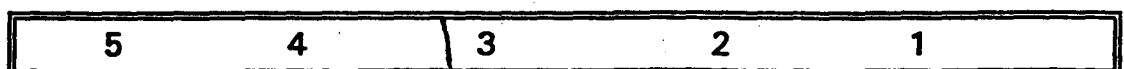
12. **Scheduling of Instructional Facilities** Average Score 4.5



Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction

Facilities and equipment for this program are significantly under-or-over-scheduled

13. **Equipment** Average Score 3.2



Present equipment is sufficient to support a high quality program

Present equipment is not adequate and represents a threat to program quality

14. **Adaption of Instruction**Average Score 2.0

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination)

Instructional approaches in this program do not consider individual student differences

15. **Adequate and Availability of Instructional Materials and Supplies**Average Score 4.3

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs

**PROFESSIONAL TENNIS MANAGEMENT
MARKETING DEPARTMENT
COLLEGE OF BUSINESS**

Mission:

The mission of the Professional Tennis Management Program (PTM) is to prepare students for a wide variety of careers in marketing/tennis and provide the tennis and leisure industry with a continuous supply of graduates capable of contributing to their profession and society in the State of Michigan, the United States and beyond.

Accredited by the United States Professional Tennis Association (USPTA) as the first program of its kind in the country, this program's mission is accomplished through a unique combination of study and practical experiences designed to meet the needs of employers in this steadily growing industry.

Purposes:

- To provide students with an optimal learning environment to prepare for a career in tennis.
- To provide students with a sound educational foundation in business, marketing, and tennis.
- To facilitate the development of life skills and personal growth.
- To provide students with a competitive edge when they seek employment.
- To contribute to the promotion, development and growth of tennis and leisure industry.

Goals:

- To place 100% of the PTM graduates in marketing/tennis related fields within six months of graduation.
- To facilitate the certification of 100% of the PTM students through the United States Tennis Association (USTA) and United States Professional Tennis Association (USPTA) upon graduation.
- To provide volunteer assistance from PTM students and staff to serve on USTA and USPTA committees and conduct research on behalf of the tennis industry.
- To provide PTM students with the hands-on work experience and training that employers seek.
- To offer an array of student activities geared toward developing leadership, teamwork, and social skills.

Goal 1.

Increase enrollment and retention.

MAJOR ACTIVITIES AND PROCESSES

- Add one full-time faculty/administrator to the PTM Program to meet the teaching workload required by the curriculum.
- Increase recruiting efforts to include promotional video, web site, advertising and travel to tennis events. Also, increase lobbying efforts within the industry to raise the standards of certification for tennis professionals.

EXPECTED OUTCOMES

- Increased enrollment by 16 students in four year.
- Improved instructional quality
- Higher scores on USPTA certification exam
- Faculty will have workloads that adhere to the contract
- USPTA mandated continuing education and apprenticeship programs that benefit the PTM Program.
- Increased visibility

INDICATORS/SOURCES

- PTM and COB records

REPORTING PROCESS

- PTM Director

RESOURCE REQUIREMENTS

- Expenses: \$85,000 per year (one FTE wages/benefits plus \$15,000 for recruiting and lobbying)
- Anticipated revenue if recommendations are implemented: \$128,000 in tuition, room and board.

Goal 2.

To place 100% of the PTM graduates in marketing/tennis related fields within six months of graduation.

MAJOR ACTIVITIES AND PROCESSES

- Maintain a curriculum that includes, liberal studies, general business and marketing studies, internships, on-campus laboratory experience, and workshops.
- Supplement the curriculum with frequent student advising, guest speakers, student association activities, job placement services, and joint projects with other academic units.

EXPECTED OUTCOMES

- 100% of the graduates will be placed within six months.

INDICATORS/SOURCES

- PTM placement records.

REPORTING PROCESS

- PTM Director, Racquet Center Staff, MKTG Department

RESOURCE REQUIREMENTS

- None, other than existing resources

Goal 3.

To facilitate the certification of 100% of the PTM students through the United States Tennis Association (USTA) and United States Professional Tennis Association (USPTA) upon graduation.

MAJOR ACTIVITIES AND PROCESSES

- Continue to offer the PTMG 101, 172, 182, 272, 372, and 472 courses that prepare students for certification.

EXPECTED OUTCOMES

- 100% of the PTM students will be USTA and USPTA certified by graduation.

INDICATORS/SOURCES

- PTM records.

REPORTING PROCESS

- PTM Director, USPTA, Marketing Department.

RESOURCE REQUIREMENTS

- None, other than existing resources.

Goal 4.

To provide volunteer assistance from PTM students and staff to serve on USTA and USPTA committees and conduct research on behalf of the tennis industry.

MAJOR ACTIVITIES AND PROCESSES

- PTM faculty, and students will seek opportunities to serve the tennis and leisure industry by participating on industry association committees and conducting research.

EXPECTED OUTCOMES

- PTM faculty and/or students will serve on at least one district/regional and national trade association or governing body committee and conduct a minimum of one research project for an industry manufacturer.

INDICATORS/SOURCES

- PTM Director

REPORTING PROCESS

- MKTG Department

RESOURCE REQUIREMENTS

- None, other than existing resources to travel to USTA and USPTA national events.

Goal 5.

To provide PTM students with the hands-on work experiences and training that employers seek.

MAJOR ACTIVITIES AND PROCESSES

- The PTM Director will oversee the operation of the Racquet and Fitness Center and assign PTM students to departments and projects that they will experience on their internships and upon graduation.
- Students will be evaluated a minimum of twice per year on their performance at the Center and strategies to improve will be developed at these evaluations.
- Arrange off-campus co-op experiences for all students.

EXPECTED OUTCOMES

- Students will have experience working in a club setting and the necessary skills before their internships.

INDICATORS/SOURCES

- Employer surveys and student evaluations.

REPORTING PROCESS

- PTM Director and Racquet Center Staff.

RESOURCE REQUIREMENTS

- None, other than existing resources.

Goal 6.

To offer an array of student activities geared toward developing leadership, teamwork, and social skills.

MAJOR ACTIVITIES AND PROCESSES

- PTM Director will advise a program student association with board members, committees, a year-end banquet, and other activities that put students in settings that require teamwork, leadership, and social skills.

EXPECTED OUTCOMES

- Students will have experience in teamwork, leadership, and various social settings.

INDICATORS/SOURCES

- PTM Director observation.

REPORTING PROCESS

- PTM Director

RESOURCE REQUIREMENTS

- None, other than existing resources.

October 8, 1996

Frank Wu
Sun Tree Golf & Tennis
1 Country Club Drive
Melbourne, FL 32940

Dear Frank,

This year the PTM program is being reviewed by the College of Business as part of Ferris' accreditation process. I need to know how you are doing in the job market and your input on how to improve the PTM program.

I have enclosed a survey for you to fill out and send back in the self-addressed, stamped envelope provided. Your survey will be kept strictly confidential, I will be the only person who sees it. After all of the surveys are turned in, I will compile the results and send them to everyone who turns in a survey.

Within a few days you will also receive a survey to pass on to your employer for him/her to complete and return, also as a part of our program accreditation process.

Thank you for your time and promptness in returning the enclosed survey. I look forward to hearing from you.

Sincerely,

Scott Schultz
PTM Director

Enclosures

9. Has your FSU/PTM degree been beneficial to you?
Yes _____ No _____

10. Looking back, we are interested in your evaluation of the most valuable preparation for your career. With 10 being very valuable and 1 being not valuable at all, please rate the following components of the PTM program.

a. Advising/Support/Meetings w/PTM Director _____

b. General Studies _____ e. Working at Racquet Facility _____

c. Business Courses _____ f. Workshops _____

d. PTM Courses _____ g. Internships _____

11. Would you consider being part of the FSU Alumni Network so Ferris students & prospective students could contact you for career/job information related to your field?
Yes _____ No _____

12. What were the greatest strengths of the PTM program? (use back of page if necessary)

13. What should be changed to make the program better? (use back of page if necessary)

14. Any other comments. (use back of page if necessary)

Thank you for your prompt response!

Professional Tennis Management

APRC 1996-1997

Section 2 of 3

September 30, 1996

Karl Johnson
Grand Harbor Tennis Club #102
Vero Beach, FL 32967

Dear Karl,

You recently received an Alumni Survey from me regarding the PTM program. Valuable input has been received on the job market and how to improve the program.

Now we are surveying the employers of PTM graduates. A number of our grads work for clubs or other facilities which may have specific bosses which we would have difficulty identifying. We are therefore forwarding them to our graduates to deliver with the stamped self-addressed envelope deliver to their employers.

Will you please deliver the enclosures to your employer to fill out and return. As you can see, the survey is anonymous for their use.

Thank you for your assistance.

Sincerely,

Scott Schultz
Program Director

FERRIS STATE UNIVERSITY

October 8, 1996

Dear PTM Employer,

As a part of an effort to improve our PTM program, we are surveying employers of PTM graduates. The purpose is to obtain information on how those persons perform in the job market with their educational background from Ferris.

The rating scale for the survey is: 1 = poor
2 = below average
3 = average
4 = very good
5 = excellent

Please circle the correct response and rate the PTM graduates you have employed on their:

1. Written and oral communication skills?

1 2 3 4 5

2. Instructional skills in private and group lessons?

1 2 3 4 5

3. Professionalism?

1 2 3 4 5

4. Administrative and management skills?

1 2 3 4 5

5. Use of teaching aids (i.e. ball machines, video taping, etc.)?

1 2 3 4 5

6. Computer skills?

1 2 3 4 5

Additional Comments: (use back if necessary) _____

A stamped self-addressed envelope has been provided for your response. Thank you for your time, promptness in completing the survey, and most of all for hiring a PTM graduate.

Thank you!

PROFESSIONAL TENNIS MANAGEMENT
RACQUET & FITNESS CENTER
14342 Northland Drive, Big Rapids, MI 49307-2373
Phone 616 592-2219 Fax 616 592-0767

Dear PTM Student:

As a part of the academic review of the Professional Tennis Management program being conducted by the College of Business, we are surveying PTM juniors and seniors. The purpose is to obtain information on how you perceive the various components of the curriculum are equipping you for your career.

The assessment scale for the survey is:

- 0 = don't know/haven't taken
- 1 = poor
- 2 = below average
- 3 = average
- 4 = very good
- 5 = excellent

Please evaluate the effectiveness of the following components of the PTM program by circling the appropriate response. A copy of the course requirements is attached for your reference.

1. Courses involving written communication skills?

0 1 2 3 4 5

2. Courses involving oral communication skills?

0 1 2 3 4 5

3. Courses involving instructional skills in private and group lessons?

0 1 2 3 4 5

4. Courses involving professionalism?

0 1 2 3 4 5

5. Courses involving administrative and management skills?

0 1 2 3 4 5

6. Courses involving the use of teaching aids such as videotaping, ball machines, and computers?

0 1 2 3 4 5

7. The tennis facilities at the Racquet Facility?

0 1 2 3 4 5

8. The fitness facilities at the Racquet Facility?

0 1 2 3 4 5

9. The advising, support, and meetings with the PTM director?

0 1 2 3 4 5

10. The PTM workshops?

0 1 2 3 4 5

11. The summer internships in the program?

0 1 2 3 4 5

12. The school year internships at the Racquet Facility?

0 1 2 3 4 5

13. The general education courses you have taken?

0 1 2 3 4 5

14. The business core courses you have taken?

0 1 2 3 4 5

15. The PTM courses you have taken?

0 1 2 3 4 5

16. The courses in the Marketing major you have taken?

0 1 2 3 4 5

17. The related courses you have taken?

0 1 2 3 4 5

18. What, if anything, should be changed to make the program better?

20. Comments as to any particular component of the program?

Dear Professor,

November, 1996

As a part of the program evaluation of the Professional Tennis Management program, we are assessing the faculty and administrative perceptions of the program. The United States Professional Tennis Association, which accredits the program, has identified job competencies which employers consider important. The assessment is to determine how, from the faculty perspective, those competencies are being addressed in our curriculum. A copy of the course requirements are attached for your reference.

The assessment scale for the survey is:

- 0 = don't have PTM students/don't know
- 1 = poor
- 2 = below average
- 3 = average
- 4 = very good
- 5 = excellent

1. Please assess the curriculum as it addresses written and oral communication skills?

0 1 2 3 4 5

2. Please assess the curriculum as it addresses teaching and instructional skills in private or group lessons?

0 1 2 3 4 5

3. Please assess the curriculum as it addresses professionalism, conduct, and interpersonal skills?

0 1 2 3 4 5

4. Please assess the curriculum as it addresses marketing, administrative, and management skills?

0 1 2 3 4 5

5. Please assess the curriculum as it addresses technological skills with ball machines, videotaping, and computers?

0 1 2 3 4 5

6. Any comments on any particular component of the curriculum?

Please return the completed to Pete Petersen, BUS-374.
Scott Schultz, Program Director

Faculty Distribution list

- **Marketing Department**
- **Deans Rallo and Hawkins**
- **Counselors Jones and Kowalkowski**
- **Department Chairs Nazar and Hanna**
- **Management Department-Facility Users**
 - John Vermeer**
 - John Lunden**
 - Maris Krumins**
 - Alex Pomnichowski**
- **Accounting Department-Facility Users**
 - Fred Lofgren**
 - Pat McNabb**
 - Charles Wolgamott**
- **Non COB Faculty-Required Courses or Facility Users**
 - Luanne Gogolin HPE-322**
 - Oliver Bridges Jr. HPE 106**
 - Caroline Stern HPE-212**
 - Al Miller HPE-106**
 - Larry Marfise SPO-164B**
 - Irwin Kahn HPE-125**
 - John Linnen HPE-201**
 - Bruce Beetley HPE-321**
 - George Nagel JH-114**
 - Stephen Wolfer JH-315**
 - Ian Mathison PHR-105C**
 - Mark Kosciuszko PEN-409**
 - Phil Walling PEN-409**
 - Bill Killian HPE-334**
 - Mitchel Leclair CTC-102**
 - Bill Sederburg BIS-421E**
 - Bob Eastley JH-410**

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF BOTANY AND PLANT PATHOLOGY

EAST LANSING • MICHIGAN • 48824-1117

FAX NUMBER (517) 353-1976

August 4, 1995

Mr. Scott Schultz
Tennis Program
Ferris State University
14342 Northland Drive
Big Rapids, MI 49307-2273

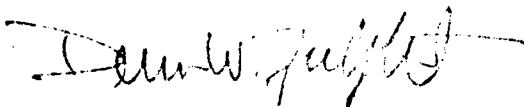
Dear Scott,

My wife, Jane Schneider, and I want to thank you and your staff for providing us with an outstanding weekend of recreation. We rarely have been so thoroughly motivated, exercised, educated and entertained. Your adult camp concept is unique to this area of Michigan and I hope your program is continued for many years to come.

On a more professional note, I would also like to commend you for hiring one of the most professional and friendly staffs I have had an opportunity to deal with. I was amazed that everyone on your staff was able to deal with each other with such a friendly spirit of cooperation during exceedingly oppressive weather conditions. I was also impressed that your employees would spend their time eating meals with us while engaging the older adults with interesting conversation. There was definitely no generation gap evident at your camp. To employ such courteous and well qualified professionals reflects well on your program, your management skills, your program's ability to attract such fine employees and your university.

We will look to attending more adult camps in the summer and will strongly consider sending my 10 year old son to your camp next summer. Thanks again for your efforts in making our weekend so helpful and memorable.

Sincerely yours,



Dennis W. Fulbright
Professor



Tim Heckler
Chief Executive Officer

November 25, 1996

Mr. Scott Schultz
Ferris State University
c/o PTM office
14342 Northland Drive
Big Rapids, MI 49307-2373

Dear Scott:

As a representative of the United States Professional Tennis Association, I would like to voice the organization's support of the Professional Tennis Management Program of Ferris State University. It is our belief that the program plays a critical role in the development of various aspects of the tennis profession and the overall success of the tennis industry as a whole.

Ferris State's PTM program builds the future of the tennis industry by providing energetic, accomplished graduates ready for on- and off-court positions within the sport. Ferris was the first four-year PTM program accredited by USPTA, and through its unique curriculum, practical internships and high standards it has earned a positive reputation in the industry.

The PTM program raises the standards for entry-level professionals into the tennis-teaching profession. As part of the program, students earn their USPTA certification, and continue to take an active role within USPTA throughout their tennis careers. The PTM program is an important part of USPTA's Continuing Education Program, and both USPTA and Ferris are working together to train the next generation of tennis leaders.

The USPTA and its directors look forward to working in cooperation with Ferris State's PTM program for many years to come.

With kind, personal regards, I am,

Sincerely,

UNITED STATES PROFESSIONAL TENNIS ASSOCIATION, INC.

A handwritten signature in black ink, appearing to read "Tim Heckler".

Tim Heckler
CEO

TH/sr

WORLD HEADQUARTERS
UNITED STATES
PROFESSIONAL
TENNIS
ASSOCIATION

One USPTA Centre
3535 Briarpark Drive
Houston, TX 77042
TEL (713) 97-USPTA
FAX (713) 978-7780

USRSA

United States Racquet Stringers Association
P.O. Box 40 Del Mar, CA 92014 (619) 481-3545
FAX (619) 481-0624

November 13, 1996

Scott Schultz
Ferris State University
Racquet & Fitness Center
Big Rapids, MI 49307

Dear Scott:

As a participant and supporter of the Professional Tennis Management Program since its inception in 1986, I'm writing to offer my impressions of the program and to speculate on its potential impact on the tennis industry.

I've seen the program expand from a few dozen to more than a hundred students during these past ten years. Your list of workshop presenters has also grown in size and esteem as the industry has become more aware of PTM and its importance to our future.

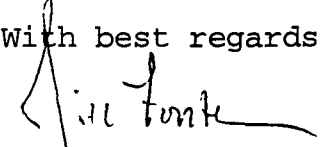
It is very impressive to return to the PTM awards banquet each year to see how the program is growing. It is equally impressive to witness the extent to which PTM alumnae support the program - by providing internships for current students, by their financial donations to the program and by their obvious loyalty to PTM and all it represents!

I believe the PTM program is raising the sophistication and the professionalism of our industry's teachers. PTM graduates come into our job market with a well rounded view of the industry and a comprehensive look at all the profession entails.

By virtue of the experience gained through their internships, PTM grads also hit the market better prepared for the 'real world' hence, they're more immediately effective to our business!

Here's to a second decade of prosperity and success with PTM. Please continue to count on my support.

With best regards,



Jill Fonte
Vice President
Tennis Industry Association

WORLD HEADQUARTERS
UNITED STATES

PROFESSIONAL TENNIS ASSOCIATION, INC.

May 8, 1995



Tim Heckler
Chief Executive Officer

Scott Schultz
Ferris State University
Professional Tennis Management Program
14342 Northland Drive
Big Rapids, MI 49307-2274

Dear Scott:

Thank you for the warm hospitality you showed Will and me during our visit to Ferris. The weather brought back memories of the many winters I spent in Michigan, but I will not hold that against you or the Professional Tennis Management program.

We enjoyed the opportunity to both make a formal presentation and speak with many of the students on a casual basis. You can be proud of the way they represented the program and the university.

In the last two weeks, I received 51 thank you notes. Please pass along to your students the importance of follow-up and congratulate them on their efforts. Personal relations and attention to detail are areas that separate employed graduates from the unemployed. Personal touches do make a difference.

Will and I have worked together on the evaluation. For simplicity, we will submit one form and follow your evaluation checklist, providing notes where necessary.

Scott, we feel very good about what you are doing at Ferris. We are fortunate to have someone with your expertise as director, and look forward to a long relationship between Ferris and USPTA.

Sincerely,

UNITED STATES PROFESSIONAL TENNIS ASSOCIATION, INC.

A handwritten signature in black ink that reads 'Kirk Anderson'.

Kirk Anderson
Director of Education

Enclosure: Evaluation checklist

Ferris State University Big Rapids, Michigan

Evaluation checklist

College of business

Bachelor's degree in business

Placement services

Being able to place 100 percent of the Professional Tennis Management graduates is commendable. As the market becomes more competitive, employers will be looking for individuals with prior work experience who can make an immediate contribution. Previous graduates have proven themselves as worthy employees, which should help keep placement at current levels a future possibility.

Tennis facilities

Ferris State University is fortunate to have an attractive racquet sports facility. The courts are in good condition and the \$60,000 renovation for lights and new insulation will be a nice improvement. The courts and ball machines provide an excellent laboratory for students improving their playing skills, and for teaching individuals and groups. No doubt there will be additional learning aids available for those teaching at the facility.

The resource center is conveniently located within the building, but it appears that space might be limited if enrollment were to reach 100 students. It is also noisy due to being open to the court area, and not conducive to quiet study.

Six additional hard courts will be a welcome addition to the facility. It will greatly expand programming possibilities during the outdoor season.

The pro shop is the facility's weak link. The location is not ideal, and there is little room for merchandise and displays. Since the PTM curriculum has a sizable retailing component, it would be beneficial to have a larger, more appropriately placed pro shop to serve as a student laboratory. It could be an important model to tennis club pro shops, as they are facing much stiffer competition, and facilities with pro- owned and operated shops are on the decline. Perhaps the stringing machines could be given a place in the pro shop which would permit a visible working area and on-site equipment consultation.

One other area that should be considered is the installation of a few soft courts. Many of the best clubs in the country have soft courts, and a working knowledge of clay court maintenance would be beneficial to the students.

Tennis teams

The intercollegiate tennis teams at Ferris State University certainly have an outstanding record and have demonstrated conference superiority. While it is important to have competitive teams, it should not come at the PTM program's expense. Perhaps it would be more appropriate for the tennis team funding to come from the general intercollegiate athletic budget.

Staffing

The PTM program director, Scott Schultz, is critical to the program's success. Scott's involvement with the USPTA, USTA, clubs, camps and resorts is invaluable. His reputation enables him to communicate directly with the most influential people in the tennis industry. His guidance, direction and influence have made the Ferris PTM program not only the first of its kind, but the one all others will try to emulate.

Scott continues to develop the program by making improvements every year. Beginning with a solid, basic model, he is constantly modifying the program to better prepare the students for the job market and make them more employable. He has surrounded himself with a very competent staff. His assistant, Diane Maguire, is very capable and accessible, and is well informed about the program. She responds to all of our requests immediately and thoroughly.

Curriculum

The PTM curriculum is based on the very successful Professional Golf Management (PGM) curriculum. It served as a good start, and modifications have been made to prepare the students for a career in tennis. The transition from weekend workshops to semester courses was a favorable improvement. The addition of more teaching and on-court opportunities is another positive enhancement.

It is important to remember that the business of being a tennis professional is still in its infancy. The PTM curriculum will need constant modification to meet the needs of the changing tennis professional market.

Intern opportunities are of paramount importance to students in the program. These assignments seem to be well planned and monitored. The internship notebook is a worthwhile assignment as well as a meaningful experience for the students.

Weekend workshops and seminars added to a full class load indicates the commitment students are willing to make in order to secure a job in the tennis industry. These specialty presentations should be repeated and revised on a four-year rotating basis so that as many new ideas as possible may be presented while students are on campus.

There is a concern that the PTM students are required to take a number of retailing classes as part of the curriculum. With the decline in the number of pro shops, it perhaps may be more appropriate to shift some of the retailing emphasis to computer, public and personal relations, and business writing courses.

Resources

The media center offers students an excellent selection of books, audio tapes, videotapes and periodicals, and also serves as the audio library for the USPTA Midwest Division.

This center could prove an important link to other professionals, particularly those in the Midwest Division. Letting them know what materials are available and inviting them to use the center would be a good way to attract more professionals to Ferris State. The workshops or Specialty Courses could be advertised there and would be open to all professionals. This would enable you to showcase your facilities and students, and should result in additional program referrals. It would also give Ferris the reputation as an important educational center.

Comments

Our committee was impressed with the scholarships available to students enrolled in the PTM program.

USPTA needs to assist in student recruitment to the Ferris PTM program. To help you reach 100 students, it would be helpful to us to have a speakers and workshop schedule, as well as a trade show schedule or other booth appearances, so that we may direct members and potential students to the appropriate events.

USPTA is interested in working very closely with the PTM director regarding curriculum changes or additions. Through our Continuing Education Program, we are continually monitoring industry changes and designing our education program to better meet the needs of owners and managers nationwide. Together, we can track industry trends and ensure that we are providing what employers need.

Since there is a surplus of internships available, we request that all interns be under the direction of a USPTA professional in good standing with a Professional 1 or Master Professional classification.

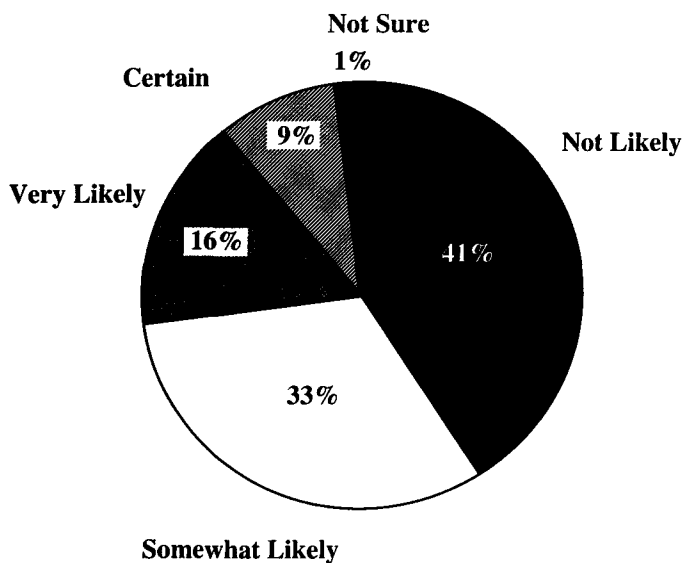
As a matter of policy, USPTA would like to pre-approve all materials and brochures that include the USPTA name or logo.

USPTA will make available to the PTM director a summary of the USPTA certification testing results. This confidential document should provide valuable information concerning areas in which students are well prepared, and areas which need more emphasis in the future.

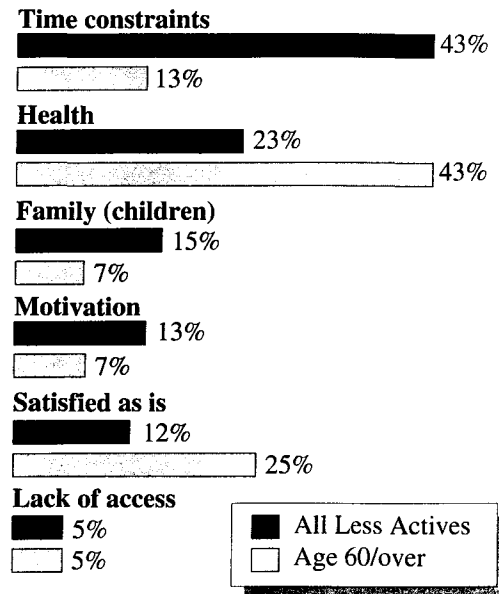
THE INDUSTRY'S FUTURE IS PROMISING

Participation: The single most significant factor driving the health, racquet and sports club industry is participation in exercise, sports and fitness-related activities. Participation in the fitness movement translates proportionally to memberships at the club. Since 1980, both the participation in the fitness movement and the club industry has doubled. Every indication is that it will continue to rise well into the next century. Although 80% of Americans remain mostly sedentary, exercising less than twice per week, most desire to increase their level of activity. According to a national study, conducted in October 1993 by Peter D. Hart Research for the President's Council on Physical Fitness and Sports and the Sporting Goods Manufacturers Association, 59% of "inactives" desire to be more active.

How likely are you to increase your physical activity in the next six months?



Why don't you exercise more?



A Conservative Projection by IHRSA: If just 10% of "inactives" increase their level of activity within the next two years, approximately 10 million more Americans will join the fitness movement as frequent participants. With economic conditions improving over the recent recessionary period, that could translate into 3 million new club members by the end of 1995, an approximately 16% growth rate over the two-year period.

An Optimistic Projection: Beyond 1995, the club industry could accelerate much faster than 10% per year. Corporations, insurance companies and managed care providers have much to gain from healthy employees, insureds and members. As such, investments by these organizations in exercise, fitness and wellness activities has been on the rise. Thus far, much of that investment has been placid, pending the outcome of legislation on healthcare reform. However, regardless of the outcome in Washington, healthier Americans will benefit these organizations, so club opportunities will be available. And, if healthcare reform should become favorable for organizations to offer subsidies for active lifestyle behavior, the opportunities for clubs will be boundless.

SALES & MARKETING

U.S. Sports & Fitness Participation In Commercial Clubs, Gyms, Studios, Centers*

Source: 1990 - 1993 Surveys by American Sports Data, Inc. Hartsdale, NY

Activities Ranked By Total Participation In Clubs**

Activity	<u>Total U. S. Participants</u>				<u>Frequent U.S. Participants</u>			
	1990	1991	1992	1993	1990	1991	1992	1993
Club Membership	16.4M	16.7M	16.5M	18.2M	5.4M	5.7M	5.9M	6.5M
Resistance Machines	16.8	17.6	16.2	19.4	3.8	4.0	3.7	5.2
Stationary Cycling	43.3	39.4	38.0	39.1	9.3	7.6	7.8	8.0
Free Weights	29.1	30.4	28.2	31.0	8.3	8.2	8.2	8.6
Stair Climbing	12.3	17.1	18.4	20.4	1.8	2.6	2.6	3.6
Swimming Laps	24.4	23.2	22.1	23.6	6.3	5.1	4.9	6.0
Treadmills	11.5	13.6	14.4	19.7	2.0	2.0	2.5	3.5
Racquetball	9.2	9.3	7.5	7.4	1.9	2.4	1.8	1.4
Rowing Machines	13.6	11.2	10.9	10.4	2.0	1.5	1.5	1.1
Aerobics (Step)	n/a	7.3	9.2	11.5	n/a	1.0	1.3	1.7
Aerobics (Low-impact)	16.0	15.0	13.0	13.4	3.0	2.6	2.4	2.8
Aerobics (Regular)	12.4	13.1	10.3	10.4	2.5	2.2	1.9	2.0
Basketball	39.8	39.3	40.4	42.1	7.7	8.6	8.4	10.2
Tennis	21.7	20.8	18.9	19.3	5.1	4.9	3.4	4.8
Volleyball (Hard Surface)	34.8	32.0	31.3	31.7	7.2	6.3	5.6	6.2
Cross-country Ski Mach.	5.2	7.5	8.3	7.9	0.7	0.9	1.5	1.4
Volleyball (Beach)	11.6	13.8	13.2	13.5	0.9	1.6	1.4	1.4
Running/Jogging	31.6	32.9	30.4	30.1	8.8	8.6	8.3	8.8
Fitness Walking	32.0	31.2	29.6	31.0	14.8	14.1	13.3	14.1

* Commercial clubs include health clubs, YMCAs, JCCs, aerobics studios, private country clubs, private golf/tennis clubs, racquetball centers and weight training/body building centers. It does not include school gyms, corporate facilities or community facilities.

** Ranked by the total number of individuals participating in each activity within commercial club facilities.

COMPENSATION

Upper Management Compensation

1992 Total Taxable Earnings

	Median	Low 25%	High 25%	Salary %	Hours/Wk.
The Ownership Group*	\$ 60,000	\$ 34,000	\$108,000	65%	50
X General Manager	\$ 44,000	\$34,000	\$ 60,000	90%	45
X Sales/Marketing Director	\$ 29,000	\$ 25,000	\$ 36,000	65%	40
X Fitness Director	\$ 23,000	\$ 19,000	\$ 30,000	95%	40
Aerobics Director	\$ 20,000	\$ 8,000	\$ 25,000	85%	30
X Head Tennis Pro	\$ 36,000	\$ 20,000	\$ 50,000	55%	40
Sales Representative	\$ 22,000	\$ 16,000	\$ 28,000	50%	35

The compensation for the ownership group includes total compensation for all individuals, regardless of the work commitment within the club. Most clubs have only one individual (56%), but the average was 1.5 compensated owners. Usually only one owner works at the club.

* Note: The data presented in these tables is from respondents to the 1992 Industry Data Survey. IHRSA collects compensation data every two years.

Management Compensation

1992 Total Taxable Earnings

Full-Time Employees	Median	Low 25%	High 25%
X Assistant General Manager	\$ 29,000	\$ 23,000	\$ 35,000
Manager on Duty	\$ 21,000	\$ 18,000	\$ 24,000
Athletics/Program Director	\$ 24,000	\$ 20,000	\$ 28,000
Member Service Manager	\$ 20,000	\$ 18,000	\$ 28,000
Business Manager	\$ 27,000	\$ 22,000	\$ 36,000
Office Manager	\$ 22,000	\$ 18,000	\$ 27,000
Front Desk Manager	\$ 17,000	\$ 13,000	\$ 22,000
Aquatics Director	\$ 16,000	\$ 12,000	\$ 24,000
Food & Beverage Manager	\$ 20,000	\$ 15,000	\$ 30,000
Pro Shop Manager	\$ 19,000	\$ 15,000	\$ 26,000
Childcare Manager	\$ 15,000	\$ 7,000	\$ 16,000
Children's Program Manager	\$ 15,000	\$ 10,000	\$ 24,000
Maintenance/Housekeeping Manager	\$ 20,000	\$ 17,000	\$ 25,000



14/0

TO: MPTA Survey Respondents
 FROM: Rick Ferman, Survey Project Director
 RE: Survey Results

First, let me thank you all for responding to the survey sent to you earlier this year. Since the questionnaire was mailed to you I have received numerous requests for "preliminary" information. I've had inquiries from club owners, managers, and pro's who are currently in need of specific information. This along with the general response to the survey further convinces me of the need for an on-going survey project. The benefits of such a program to the USPTA membership and the association itself are numerous.

The 1986 survey was sent to 416 MPTA members. Responses were received from 196 members. This represents a 47% return which I think is excellent and reflects our memberships interest in this information. By state the responses were:

Indiana	13
Wisconsin	23
Ohio	42
Michigan	44
Illinois	71
Displaced *	3
Total	<u>196</u>

The responses have been categorized by job title and status (full-time/part time; year round/summer only). Some consolidation was necessary. Responses which indicated any ownership status were placed in the "owner" category even if other categories were also marked. The frequent combination of Head Professional and Director of Tennis were placed in the Director of Tennis category. Those responses showing Head Pro, Director of Tennis and Pro/Manager status were combined into the Pro/Manager category. Pro/Manager's who also indicated college coaching responsibilities are included as Pro/Managers. Athletic Directors were recorded as Directors of Tennis. High School coaches were combined under Staff Professional - part time/year round.

Of the 196 responses the following categories were established:

	<u>Responses</u>
Director of Tennis - Full time/year round	31
Head Professional - Full time/year round	28
Staff Professional - Full time/year round	27
Part time/year round	26
Pro/Manager - Full time/year round	21
Full time/summer only	19
Owner - full time/year round	13
Manager - full time/year round	8
Independent Contractor - Full time/year round	7
Total responses reported	<u>180</u>
Not Currently in tennis	5
Part time/summer only	8
Owners - part time	3
Total responses not reported	<u>16</u>
Total responses received	196

Personally, I have several observations concerning the survey. For me to make specific conclusions here would be inappropriate. I have enjoyed the project immensely and hope the results help each of you in your career development. If you have any questions or I can be of any service to you in regards to the survey, please don't hesitate to contact me at 1-517-372-9531.

* Not currently residing in the Midwest division.

SURVEY DIRECTORS COMMENTS

Directors of Tennis:

- Teach more than 50% of working hours
- Have wide ranges in salary compensation and on-court teaching compensation.
- Rate workshops stressing business and management techniques as very important for their continued development.

Head Professional:

- Rate more involvement in planning club direction, business and management workshops, and information on club performance as most important for continued professional development.

Staff Professional:

- Rate workshops stressing teaching techniques and more information concerning club performance as most important for their continued development.
- 59% do not receive salary compensation.

Part-time/year round:

- Primarily teach.
- Clearly indicate a need for workshops stressing teaching techniques for continued development.

Pro/Manager-Full-time/year round:

- Teach less than 50% of working hours.
- Site a need for workshops on business and management techniques as most important for continued development.

Summer Only - Full Time:

- Receive virtually no benefits other than meals & club privileges.
- Average over 5 hours of teaching per day on the job.
- Have a high level of enjoyment in what they are doing.

Owner

- Are still teaching a considerable amount.
- Site management technique workshops as important to further development.
- Are optimistic about the future for the career professional.

Manager

- Managers don't teach much.
- Site business technique workshops as most important to continued development.
- Are the only category in which there is a "I can't stand what I'm doing!" response.

Independent Contractor - Full time/year round:

- Site business technique workshops as most important for continued development.
- Are optimistic about the future of the career professional.

MWPTA SURVEY REPORT
STAFF PROFESSIONAL - FULL TIME; YEAR ROUND

I. GENERAL INFORMATION

Total responses in this category 27.
 USPTA Classification: P1 30% P2 56% P3 15%.
 Education: HS Grad 15% College Grad 78% Masters 4% Dr. 4%.
 Age: Under 25 15% 25-30 33% 31-35 26% 36-40 11% Over 40 15%.
 Teaching Experience: < 5 Yrs. 11% 5-10 Yrs. 41% 10-15 Yrs. 30% > 15 Yrs. 11%.
 Playing Experience: College Varsity 59% Jr. Tourn. 15%
 Pro 11% Adult Player 19% Other _____.
 Pro Shop Is: Leased to pro 4% Operated by mgmt. 56% Leased to
 outside operator 30%.
 Current Job Tenure: 1-2 Yrs. 59% 3-4 Yrs. 15% 5-6 Yrs. 11%
 7-10 Yrs. 0% More Than 10 Yrs. 15%.
 Previous Job Tenure: 1-2 Yrs. 37% 3-4 Yrs. 37% 5-6 Yrs. 15%
 7-10 Yrs. 11% More than 10 Yrs. 0%.
 Hired From: Within the company 15% Outside the Co. 82%.
 Indoor Courts: 4 or less 11% 5-8 48% 9-12 26% 13 or more 15%.
 Outdoor Courts: 4 or less 44.5% 5-8 26% 9-12 18.5% 13 or more 11%.

II. JOB COMPOSITION:

Primary Responsibility for:

1. Supervision of Instructors <u>15%</u>	7. Stringing <u>13%</u>
2. On-Court Teaching <u>100%</u>	8. Racquet Repair Services <u>37%</u>
3. Court Maintenance <u>7%</u>	9. Pro Shop Operation <u>11%</u>
4. General Facility Maintenance <u>15%</u>	10. Equip. Maintenance <u>11%</u>
5. Program Development <u>78%</u>	11. Supervision of Social Events <u>44%</u>
6. Program Supervision <u>41%</u>	12. Staff Training <u>30%</u>

Structure

Average number of days on the job. 6.05
 Average number of hours on the job per week. 46.6
 Average number of on-court teaching hours per week. 31
 Average number of private lessons per week. 10.3
 Average number of semi-private lessons per week. 5.3
 Average number of clinic lessons per week. 11.9
 Average hourly rate charged per hour per person: Pmts. \$26. Clinics \$8.20

III. COMPENSATION PROFILE (Annualized)

Salary/Retainer: Average \$4,849.00 Range \$0.00-\$11,000.00 // positive responses
 On-Court Teaching: Average \$18,900. Range \$0.00-\$11,000.00
 Total Income: Average \$20,875. Range \$11,000-\$38,000.00
 Benefits provided by employer:
 Full Medical Insurance 22% Profit Sharing 4%
 Partial Medical Ins. 11% Disability Insurance 4%
 Automobile 0% Pro Shop Discount 70%
 Life Insurance 11% Meals 22%
 Pension Fund 11% Professional Development
 Family Club Membership Subsidy 26%
 Privileges 63%

IV. PERSONAL AND PROFESSIONAL DEVELOPMENT

Average relative importance for continued development (1 - not important, 5 - a must).

Further formal education.	<u>2.8</u>
USPTA classification upgrading.	<u>3.16</u>
Professional workshops stressing teaching techniques.	<u>3.76</u>
Professional workshops stressing business techniques.	<u>3.46</u>
Professional workshops stressing management techniques.	<u>3.6</u>
Professional workshops stressing inter-personal skills.	<u>3.32</u>
Professional workshops stressing pro shop operations.	<u>2.6</u>
Non-Tennis oriented professional workshops.	<u>2.0</u>
Playing competitively.	<u>2.08</u>
USTA Umpire Certification.	<u>2.00</u>
More frequent performance reviews.	<u>2.72</u>
More specific objectives.	<u>3.16</u>
More involvement in planning club direction.	<u>3.27</u>
More information concerning club performance.	<u>3.58</u>

Average rating (1 - no future, 5 - bright future) of the opportunities for the career professional in the future: 3.62.
 Percentage of positive responses:
 I can't think of anything else I'd rather be doing. 69%
 This job will lead me into further opportunities in the tennis industry. 57.6%
 This job will lead me to further opportunities outside of the tennis industry. 15.4%
 Someday I want to have my own club. 38.5%
 I can't stand what I'm doing! 0%

I. GENERAL INFORMATION

Total responses in this category 26
 USPTA Classification: P1 31% P2 42% P3 23%
 Education: HS Grad 31% College Grad 31% Masters 19% Dr. 8%
 Age: Under 25 4% 25-30 19% 31-35 19% 36-40 27% Over 40 31%
 Teaching Experience: < 5 Yrs. 54% 5-10 Yrs. 31% 10-15 Yrs. 19% > 15 Yrs. 46%
 Playing Experience: College Varsity 54% Jr. Tourn. 31%
 Pro 11.5% Adult Player 27% Other 4%
 Pro Shop Is: Leased to pro 4% Operated by mgmt. 50% Leased to outside operator 19%
 Current Job Tenure: 1-2 Yrs. 19% 3-4 Yrs. 8% 5-6 Yrs. 11.5%
 7-10 Yrs. 19% More Than 10 Yrs. 35%
 Previous Job Tenure: 1-2 Yrs. 27% 3-4 Yrs. 31% 5-6 Yrs. 15%
 7-10 Yrs. 4% More than 10 Yrs. 11.5%
 Hired From: Within the company 8% Outside the Co. 69%
 Indoor Courts: 4 or less 23% 5-8 42% 9-12 19% 13 or more 11.5%
 Outdoor Courts: 4 or less 38.5% 5-8 23% 9-12 0 13 or more 23%

II. JOB COMPOSITION:

Primary responsibility for:

1. Supervision of Instructors	<u>27%</u>	7. Stringing	<u>27%</u>
2. On-Court Teaching	<u>92%</u>	8. Racquet Repair Services	<u>23%</u>
3. Court Maintenance	<u>15%</u>	9. Pro Shop Operation	<u>15%</u>
4. General Facility Maintenance	<u>4%</u>	10. Equip. Maintenance	<u>15%</u>
5. Program Development	<u>54%</u>	11. Supervision of Social Events	<u>27%</u>
6. Program Supervision	<u>38.5%</u>	12. Staff Training	<u>15%</u>

Structure

Average number of days on the job. 4.24
 Average number of hours on the job per week. 18.21
 Average number of on-court teaching hours per week. 7.62
 Average number of private lessons per week. 5.65
 Average number of semi-private lessons per week. 3.69 13 responses
 Average number of clinic lessons per week. 8.97 15 responses
 Average hourly rate charged per hour per person: Pmts. 428.75 Clinics 56

III. COMPENSATION PROFILE (Annualized)

Salary/Retainer: Average ID Range ID 4 responses
 On-Court Teaching: Average \$4,610. Range \$1,500-\$10,000.
 Total Income: Average \$7,970. Range \$500.-\$22,900.
 Benefits provided by employer:
 Full Medical Insurance 11.5% Profit Sharing 0
 Partial Medical Ins. 0 Disability Insurance 8%
 Automobile 0 Pro Shop Discount 27%
 Life Insurance 4% Meals 4%
 Pension Fund 8% Professional Development 8%
 Family Club Membership Subsidy 8%
 Privileges 35%

IV. PERSONAL AND PROFESSIONAL DEVELOPMENT

Average relative importance for continued development (1 - not important, 5 - a must).
 Further formal education: 2.62
 USPTA classification upgrading. 2.17
 Professional workshops stressing teaching techniques. 3.69
 Professional workshops stressing business techniques. 3.85
 Professional workshops stressing management techniques. 4.31
 Professional workshops stressing inter-personal skills. 3.15
 Professional workshops stressing pro shop operations. 2.97
 Non-Tennis oriented professional workshops. 2.15
 Playing competitively. 2.31
 USTA Umpire Certification. 1.62
 More frequent performance reviews. 2.33
 More specific objectives. 3.00
 More involvement in planning club direction. 4.00
 More information concerning club performance. 3.91
 Average rating (1 - no future, 5 - bright future) of the opportunities for the career professional in the future: 4.1
 Percentage of positive responses:
 I can't think of anything else I'd rather be doing. 92%
 This job will lead me into further opportunities in the tennis industry. 38.5%
 This job will lead me to further opportunities outside of the tennis industry. 31%
 Someday I want to have my own club. 7.5%
 I can't stand what I'm doing! 0

I. GENERAL INFORMATION

Total responses in this category 21
 USPTA Classification: P1 71% P2 24% P3 0%
 Education: HS Grad 9.5% College Grad 67% Masters 19% Dr. 5%
 Age: Under 25 0% 25-30 33% 31-35 38% 36-40 19% Over 40 9.5%
 Teaching Experience: < 5 Yrs. 0 5-10 Yrs 28.5 10-15 Yrs 47.5 > 15 Yrs 24%
 Playing Experience: College Varsity 86% Jr. Tourn. 14%
 Pro 24% Adult Player 5% Other _____
 Pro Shop Is: Leased to pro 38% Operated by mgmt. 33% Leased to outside operator 24%
 Current Job Tenure: 1-2 Yrs. 19% 3-4 Yrs. 38% 5-6 Yrs. 19%
 7-10 Yrs. 19% More Than 10 Yrs. 5%
 Previous Job Tenure: 1-2 Yrs. 19% 3-4 Yrs. 43% 5-6 Yrs. 24%
 7-10 Yrs. 0% More than 10 Yrs. 5%
 Hired From: Within the company 28.5% Outside the Co. 71%
 Indoor Courts: 4 or less 28.5% 5-8 52% 9-12 14% 13 or more 5%
 Outdoor Courts: 4 or less 28.5% 5-8 28.5% 9-12 14% 13 or more 24%

II. JOB COMPOSITION:

Primary Responsibility for:

1. Supervision of Instructors	<u>95%</u>	7. Stringing	<u>76%</u>
2. On-Court Teaching	<u>91%</u>	8. Racquet Repair Services	<u>76%</u>
3. Court Maintenance	<u>86%</u>	9. Pro Shop Operation	<u>71%</u>
4. General Facility Maintenance	<u>95%</u>	10. Equip. Maintenance	<u>81%</u>
5. Program Development	<u>100%</u>	11. Supervision of Social Events	<u>91%</u>
6. Program Supervision	<u>95%</u>	12. Staff Training	<u>91%</u>

Structure

Average number of days on the job. 6.26
 Average number of hours on the job per week. 60.35
 Average number of on-court teaching hours per week. 25.64
 Average number of private lessons per week. 10.76
 Average number of semi-private lessons per week. 5.28
 Average number of clinic lessons per week. 9.25
 Average hourly rate charged per hour per person: Pmts. \$25.95 Clinics \$7.90

III. COMPENSATION PROFILE (Annualized)

Salary/Retainer: Average \$25,800 Range \$7,150-\$63,000
 On-Court Teaching: Average \$16,805 Range \$3,500-\$38,000
 Total Income: Average \$52,785 Range \$23,500-\$125,000
 Benefits provided by employer:
 Full Medical Insurance 67% Profit Sharing 19%
 Partial Medical Ins. 19% Disability Insurance 19%
 Automobile 9.5% Pro Shop Discount 52%
 Life Insurance 48% Meals 38%
 Pension Fund 28.5% Professional Development 24%
 Family Club Membership Subsidy 24%
 Privileges 81%

IV. PERSONAL AND PROFESSIONAL DEVELOPMENT

Average relative importance for continued development (1 - not important, 5 - a must).

Further formal education.	<u>2.83</u>
USPTA classification upgrading.	<u>2.83</u>
Professional workshops stressing teaching techniques.	<u>4.20</u>
Professional workshops stressing business techniques.	<u>2.87</u>
Professional workshops stressing management techniques.	<u>2.45</u>
Professional workshops stressing inter-personal skills.	<u>2.66</u>
Professional workshops stressing pro shop operations.	<u>2.73</u>
Non-Tennis oriented professional workshops.	<u>1.86</u>
Playing competitively.	<u>2.83</u>
USTA Umpire Certification.	<u>2.0</u>
More frequent performance reviews.	<u>2.05</u>
More specific objectives.	<u>2.45</u>
More involvement in planning club direction.	<u>3.0</u>
More information concerning club performance.	<u>2.68</u>

Average rating (1 - no future, 5 - bright future) of the opportunities for the career professional in the future: 3.85
 Percentage of positive responses:
 I can't think of anything else I'd rather be doing. 58%
 This job will lead me into further opportunities in the tennis industry. 27%
 This job will lead me to further opportunities outside of the tennis industry. 19%
 Someday I want to have my own club. 23%
 I can't stand what I'm doing! 0

MWPTA SURVEY REPORT
MANAGER - FULL TIME - YEAR ROUND

I. GENERAL INFORMATION

Total responses in this category 8
 USPTA Classification: P1 75% P2 25% P3 _____
 Education: HS Grad 12.5% College Grad 75% Masters 12.5% Dr. _____
 Age: Under 25 -0- 25-30 12.5% 31-35 25% 36-40 12.5% Over 40 50%
 Teaching Experience: < 5 Yrs. -0- 5-10 Yrs. 12.5% 10-15 Yrs. 25% > 15 Yrs. 62.5%
 Playing Experience: College Varsity 62.5% Jr. Tourn. 12.5%
 Pro 12.5% Adult Player _____ Other _____
 Pro Shop Is: Leased to pro -0- Operated by mgmt. 62.5% Leased to outside operator 25%
 Current Job Tenure: 1-2 Yrs. 25% 3-4 Yrs. 12.5% 5-6 Yrs. 12.5%
 7-10 Yrs. -0- More Than 10 Yrs. 37.5%
 Previous Job Tenure: 1-2 Yrs. 12.5% 3-4 Yrs. 37.5% 5-6 Yrs. 12.5%
 7-10 Yrs. 12.5% More than 10 Yrs. 25%
 Hired From: Within the company 25% Outside the Co. 75%
 Indoor Courts: 4 or less -0- 5-8 50% 9-12 25% 13 or more _____
 Outdoor Courts: 4 or less 37.5% 5-8 12.5% 9-12 12.5% 13 or more _____

II. JOB COMPOSITION:

Primary Responsibility for:

1. Supervision of Instructors	<u>37.5%</u>	7. Stringing	<u>12.5%</u>
2. On-Court Teaching	<u>25%</u>	8. Racquet Repair Services	<u>12.5%</u>
3. Court Maintenance	<u>12.5%</u>	9. Pro Shop Operation	<u>37.5%</u>
4. General Facility Maintenance	<u>37.5%</u>	10. Equip. Maintenance	<u>37.5%</u>
5. Program Development	<u>75%</u>	11. Supervision of Social Events	<u>62.5%</u>
6. Program Supervision	<u>50%</u>	12. Staff Training	<u>50%</u>

Structure

Average number of days on the job. 6.2
 Average number of hours on the job per week. 52.6
 Average number of on-court teaching hours per week. 9.9 2 responses "0" of 6
 Average number of private lessons per week. 5.7
 Average number of semi-private lessons per week. 3
 Average number of clinic lessons per week. 2.4 5 responses
 Average hourly rate charged per hour per person: Pvt. \$29.50 Clinics \$6.80

III. COMPENSATION PROFILE (Annualized)

Salary/Retainer: Average \$34,812. Range \$20,000-\$60,000.
 On-Court Teaching: Average 10 Range 10
 Total Income: Average \$43,200. Range \$36,000. - \$60,000.
 Benefits provided by employer:
 Full Medical Insurance 62.5% Profit Sharing 25%
 Partial Medical Ins. -0- Disability Insurance 37.5%
 Automobile 50% Pro Shop Discount 50%
 Life Insurance 25% Meals 25%
 Pension Fund -0- Professional Development _____
 Family Club Membership Subsidy 37.5%
 Privileges 50%

IV. PERSONAL AND PROFESSIONAL DEVELOPMENT

Average relative importance for continued development (1 - not important, 5 - a must).
 Further formal education. 2.63
 USPTA classification upgrading. 1.33
 Professional workshops stressing teaching techniques. 3.0
 Professional workshops stressing business techniques. 4.25
 Professional workshops stressing management techniques. 3.75
 Professional workshops stressing inter-personal skills. 4.0
 Professional workshops stressing pro shop operations. 2.75
 Non-Tennis oriented professional workshops. 3.63
 Playing competitively. 2.13
 USTA Umpire Certification. 1.25
 More frequent performance reviews. 2.25
 More specific objectives. 3.25
 More involvement in planning club direction. 2.33
 More information concerning club performance. 2.36
 Average rating (1 - no future, 5 - bright future) of the opportunities for the career professional in the future: 3.63
 Percentage of positive responses:
 I can't think of anything else I'd rather be doing. 50%
 This job will lead me into further opportunities in the tennis industry. 50%
 This job will lead me to further opportunities outside of the tennis industry. 62.5%
 Someday I want to have my own club. -0-
 I can't stand what I'm doing! 12.5%

I. GENERAL INFORMATION

Total responses in this category 13
 USPTA Classification: P1 61.5% P2 15% P3 7.5%
 Education: HS Grad 15% College Grad 54% Masters 23% Dr. 7.5%
 Age: Under 25 0% 25-30 15% 31-35 46% 36-40 15% Over 40 23%
 Teaching Experience: < 5 Yrs. 7.5% 5-10 Yrs. 0% 10-15 Yrs. 46% > 15 Yrs. 46%
 Playing Experience: College Varsity 77% Jr. Tourn. 46%
 Pro 7.5% Adult Player 7.5% Other _____
 Pro Shop Is: Leased to pro 7.5% Operated by mgmt. 46% Leased to
 outside operator 23%
 Current Job Tenure: 1-2 Yrs. 7.5% 3-4 Yrs. 7.5% 5-6 Yrs. 23%
 7-10 Yrs. 23% More Than 10 Yrs. 23%
 Previous Job Tenure: 1-2 Yrs. 23% 3-4 Yrs. 15% 5-6 Yrs. 7.5%
 7-10 Yrs. 23% More than 10 Yrs. 23%
 Hired From: Within the company 31% Outside the Co. 23% Other 38.5%
 Indoor Courts: 4 or less 7.5% 5-8 46% 9-12 38.5% 13 or more 7.5%
 Outdoor Courts: 4 or less 54% 5-8 7.5% 9-12 23% 13 or more 7.5%

II. JOB COMPOSITION;

Primary Responsibility for:

1. Supervision of Instructors	<u>84.5%</u>	7. Stringing	<u>15%</u>
2. On-Court Teaching	<u>77%</u>	8. Racquet Repair Services	<u>15%</u>
3. Court Maintenance	<u>61.5%</u>	9. Pro Shop Operation	<u>38.5%</u>
4. General Facility Maintenance	<u>61.5%</u>	10. Equip. Maintenance	<u>23%</u>
5. Program Development	<u>92%</u>	11. Supervision of Social Events	<u>54%</u>
6. Program Supervision	<u>84.5%</u>	12. Staff Training	<u>77%</u>

Structure

Average number of days on the job. 6.54
 Average number of hours on the job per week. 61.91
 Average number of on-court teaching hours per week. 28.85
 Average number of private lessons per week. 13.42
 Average number of semi-private lessons per week. 3.42
 Average number of clinic lessons per week. 12.35
 Average hourly rate charged per hour per person: Pmts \$28.31 Clinics \$7.67

III. COMPENSATION PROFILE (Annualized)

Salary/Retainer: Average \$28,160 Range \$0-\$70,000 10 responses
 On-Court Teaching: Average ID Range ID
 Total Income: Average \$45,188 Range \$30,000-\$71,500 8 responses
 Benefits provided by employer:
 Full Medical Insurance 46% Profit Sharing 38.5%
 Partial Medical Ins. 23% Disability Insurance 31%
 Automobile 46% Pro Shop Discount 46%
 Life Insurance 54% Meals 31%
 Pension Fund 15% Professional Development
 Family Club Membership Subsidy 31%
 Privileges 61.5%

IV. PERSONAL AND PROFESSIONAL DEVELOPMENT

Average relative importance for continued development (1 - not important, 5 - a must).
 Further formal education. 2.78
 USPTA classification upgrading. 2.22
 Professional workshops stressing teaching techniques. 3.94
 Professional workshops stressing business techniques. 3.56
 Professional workshops stressing management techniques. 3.44
 Professional workshops stressing inter-personal skills. 3.17
 Professional workshops stressing pro shop operations. 2.89
 Non-Tennis oriented professional workshops. 2.31
 Playing competitively. 2.44
 USTA Umpire Certification. 1.67
 More frequent performance reviews. 2.12
 More specific objectives. 2.44
 More involvement in planning club direction. 3.28
 More information concerning club performance. 2.94
 Average rating (1 - no future, 5 - bright future) of the opportunities for the career professional in the future: 3.3
 Percentage of positive responses:
 I can't think of anything else I'd rather be doing. 95%
 This job will lead me into further opportunities in the tennis industry. 16%
 This job will lead me to further opportunities outside of the tennis industry. 26%
 Someday I want to have my own club. 47%
 I can't stand what I'm doing! 0

Area: Admin. Services/Racquet and Fitness Center
Mission Statement
1997-98

Mission:

The mission of the Racquet and Fitness Center is to ensure a high quality learning environment for PTM students by providing practical application of club operations, while enhancing recreational and revenue producing activities for the University.

The Racquet and Fitness Center is the central operational facility for the College of Business' Professional Tennis Management (PTM) program, campus year-round recreation, Summer and Winter Tennis Academies and Ferris' Varsity Tennis Teams.

Rev.11/05/96

**AREA: Admin. Services/Racquet and Fitness Center
(FY 1997-98)**

I. Goal #1: To provide PTM students real life hands-on learning experience that will enhance their marketability upon graduation.

II. Major Activities and Processes

Racquet and Fitness Center management will provide PTM students an opportunity to have a multi-faceted hands-on experience on a daily basis by working at the Center. Having the students operate the Center will insure that they have the foundation and experience needed to have a competitive edge when seeking employment.

III. Expected Outcomes

Placement rate for PTM graduates will be 100%.

IV. Indicators/Sources

PTM placement statistics from graduate survey.

V. Reporting

To PTM Director, Racquet Facility staff, Marketing Department.

VI. Resource Requirements

None, other than existing resources

VII. Link to Strategic Plan

- 1 (a-e)
- 2 (c)
- 3 (a-d)
- 5 (a-c, e)
- 6 (a, b)
- 7 (a-c, e-f)
- 8 (a, d-f)
- 9 (a-d)

**AREA: Admin. Services/Racquet and Fitness Center
(FY 1996-97)**

I. Goal #2: To increase students' competence in skills needed to succeed in the tennis/fitness industry.

II. Major Activities & Processes

Racquet and Fitness Center management will conduct a minimum of two personal evaluations every year to identify strengths, weaknesses and action plans to improve their skills as employees.

Racquet and Fitness Center management will secure state-of-the-art technology and equipment for students to become familiar with and use to gain the necessary skills that are needed to succeed.

III. Expected Outcomes

Students will have the skills needed to succeed in the tennis industry.

IV. Indicators/Sources

Employer surveys

V. Reporting Process

PTM Director, Center staff, and Marketing Department.

VI. Resource Requirements

None other than existing resources.

VII. Link to Strategic Plan

- 1 (a-e)
- 2 (b, c)
- 3 (a-d)
- 5 (a-c, e)
- 6 (a, b)
- 8 (a, d, e, f)
- 9 (a-d)

**AREA: Admin. Services/Racquet and Fitness Center
(FY 1997-98)**

I. Goal #3: To maintain current revenue and revenue enhancement activities (see budget).

II. Major Activity & Processes

Racquet and Fitness Center staff will submit yearly programming and promotional plans to increase revenue and develop new programs for revenue enhancement.

III. Expected Outcomes

Current programs will be continued and will maintain their existing level of gross revenue.

IV. Indicators/Sources

Center financial statistics.

V. Reporting Process

PTM Director, Center staff and Business Affairs

VI. Resource Requirements

None, other than existing resources.

VII. Link to Strategic Plan

6 (a, b, d)

8 (a, b, d, e, f)

9 (c, d)

**AREA: Admin. Services/Racquet and Fitness Center
(FY 1997-98)**

I. Goal #4: To enhance the visibility and reputation of the PTM program, Varsity Tennis Teams and Summer and Winter Tennis Academies.

II. Major Activities & Processes

Staff members will supplement the University public relations efforts by writing press releases and articles for various publications that will cover PTM, team, and academy news.

Work with Ted Halm to keep the PTM home page updated.

Staff will attend and participate in professional associations and conferences related to their work.

III. Expected Outcomes

That the PTM program, teams and academy become better known throughout the US and all appear in a minimum of one non-local publication each year.

IV. Indicators/Sources

Articles that are submitted by the staff.

V. Reporting Process

PTM Director

VI. Resource Requirements

None, other than existing resources.

VII. Link to Strategic Plan

8 (a, b, e)

9 (a-d)

**AREA: Admin. Services/Racquet and Fitness Center
(FY 1997-98)**

I. Goal #5: To continually improve customer service for students, staff and community.

II. Major Activity & Processes

Implement customer evaluation methods for every activity/department at the Center.

Staff will attend workshops, gain certifications, and be active in industry associations to stay abreast of latest industry trends so that activities and strategies can be used to improve customer service.

III. Expected Outcomes

That customers satisfaction rates improve (survey results by %).

IV. Indicators/Sources

Center's customer satisfaction statistics

V. Reporting Process

PTM Director, Center staff, Business Affairs.

VI. Resource Requirements

None, other than existing resources.

VII. Link to Strategic Plan

5 (a,b,c,e)

6 (a, b,d)

7 (a-f)

8 (a-f)

9 (a,b)

Long Range Goals and Objectives (FY 1997-2000)

I. Goal: To improve/expand the Racquet & Fitness Center in accordance with the recommendations of the Recreational Facilities Committee.

II. Major Activity & Processes

Meet with the Recreational Facilities Committee and participate with them to recommend the best way to expand Racquet & Fitness Center.

III. Expected Outcomes

That the University has more recreational facilities and opportunities to use as a recruiting tool.

Increase enrollment for PTM and other Marketing programs.

Enhance learning environment of PTM and other Marketing programs.

Greater and enhanced opportunities for recreational use by students, staff and Big Rapids community.

Enhanced opportunities for generating revenue.

IV. Indicators/Sources

Recreational utilization statistics.

USPTA accreditation evaluation.

V. Reporting Process

University Recreation staff, Racquet & Fitness Center staff.

USPTA accreditation evaluation.

VI. Resource Requirements

Unknown at this time.

VII. Link to Strategic Plan

Long Range Goals and Objectives (FY 1997-2000)

I. Goal: To increase enrollment in the PTM program and Marketing Department; enhance the learning environment for PTM and marketing students; and enhance revenue generating opportunities.

II. Major Activities & Processes

Through the newly formed Auxiliary Enterprises joint projects with athletics and other business labs to expand the existing Center to better meet the academic, recreational and programmatic needs of the PTM program, Marketing Department, Big Rapids community and Summer and Winter Tennis Academies.

III. Expected Outcomes

Increased enrollment for PTM and other Marketing programs.

Enhanced learning environment to PTM and other Marketing programs.

Greater and enhanced opportunities for recreational use by students, staff and Big Rapids community.

Enhanced opportunities for generating revenue.

IV. Indicators/Sources

Various university reports that indicate enrollment, utilization, student satisfaction and financial information.

V. Reporting Process

PTM Director, Center staff, Marketing Department

VI. Resource Requirements

\$250,000 internal loan at 5% interest to be paid from Center operations within 15 years.

VII. Link to Strategic Plan

- 1 (a-e)
- 2 (b, c)
- 3 (a-d)
- 4 (d, e)
- 5 (a-c, e)
- 6 (a, b, d)
- 7 (a-f)
- 8 (a, b, d-f)
- 9 (a-c)

Area: Admin. Services/Racquet and Fitness Center
Budget Initiatives
FY 1996-97

INITIATIVE: Expand the existing Center to better meet the academic, recreational and programmatic needs of the PTM program, Marketing Department, Big Rapids community and Summer and Winter Tennis Academies.

\$250,000 internal loan at 5% interest to be paid from Center operations within 15 years.

BENEFITS:

Increased enrollment for PTM and other Marketing programs

Enhanced learning environment to PTM and other Marketing programs

Greater and enhanced opportunities for recreational use by students, staff and community.

Enhanced opportunities for generating revenue.

CONSEQUENCES:

Won't reach maximum potential for enhancing learning environments, recruiting students and enhancing revenue.

FERRIS STATE UNIVERSITY

RACQUET & FITNESS CENTER



1996-97 MEMBERSHIP INFORMATION



- GENERAL INFORMATION ■
- MEMBERSHIP DEFINITIONS & FEES ■
- MEMBERSHIP POLICIES ■

FERRIS STATE UNIVERSITY

RACQUET & FITNESS CENTER

NEWSLETTER

WINTER

1997

The Racquet & Fitness Center is a student funded recreational center intended to serve Ferris students, employees and the Big Rapids community. Only members and FSU students with a current ID have use and reservation privileges. **Nonmembers may participate in aerobics and tennis classes.**

The Racquet & Fitness Center also serves as the laboratory for the **Professional Tennis Management** students to help them prepare for their careers in club management. PTM students donate over 4500 hours per year to operate the Racquet & Fitness Center.

HOURS OF OPERATION

Monday - Friday 5:30am - 11pm
 Saturday - Sunday 8am - 11pm

Business Office

Monday - Friday 8am - 5pm

Although we will make every effort possible to maintain these hours, there may be some variations during FSU breaks and holidays due to staffing.

COURT RATES

Indoor Tennis and Racquetball

Monday-Friday	6am-4pm	\$7/court hour
Monday-Friday	5pm-11pm	\$9/court hour
Saturday/Sunday	8am-11pm	\$9/court hour

Outdoor Tennis Courts

Monday-Friday	6am-dark	\$4/court hour
Saturday/Sunday	8am-dark	\$4/court hour

CHECK-IN PROCEDURES

Members must bring a picture ID and check-in at the front desk **before** entering the courts or fitness room.

A 15 minute grace period will be allotted for tennis and racquetball players running late. Beyond the grace period, players may be required to relinquish their courts if other players are waiting for a court.

RESERVATIONS

Only FSU students and Racquet & Fitness Center members may reserve courts. Reservations may be made by calling 592-2212. Reservations may be made up to 7 days in advance. 24 hour advance notice is required for court cancellations. Failure to give 24 hour notice will result in a fee being charged.

CHILD CARE

Child care is available Monday-Friday 8-10:30am and 5-8pm. \$2/hour for the first two children/family, \$1/hour for any additional children in the family.

Children must be out of diapers and "potty" trained. Parents must remain in the building and the children can not be left for more than 2 hours.

CLASS SIGN UP

1. Look at the variety of classes offered in the brochure for dates and times to determine which classes interest you. For assistance in class placement, contact Wendy, Eddie or Mike.
2. Register for the class by stopping by the front desk, calling 592-2212 or by mailing in the registration form within.
3. Payment is due on or before the first day of class and can be cash, check or credit card.

Refund Policy: You will receive a full refund if you notify the front desk of your cancellation prior to the starting date of the first class or if we receive your cancellation by 4:00pm Saturday of the first week of class. A 50% refund will be given during the second week of class. No other refunds will be issued.

Waiting List: If a class you desire is full, ask the front desk representative to place you on the waiting list. People on the waiting list will be notified as openings become available.

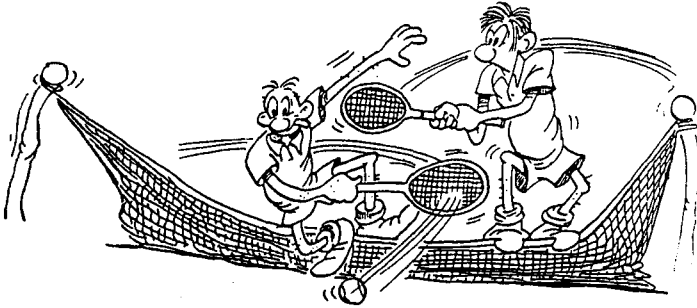
Course Cancellation: If enrollment in a course is not sufficient, the course may be canceled. All people enrolled in canceled classes will be notified by phone and will receive full refunds.

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TENNIS INFORMATION

Many people seem to believe that playing a few sets of tennis each week does not provide good cardiovascular conditioning. However, a recent study, of 14 intermediate players aged 45-72, showed that they all rated high to very high on a maximal treadmill test. Their fitness levels, were equivalent to those of men and women who have run 2.5 hours per week for at least a decade.



Source: *The Physician and Sports Medicine, ACE Fitness Matters*

All classes will be divided into two six week sessions.

Session 1: Jan. 20 - March 1, 1997

Session 2: March 10 - April 25, 1997
No classes the week of March 24 - 30.

To register call 592-2212, stop by the Front Desk or mail-in the registration form located in the back.

There is a minimum of four people/class, so find a friend and come on out.

MEMBERS AND NONMEMBERS WELCOME!

ADULT TENNIS CLASSES

FUNDamentals I

An introduction level of play to include all fundamentals: groundstrokes, net play, serves and supervised play.

Monday 6-7pm \$30/player/6 weeks

FUNDamentals II

Advanced beginning level of play. Development of basic stroke mechanics with singles and doubles strategy.

Tuesday 6-7pm \$30/player/6 weeks

Intermediate

Solid level of play. One hour of intensive drilling and point situations. Specialty shots and individual styles of play will be developed. Followed by one hour of instructional match play.

Wednesday 6-8pm \$60/player/6 weeks

ADULT TENNIS/DROP-IN

Women's Competitive

This is for ladies who still like some instruction and practice, but who also enjoy some fun competition.

Wednesday 8-10am \$10/player/week

Morning Madness

Drill session for the early bird tennis player. The package includes court time, instruction and your first glass of orange juice that morning. Sign-up required one day prior. Weekly sign-up sheets are available at the Front Desk.

Wednesday 6-7:30am \$ 8/player/week
Saturday 8-10:00am \$10/player/week

JUNIOR TENNIS CLASSES

All junior tennis classes will offer a complete instruction with the three "F" philosophy; **FUN, FOOTWORK AND FUNDAMENTALS.**

Future Stars (5-8 years old)

For the youngster just learning the game. The Future Stars will begin learning the fundamentals of the game in a fun, non-competitive atmosphere.

Monday 5-6pm \$30/player/6 weeks
Saturday 10-11am \$30/player/6 weeks

Young Guns (9-13 years old)

For the player who has come up from Future Stars or those old enough who would like to give tennis a try. Emphasis is on the fundamentals of the game. Scoring and match play will be introduced.

Tuesday 5-6pm \$30/player/6 weeks
Wednesday 5-6pm \$30/player/6 weeks
Saturday 11-noon \$30/player/6 weeks

Top Guns (13-14 years old)

For players who have moved up from Young Guns and have a good solid foundation of fundamentals and little match play experience. Opportunities will be offered to play USTA sanctioned tournaments.

Thursday 5-7pm \$60/player/6 weeks
Saturday 12-2pm \$60/player/6 weeks

Tournament Training (High School & Tournament Players)

For those players who have worked their way through Young Guns and Top Guns and are more serious about developing their game. At least one opportunity will be offered to play a USTA sanctioned tournament.

Monday 7-9pm \$60/player/6 weeks
Friday 5-7pm \$60/player/6 weeks
Drop-ins \$11/player

FITNESS INFORMATION

"Physical inactivity can be hazardous to your health."
The Surgeon General

All classes will be divided into two seven week sessions.

Session 1: Jan. 13 - Feb. 28, 1997
No classes March 3 - 9, 1997
Session 2: March 10 - May 5, 1997
Make-up week May 5 - 9, 1997

To register call 592-2212, stop by the front desk or mail-
in the registration form located
in the back of this program.

There is a minimum of five people/class, so find a friend
and join us.

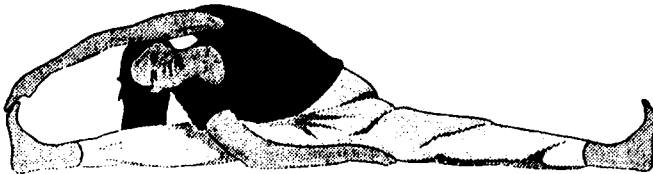
Anyone signing up for more two or more classes
(4-5days/week) will receive a 20% discount.

MEMBERS AND NONMEMBERS WELCOME!

DROP-IN FEES:

Drop-ins are available if space permits. You must register
with the front desk before entering class.

\$3.00/class



BASIC STEP

A class designed to teach all the basic steps and transitions
needed to safely master "The Step". Seasoned steppers
are welcome too...just add a platform and/or hold 1lb.
weights. **NO complex choreography here!**

M/W/F 4:30pm Instructor: Nicole Zwolinski
\$36/ 7 week session/21 classes
\$72/14 week session/42 classes

BUTT AND GUT

Full body conditioning/toning, utilizing weights, bands
and tubing. **NO CARDIO!**

T/Th 8:30am Instructor: Kari David
T/Th 6:35pm Instructor: Karen Goli
\$28/ 7 week session/14 classes
\$56/14 week session/28 classes

CIRCUIT TRAINING

Traditional theories of interval training (segments of
extreme exertion alternated with brief segments of
strengthening) are applied to the aerobic environment.
Improve your aerobic capacity and increase lean muscle
mass in this one hour class that does it all.

M/W 6:40pm Instructor: Karen Goli
\$28/ 7 week session/14 classes
\$56/14 week session/28 classes

STEP INTERVAL

Be prepared to be motivated to a "greater you" with this
combination of step and floor aerobics. This high energy,
fat burning class will take you a level beyond traditional
aerobic classes. There will be no regimented routine so
there can be more variety.

T/Th 5:30pm Instructor: Kari David
\$28/ 7 week session/14 classes
\$56/14 week session/28 classes

Sunday 6:00pm Instructor: Kari David
\$14/ 7 week session/7 classes
\$28/14 week session/14 classes

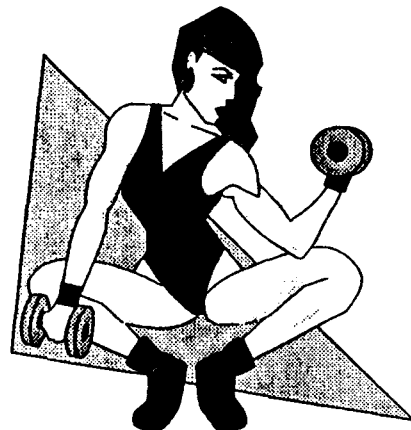
STEP

This class is designed to be done at an intermediate or
advanced pace that concentrates on the aerobic portion to
burn fat. The format of the class is as follows: five
minute warm-up and stretch, forty minutes of aerobic
stepping, ten minutes of floor work and a 5 minute stretch
at the end of class. A minimum of five people must be
registered.

M/W/F 6:15am Instructor: Deb Shaw
M/W/F 9:00am Instructor: Wendy Oertling
M/W/F 12:10pm Instructor: Wendy Oertling
M/W/F 5:35pm Instructor: Dave Cope
\$36/ 7 week session/21 classes
\$72/14 week session/42 classes

T/Th 7:40pm Instructor: Terri Behan
\$28/ 7 week session/14 classes
\$56/14 week session/28 classes

Saturday 10:00am Instructor: Dave Cope
\$14/ 7 week session/ 7 classes
\$28/14 week session/14 classes



Professional Tennis Management

APRC 1996-1997

Section 3 of 3

ADULT TENNIS LEAGUE

Men's 4.0 Doubles

Thursday 7-9pm \$50/player/10 weeks
Cost includes: balls, court time and awards.

This league starts the week of January 22 and ends the week of April 11, 1997. **No league play March 24-30.**

MEMBERS ONLY!

PRIVATE TENNIS INSTRUCTION

Video Analysis

Take a lesson with Eddie or Mike and have it video taped while you are learning. One of the greatest ways to learn is by visualization. Try it and see the improvement! For more information call Eddie or Mike at 592-2212.

Private Tennis Lessons

One on one instruction provides the most effective way to maximize your development. Lessons are arranged at your convenience by our USPTA certified instructors. Membership is not required for private lessons. For scheduling or more information call Eddie or Mike at 592-2212.

Private\$26/hour
2 + Pro\$13/player/hour
3 + Pro\$9/player/hour
4 + Pro\$6.50/player/hour
PTM Lesson\$20/hour

Hitting Lesson

Geared for the more active hitter. Eddie or Mike simply pull out a basket of balls and the entire lesson is hitting or play situations with some tips and pointers thrown in. A guaranteed great workout for the intermediate or advanced player.....\$20/hour

OTHER TENNIS & RACQUETBALL INFORMATION

Permanent Court Time

Courts can be reserved for 15 weeks on a permanent basis by contacting Jan. All permanent court time must be paid in advance.

Non-Prime Time\$105/15 weeks
Prime-Time\$135/15 weeks

MAIL IN REGISTRATION (Fill out registration completely)

NAME _____

ADDRESS _____

DAY PHONE _____

EVENING PHONE _____

CLASS NAME _____

CLASS DAY & TIME _____

Method of payment;

Visa Master Card Discover

Card Number _____

Expiration Date _____

Signature _____

Check enclosed

Fill out registration form completely and return to:
Racquet & Fitness Center
Attention: Wendy Oertling
14342 Northland Drive
Big Rapids, MI 49307-2373

FERRIS STATE UNIVERSITY
Tennis 1996
Camps

Adult & Junior camps
sponsored by
prince

Thank you for your interest in the 1996 Ferris Tennis Camps!

Founded in 1982, the Ferris State Tennis Camps have seen record participation for 14 consecutive years. One thing accounts for the success of these camps: customer satisfaction! Our students not only come back, they come back with their friends.

Ferris State Tennis Camps are unique for two reasons:

Ferris' Professional Tennis Management Program (PTM): Faculty and students from the PTM program operate our camps. This innovative bachelor degree program was the first of its kind in the United States. It was established in conjunction with the USPTA to help prepare young men and women for careers in tennis. This isn't just a summer job for our staff, it's their career. A professor from Michigan State University who attended our adult camp wrote:

"I want to thank you and your staff for providing us with an outstanding weekend of recreation. We rarely have been so thoroughly motivated, exercised, educated and entertained. I would also like to commend you for hiring one of the most professional and friendly staffs I have had an opportunity to deal with. To employ such courteous and well qualified professionals reflects well on your program, your management skills, and your program's ability to attract such fine employees to your university."

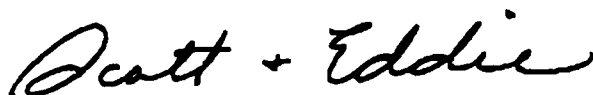
Outstanding value: Because our primary business is to educate our PTM students, we simply don't have to charge as much as other camps do. Compare for yourself—the prices for our camps can't be beat! Or, listen to what one group of eight adults from Chicago told us:

"For the past five years, our tennis group has picked a new camp somewhere in the US to try out each summer. Not only is yours the best price, it's the best camp. We've decided not to try a new one next year—we're coming back to Ferris!"

If you're considering a tennis camp this summer, please check us out! Enclosed is our 1996 Ferris State Camp brochure describing our program. If you have any questions, please call us at (616) 592-3808 or (800) 562-9130 (within Michigan).

We look forward to seeing you this summer!

Sincerely,



Scott Schultz, Camp Director

Eddie Luck, Camp Director

B.S. IN BUSINESS - PROFESSIONAL TENNIS MANAGEMENT

FIRST YEAR

First Semester

		Cr. Hrs.
ENGL 150	English 1	3 _____
_____	Non-Business Elective (NOTE 2)	3 _____
_____	Science Elective	3/4 _____
COMM 105	Interpersonal Communication	OR
COMM 121	Fundamentals of Public Speaking	3 _____
PTMG 101	Orientation to PTM	1 _____
PTMG 172	Racquet Repair	1 _____
PTMG 191	PTM On-going Co-op 1	2 _____
		16/17

Second Semester

ADVG 222	Principles of Advertising	3 _____
ISYS 202	Principles of Information Systems	3 _____
_____	Cultural Enrichment Elective (NOTE 3)	3 _____
SOCY 121	Introductory Sociology	3 _____
HLTH 125	Responding to Emergencies	2 _____
PTMG 182	Beginning Teaching Techniques	2 _____
		16

SECOND YEAR

First Semester

		Cr. Hrs.
ECON 221	Principles of Economics 1	3 _____
ENGL 211	Industrial & Career Writing [ENGL 150]	OR
ENGL 250	English 2 [ENGL 150]	3 _____
MKTG 231	Professional Selling	3 _____
ACCT 201	Principles of Accounting 1	3 _____
RETG 229	Visual Merchandising	3 _____
PTMG 272	Advanced Teaching Techniques	2 _____
		17

Second Semester

BIOL 109	Basic Human Anatomy & Physiology	4 _____
PSYC 150	Introduction to Psychology	3 _____
ECON 222	Principles of Economics 2 [ECON 221]	3 _____
ACCT 202	Principles of Accounting 2	3 _____
STQM 260	Introduction to Statistics [MATH 115]	3 _____
		16

Summer Semester

PTMG 192	PTM Co-op 2	OR
PTMG 193	PTM Tennis Academy Co-op 2	2 _____

NOTES:

1) Prerequisites shown in brackets [].

2) MATH 115 or MATH 115 proficiency is needed for graduation. If MATH 115 is needed, it may be taken as a free elective.

3) Choose 3 courses from at least 2 of the following areas, including one at the 200 level or above. Also, one must meet the Global Consciousness requirement: ARCH 244, ARTS, ARTH, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, or THTR.

B.S. IN BUSINESS - PROFESSIONAL TENNIS MANAGEMENT CONTINUED.....

THIRD YEAR

First Semester		Cr. Hrs.
FINC 322	Financial Mgmt [ACCT 202, MATH 115]	3_____
MGMT 301	Applied Management	3_____
MKTG 321	Principles of Marketing [ECON 221]	3_____
PSYC 310	Psychology of Teaching [PSYC 150]	3_____
_____	Non-Business Elective	3_____
		15
Second Semester		
BLAW 321	Contracts & Sales	3_____
_____	Cultural Enrichment Elective (NOTE 3)	3_____
RETG 337	Principles of Retailing [MKTG 321]	3_____
ENGL 325	Advanced Business Writing [ENGL 211/250]	3_____
MKTG 322	Consumer Behavior [MKTG 321, PSYC 150]	3_____
		15
Summer Semester		
PTMG 292	PTM Co-op 3 -	OR
PTMG 293	PTM Tennis Academy Co-op 3	2_____

FOURTH YEAR

First Semester		Cr. Hrs.
MKTG 425	Marketing Research [MKTG 321, STQM 260]	3_____
ADVG 485	Retail Promotion [ADVG 222 & RETG 337]	3_____
MKTG 473	Marketing Cases & Problems [MKTG 321]	3_____
_____	Cultural Enrichment Elective (NOTE 3)	3_____
RETG 339	Retail Merchandising [RETG 337]	3_____
		15
Second Semester		
PHED 338	Biomechanics [BIOL 109]	3_____
RETG 438	Retail Management [RETG 339]	3_____
MKTG 499	Marketing Policy [Last Semester Senior]	3_____
_____	Business Elective	3_____
PTMG 372	Tournament/Activity/Administration	2_____
PTMG 472	USPTA Certification, Prep & Test	2_____
		16
CREDITS HOURS REQUIRED FOR B.S. DEGREE		<u>130/131</u>

NOTES:

4) **REQUIRED FOR GRADUATION:** A cumulative grade point average of 2.00 or better in 1) all course work taken; 2) all course work taken in the major; and 3) all course work taken in the business core.

5) Course substitution or waiver in the curriculum may be permitted with PTM Director approval and Department Chair concurrence.

6) **PLEASE NOTE:** Students who interrupt their studies and are absent from the University for one or more semesters, OR those who change curriculum while pursuing a degree at Ferris, are subject to the following University policy: STUDENTS WHO RETURN TO THE UNIVERSITY AFTER AN INTERRUPTED ENROLLMENT (NOT INCLUDING SUMMER SEMESTER) MUST NORMALLY MEET THE REQUIREMENTS OF THE CURRICULUM WHICH ARE IN FORCE AT THE TIME OF THEIR RETURN, NOT THE REQUIREMENTS WHICH WERE IN EFFECT WHEN THEY WERE ORIGINALLY ADMITTED.

PTM COURSE DESCRIPTIONS

FALL SEMESTER

PTMG 101: Orientation to PTM

Career opportunities in the tennis industry presented to incoming students. The relationship of marketing to the industry and the role of tennis professionals explored. USPTA required course.

1 credit

credit/no credit grading

PTMG 172: Racquet Repair

The purpose of this course is to train students to string and repair racquets. Also, for students to have a basic understanding of string and frame design and construction. Assigned stringing and gripping of racquets over the balance of the semester for grading. USPTA required course.

16 hour weekend laboratory

1 credit

credit/no credit grading

PTMG 272: Advanced Teaching Techniques

This course is to prepare students for the type of teaching they will encounter as teaching professionals.

Classroom instruction of lesson and curriculum planning, assigned research and presentations, assigned laboratory materials and demonstrations. USPTA required course.

Prerequisites = PTMG 101 & 182

Prerequisite for co-operatives

2 credits

credit/no credit grading

PTMG 372: Tournament/Event Administration

This course is designed to prepare students for conducting USTA sanctioned tennis tournaments and tennis activities. Classroom instruction in marketing, budgeting, and planning these activities.

Assigned text and handout research, projects, and presentations. 5-6 weekend events. USPTA required course.

Prerequisites = PTMG 101, 172, & 272

2 credits

credit/no credit grading

PTMG 191: On-going Co-op 1

Initial and on-going internship in tennis teaching, string, marketing, managing. Required work of all PTM majors. Students register once at the beginning of the program but work under daily supervision until graduation.

2 credits

in progress grading

credit/no credit

PTMG 192: PTM Internship 2

Off campus co-operative in the field working with tennis teaching professionals. Meets first USPTA co-operative requirement. (Placement planning, instructional materials development, student and employer interviews, work progress monitoring, and grading assignments.)

Prerequisites = PTMG 101, 172, 182 & sophomore standing

2 credits

credit/no credit grading

PTMG 193: PTM Tennis Academy Co-op 2

Faculty supervised duties include marketing, promoting, and teaching in the FSU Fall, Winter, & Summer Tennis Academies. Meets first USPTA co-operative requirement.

Prerequisites = PTMG 101, 172, 182, & sophomore standing

2 credits

in progress grading

credit/no credit

PTMG 292: PTM Internship 3

Off campus co-operative in the field working with tennis teaching professionals. Meets second USPTA co-operative requirement. (Placement planning, instructional materials development, student and employer interviewing, monitoring progress, and grading assignments.)

Prerequisites = all PTMG 192 prerequisites, plus PTMG 272 (Advanced teaching techniques)

PTMG 372 (Tournament/Event Administration) & junior standing

2 credits

credit/no credit grading

PTMG 293: PTM Tennis Academy Co-op 3

Faculty supervised duties include planning, acquisitions, budgeting, & teaching in the FSU Fall, Winter, & Summer Tennis Academies. Meets second USPTA co-operative requirement.

Prerequisites = all PTMG 193 prerequisites, plus PTMG 272 (Advanced teaching techniques)

PTMG 372 (Tournament/Event Administration) & junior standing

2 credits

in progress grading

credit/no credit

WINTER SEMESTER

PTMG 182: Beginning teaching techniques

An introductory course designed to prepare students for their first teaching internship. Classroom instruction of fundamental sports science, lesson plan development, stroke analysis techniques, and drill techniques. Assigned laboratory, text, and USTA sports science materials and required test. USPTA required course.

Prerequisites = 4.0 USTA rating, PTMG 101, 172

2 credits

credit/no credit grading

PTMG 472: USPTA Certification Preparation & Testing Classroom instruction using test, manuals, and videotape for USPTA required teaching certification. Assigned research, independent study, and presentations. USPTA required course.

Prerequisites = All preceding PTM courses & senior status

2 credits

credit/no credit grading

PTMG 191: PTM On-going Co-op 1

PTMG 192: PTM Internship 2

PTMG 193: PTM Academy Co-op 2

PTMG 292: PTM Internship 3

PTMG 293: PTM Tennis Academy Co-op 3

SUMMER SEMESTER

PTMG 192: PTM Internship 2

PTMG 193: PTM Tennis Academy Co-op 2

PTMG 292: PTM Internship 3

PTMG 293: PTM Tennis Academy Co-op 3

Other Tennis Curriculums

The Ferris PTM program is the oldest 4 year college degree tennis curriculum, started in 1985. There have been three other four-year degree programs started since. One program, at Lyndon State College, Lyndon, Vermont, in recreation leadership, has terminated. The remaining competition is:

1. Methodist College (Reeves School of Business)
Fayetteville, NC
Program Title: Tennis Management
Degree: B.S. in Business Administration
USPTA Accredited # of students: 21
2. Hampton University
Hampton, VA
Program Title: Professional Tennis Management
Degree: B.S.
USPTA Accredited # of students: (no response)

There are also three two-year programs, one started in 1974. The competition is:

3. Tyler Junior College
Tyler, TX
Program Title: Recreation Leadership - Tennis Teaching
Degree: Associate in Applied Science
USPTA Accredited # of students: 25
4. Technical College of the Low Country
Beaufort, SC
Program Title: Professional Tennis and Coaching
Degree: Associate in Business
Certificates: Pro Shop Management
Pro Shop Supervision
Professional Teaching and Coaching
Tennis Club Development and Promotion
Not USPTA Accredited # of students: (no response)
5. Bollettieri Tennis and Sports Academy
Manatee Community College
West Bradenton, FL
Program Title: International Tennis Management
Degree: Associate in Business Administration and Management
Not USPTA Accredited # of students: 6

Copies of the catalog descriptions of the respective curriculums, if provided, follow.

TENNIS MANAGEMENT

TENNIS MANAGEMENT CURRICULUM

The Tennis Management concentration consists of 20 semester hours, three of which are internship requirements that should be taken during the summers following the freshman, sophomore, and junior years: two semester hours are seminar courses, which should be taken during each semester of the college year. Professional Tennis Management Courses include the following:

Introduction to Professional Tennis Management 3 s.h.
Investigation of career opportunities in the tennis industry and the qualifications and responsibilities associated with them.

Teaching Methods I 3 s.h.
A scientific approach to understanding stroke mechanics. Techniques used in developing lesson plans, program development, individual and group instruction, progressions, drills, and teaching aids.

Teaching Methods II 3 s.h.
Techniques used in team coaching, advanced stroke production, and long and short term instruction. Emphasis is on strategy and tactics, appropriate drills, and teaching aids.

Tournament Administration/Racquet Repair 3 s.h.
Covers the rules and code of tennis, duties of officials, solo chair umpire procedures, officiation techniques and tactics, and USTA tournament regulations. Computer-Aided Tennis Tournament software is used for tournament preparation.
Techniques and procedures involved in stringing and gripping tennis racquets. Study of frame size, shape, weight, flexibility, and shock absorption.

Tennis Club Management/Court Construction, Maintenance, and Design 3 s.h.
Comprehensive study of personnel, time management, membership, activities programming, pro/owner/manager relations, and pro/member relations.
All aspects of the design and construction of a tennis court and a tennis facility. Types of court surfaces, location, dimensions, repair, cost, construction companies, and the bidding process. Students design tennis centers with numerous courts and accessories.

Internship I, II, III 1 s.h. each
Experiential learning and experience in all aspects of Tennis Management acquired through a ten week placement at a tennis facility; (teaching, court maintenance, front desk management, pro shop operations, etc.) The student is assigned duties and responsibilities approved by the faculty member and tennis professional at the site. Joint direction, supervision, and evaluation is conducted by the faculty member and the on-site professional. Written reports are required at the completion of each phase of instruction. Placement is made by the PTM faculty member in consultation with the student.

Sport Science 3 s.h.
The study of biomechanics, motor learning, exercise physiology, sport psychology, periodization, and nutrition as they apply to tennis. Elective.

Food and Beverage Management 3 s.h.
Procurement, preparation and sale of food and beverage in a club environment. Guest lectures. Students learn procurement, operating, and restaurant procedures. Prerequisites Accounting 345 and Business 351. Elective.

Psychology of Coaching 3 s.h.
Psychological and sociological problems of leadership, coaching, motivation in competitive athletics, and organization and administration of coaching. Elective.

Seminar .5 s.h.
Experts from the tennis industry conduct educational seminars on topics such as teaching, club management, contract negotiations, sport psychology, camps, nutrition, sport management, computers, tournament operations, sport science, pro shop administration, and coaching. Four workshops required for graduation.

Independent Study in Tennis Management
An opportunity for a well-qualified upper-division student to engage in special research in his-her major. Requires approval by the faculty advisor, supervising professor, and the department head prior to being approved by the Assistant Dean of Academic Affairs. Credit

REEVES SCHOOL OF BUSINESS

The Business Administration major consists of 4 semester hours--16 semester hours of Reeves School of Business foundation courses and 27 semester hours of business major requirements. The business courses are as follows:



* Introduction to Business	1
* Principles of Accounting I	3
* Principles of Accounting II	3
* Statistics for Business and Economics	3
* Principles of Macroeconomics	3
* Principles of Microeconomics	3
Cost Accounting	3
Managerial Finance	3
Principles of Management	3
Principles of Marketing	3
Business Law I	3
Organizational Behavior and Theory	3
Microcomputer Business Applications	3
Business Policy and Strategy	3
Money and Banking	3
* Foundation Courses	

CERTIFICATIONS

United States Professional Tennis Association
Minimum test result of Pro-2 required for graduation.
United States Professional Tennis Registry
Recommended.
United States Racquet Stringing Association Recommended.
Cardiopulmonary Resuscitation Recommended.



ENTRANCE REQUIREMENTS

Tennis Management students must meet all of the admission requirements of Methodist College and of the Reeves School of Business.
Transfer students in Tennis Management must have a 2.0 grade point average in all college work previously attempted.
All Tennis Management students must have a 4.0 NTRP, a USTA district ranking, a proven ability at the high school level, or a letter from a certified professional or high school coach to verify that play

1. in Methodist College

Recreation: Tennis Teaching Curriculum

First Year

Semester I

ENGL 1301 Composition and Rhetoric
 SPCH 1311 Speech
 RECL 1301 Tennis Seminar I
 RECL 1201 Tennis Teaching Lab I**
 RECL 1300 Scientific Approach to
 Tennis Teaching

Semester II

ENGL 1302 Composition and Rhetoric
 COSC 1307 Computer Literacy
 RECL 1302 Individual Tennis Instruction
 RECL 1202 Tennis Teaching Lab II**
 RECL 1303 Tennis Seminar II
 RECL 1304 Fitness and Psycho-Motor
 Learning in Tennis
 PHED 1101 Physical Fitness and Health Concepts

Summer Session

RECL 1400 Summer Tennis Experience (Lab)
 or
 RECL 1205 Summer Tennis Experience

Second Year

Semester III

BUSI 1301 Introduction to Business
 BUSI 1371 Elementary Accounting I*
 RECL 2305 Tennis Camp and Club Management
 RECL 2203 Tennis Teaching Lab III**
 RECL 2306 Tennis Seminar III
 Social/Behavioral Science Elective

Semester IV

BUSI 2302 Legal Environment in Business
 BUSI 1372 Elementary Accounting II*
 RECL 2307 Contemporary Concepts in
 Tennis Instruction
 RECL 2204 Tennis Teaching Lab IV**
 RECL 2308 Tennis Seminar IV
 TMTH 1301 Applied Mathematics

Total Semester Hours—69

* ACCT 2401 may be substituted for BUSI 1371 and 1372. See program advisor.

** Must be taken concurrently with a Tennis Seminar.

A math of higher level may be substituted in place of TMTH 1301.

(Certificate of Proficiency)

First Year

Semester I

RECL 1301 Tennis Seminar I
 RECL 1201 Tennis Teaching Lab I
 RECL 1300 Scientific Approach to Tennis Teaching

Semester II

RECL 1302 Individual Tennis Instruction
 RECL 1202 Tennis Teaching Lab II
 RECL 1303 Tennis Seminar II
 RECL 1304 Fitness and Psycho-Motor
 Learning in Tennis

Summer Session

RECL 1400 Summer Tennis Experience (Lab)
 or
 RECL 1205 Summer Tennis Experience

Second Year

Semester III

RECL 2305 Tennis Camp & Club Management
 RECL 2203 Tennis Teaching Lab III
 RECL 2306 Tennis Seminar III

Semester IV

RECL 2307 Contemporary Concepts in Tennis
 RECL 2204 Tennis Teaching Lab IV
 RECL 2308 Tennis Seminar IV

Total Semester Hours—39

72 What We Offer

(continued)

		Lec	Lab	Credit	
Fourth Semester					
BUS	121	Business Law	3	0	3
SPC	205	Public Speaking	3	0	3
		Additional Required Related Course	3	0	3
		Additional Required Related Course	3	0	3
		**Humanities Course	3	0	3
		Open Elective	3	0	3
			(18 credits)		

GENERAL BUSINESS

Degree: Associate in Business

Major in Tennis Club Management

Minimum Credits Required for Graduation: 67-69

Required Major Courses

ACC	101	Accounting Principles I	3	0	3
BUS	121	Business Law I	3	0	3
CPT	101	Introduction to Computers	3	0	3
MKT	101	Marketing	3	0	3
MGT	101	Principles of Management	3	0	3
			(15 credits)		

Required Related Courses

*** (Offered only at the Hilton Head Campus)

BUS	101	Introduction to Business	3	0	3
CWE	101	Cooperative Work Experience Preparation	1	0	1
CWE	112	Cooperative Work Experience I	0	20	2
CWE	122	Cooperative Work Experience II	0	20	2
HRT	175***	Club Operation and Maintenance	3	0	3
MGT	120	Small Business Management	3	0	3
PRM	150***	Fitness, Nutrition, and Conditioning	3	0	3
PRM	154***	On Court Teaching	3	0	3
PRM	155***	Sports Teaching/Learning Aids	2	0	2
PRM	201***	Theory of Tennis Coaching I	2	0	2
PRM	202***	Theory of Tennis Coaching II	2	0	2
PRM	205***	Program Development and Promotion	3	0	3
			(29 credits)		

Open Electives

(6 credits)

General Education Requirements

ENG	101	English Composition I	3	0	3
ENG	102	English Composition II	3	0	3
MAT	110	College Algebra	3	0	3
PSY	201	General Psychology	3	0	3
SPC	205	Public Speaking	3	0	3
		**Humanities Course	3	0	3
			(18 credits)		

(continued)

experience related to the field of study for Cooperative Work Experience.

**Humanities Course(s) may be chosen from the following offerings:

		Lec	Lab	
ART	101	Art History and Appreciation	3	0
ENG	201	American Literature I	3	0
ENG	202	American Literature II	3	0
ENG	205	English Literature I	3	0
ENG	206	English Literature II	3	0
HIS	226	African American History and Culture of the South Carolina Sea Islands	3	0
HSS	105	Technology and Culture	3	0
HSS	201	Issues in the Humanities	3	0
IDS	201	Leadership Development	3	0
MUS	105	Music Appreciation	3	0
PHI	101	Introduction to Philosophy	3	0
SPA	101	Elementary Spanish I	3	3
SPA	102	Elementary Spanish II	3	3

Recommended Semester Course Sequence

First Semester

ENG	101	English Composition I	3	0
MAT	110	College Algebra	3	0
MGT	101	Principles of Management	3	0
		Required Related Course	3	0
		Required Related Course	3	0
		Required Related Course	3	0
			(17 credits)	

Second Semester

ACC	101	Accounting Principles I	3	0
ENG	102	English Composition II	3	0
MKT	101	Marketing	3	0
		Required Related Course	3	0
		Required Related Course	3	0
		Required Related Course	0	10
		Required Related Course	3	0
			(19 credits)	

Third Semester

CPT	101	Introduction to Computers	3	0
PSY	201	General Psychology	3	0
		Required Related Course	2	0
		Required Related Course	2	0
		Required Related Course	0	20
		Required Related Course	3	0
			(15 credits)	

New Country

*Students may, on the advice of the program advisor, substitute an appropriate course or current work

Curriculum Programs

Curriculum Programs

(continued)

	Lec	Lab	Credit
Fourth Semester			
BUS 121 Business Law	3	0	3
SPC 205 Public Speaking	3	0	3
Required Course	2	0	2
**Humanities Course	3	0	3
Open Elective	3	0	3
Open Elective	3	0	3
		(17 credits)	

GENERAL BUSINESS CERTIFICATE

Certificates in Accounting, Management Development, Retail Sales, Pro Supervision, Professional Fitness Management, Professional Tennis Teaching and Coaching, Small Business and Tennis Club Development and Promotion

Minimum Credits Required for Graduation: Variable: 13-21 credits

ACCOUNTING

Program Description

This certificate program is designed to prepare the student for entry-level employment in the field of accounting/bookkeeping. Emphasis will be placed on the development of accounting skills and the practical application of those skills.

Required Certificate Course

ACC 101 Accounting Principles I	3	0	3
ACC 102 Accounting Principles II	3	0	3
ACC 124 Individual Tax Procedures	3	0	3
ACC 150 Payroll Accounting	3	0	3
ACC 230 Cost Accounting I	3	0	3
CPT 101 Introduction to Computers	3	0	3
MAT 110 College Algebra	3	0	3
		(21 credits)	

MANAGEMENT

Program Description

This certificate program provides the tools for present and emerging managers in the areas of human resource management and problem solving.

Required Certificate Courses

BUS 268 Special Projects in Business	3	0	3
IDS 201 Leadership & Development	3	0	3
MGT 101 Principles of Management	3	0	3
MGT 150 Fundamentals of Supervision	3	0	3
MGT 270 Managerial Communications	3	0	3
		(18 Credits)	

RETAIL SALES

Program Description

The technical certificate in retail sales is designed to provide in-depth training in all phases of retail sales.

(continued) Emphasis will be placed on skill development leading to employment in this area.

Required Certificate Courses

MAT 150 Fundamentals of Math	3	0	3
MKT 110 Retailing	3	0	3
PSY 103 Human Relations	3	0	3
ENG 150 Basic Communications	3	0	3
MKT 120 Sales Principles	3	0	3
		(15 credits)	

SMALL BUSINESS MANAGEMENT

Program Description

The Small Business Management certificate program

Provides the tools for present and emerging managers in the areas of human resource management and problem solving.

*Elective Course(s) to be selected with the consent of the program advisor,

Required Major Courses

ACC 101 Accounting Principles I	3	0	3
BUS 101 Introduction to Business	3	0	3
BUS 121 Business Law	3	0	3
MGT 101 Principles of Management	3	0	3
MGT 120 Small Business Management	3	0	3
MGT 150 Fundamentals of Supervision	3	0	3
MGT 270 Managerial Communications	3	0	3
MKT 101 Marketing	3	0	3
Electives*	6	0	6
		(30 credits)	

PRO SHOP MANAGEMENT

Program Description

The Pro Shop Management certificate program trains students in the skills necessary to run a pro shop. Students are taught how to keep track of income and expenses and how to develop a successful retail marketing and advertising plan.

Required Major Courses

MGT 101 Principles of Management	3	0	3
MGT 120 Small Business Management	3	0	3
MKT 101 Marketing	3	0	3
OST 137 Office Accounting	3	0	3
PRM 159 Racket Stringing and Maintenance	1	0	1
		(13 credits)	

PROFESSIONAL CLUB SUPERVISION

Program Description

The Professional Club Supervision certificate program trains students in the skills needed to manage

(continued)

tennis club. Students learn how to maintain tennis courts (including clay courts) and keep the club in good physical condition. Students are also taught to function as a supervisor and oversee the entire operation of the facility.

Required Major Courses

			Lec	Lab	Credit
MGT	101	Principles of Management	3	0	3
HRT	175	Club Design and Maintenance	3	0	3
MGT	150	Fundamentals of Supervision	3	0	3
PRM	159	Racquet Stringing and Maintenance	1	0	1
PRM	205	Program Development and Promotion	3	0	3
					(13 credits)

PROFESSIONAL TENNIS TEACHING AND COACHING

Program Description

The Professional Tennis Teaching and Coaching certificate program trains students in the skills necessary to conduct tennis lessons. Students are taught how to use video equipment, ball machines, and charting techniques for successful lessons. Students will learn to organize and run group or private lessons for any skill level.

Required Certificate Courses

PRM	150	Fitness, Nutrition & Conditioning	3	0	3
PRM	155	Sports Teaching/Learning Aids	2	0	2
PRM	154	On-court Teaching	3	0	3
PRM	201	Theory of Tennis Coaching I	2	0	2
PRM	202	Theory of Tennis Coaching II	2	0	2
PRM	157	Officiating	1	0	1
					(13 credits)

FASHION MERCHANDISING

Program Description

The Fashion Merchandising Certificate will prepare the student for numerous career options. The Fashion Industry deals with the design, production and sale of clothes and accessories for men, women and children. Many department stores and large specialty stores actively seek fashion merchandising graduates for their store management and merchandising careers.

FSM	101	Fashion Merchandising	3	0	3
FSM	115	Textiles for Fashion	3	0	3
FSM	130	Fashion Design	3	0	3
FSM	203	Merchandise Buying	3	0	3
or					
MKT	110	Retailing	3	0	3
FSM	215	Visual Merchandising	3	0	3
FSM	240	Professional Image	3	0	3
CWE	101	Cooperative Work Experience Prep	1	0	1
CWE	111	Cooperative Work Experience I	0	10	1
					(20 credits)

(continued)

TENNIS CLUB DEVELOPMENT AND PROMOTION

Program Description

The Tennis Club Development and Promotion certificate program trains students in the skills necessary to design and promote successful tennis club programs. Students are taught how to design programs for clubs and then and promote them.

Required Certificate Courses

			Lec	Lab	Credit
BUS	268	Special Projects in Business	3	0	3
HRT	175	Club Operation & Maintenance	3	0	3
MKT	101	Marketing	3	0	3
MGT	120	Small Business Management	3	0	3
PRM	205	Program Development and Promotion	3	0	3
					(15 credits)

GENERAL TECHNOLOGY

Degree: Associate in Occupational Technology

Minimum Credits Required for Graduation: 67

Program Description

General Technology allows the opportunity to combine fundamental general education courses with a technical specialty and a cross technology to form a degree program.

Required Major Courses

The major consists of at least 28 semester hours in an approved degree, diploma or technical education certificate program with course selection to be approved by the Department Head. Courses must be selected from only one program area (one degree, one diploma, or one certificate program).

Cross Technology Courses

These courses consist of 12 semester hours from any one approved degree, diploma or technical education certificate program with advisor approval. The Cross Technology Courses must be in another technical program.

A sample curriculum for an Associate Degree in Automotive Technology follows on pages 115-116. A similar individual program can be developed for students in any technical program.

General Education Requirements

ENG	101	English Composition I	3	0	3
MAT	102	Intermediate Algebra	3	0	3
PSY	103	Human Relations	3	0	3
SPC	205	Public Speaking	3	0	3
		**Humanities Course	3	0	3
					(15 credits)

CWE* (3 credits)

Open Electives (6 credits)

Curriculum

Associate in Science Degree Program in
Business Administration and Management:

International Tennis Management Curriculum

GENERAL EDUCATION CORE:

ENC 1101	Written Communication I	3
MAT 1033	Intermediate Algebra	3
SOP 1602	Human Relations	3
CIS 1000	Computer Information Systems	3
HUM 2210	Intercultural Humanities I or	
HUM 2230	Intercultural Humanities II	3
	Sub Total	15

REQUIRED BUSINESS COURSES:

GEB 1011	Introduction to Business	3
MAN 2021	Management and Organization	3
MAR 2011	Principles of Marketing	3
ACG 1001	Principles of Financial Acctg I	3
ACG 2011	Principles of Financial Acctg II	3
ECO 2013	Principles of Economics I	3
QMB 1001	Business Math	3
	Sub Total	21

TENNIS MANAGEMENT COURSES:

First Year - First Semester

PET 1790	Coaches/Teachers I-Private, Group and Clinic Instruction	3
PET 2760	Coaches/Teachers IV-Individual and Team Coaching	3

First Year - Second Semester

PET 2211	Coaches/Teachers III- Mental Training and Development	3
PET 1771	Coaches/Teachers II -Fitness and Conditioning	3

Second Year - First Semester

PEO 1342	Tennis Management I- Program Management	3
PEO 2352	Tennis Management III- Club Mngt, Maintenance and Design	3

Second Year - Second Semester

PEO 1343	Tennis Management II- Pro Shop Operations	3
PEO 2353	Tennis Management IV- Marketing, Sales and Reservations	3

Sub Total **24**
Grand Total **60**

Diploma/Certification

Upon successful completion of the International Tennis Management Program, students may test and receive degrees/certifications from the following associations/organizations:

- Manatee Community College
- Bollettieri Tennis and Sports Academy
- United States Professional Tennis Association (USPTA)
- American Red Cross

INTERNSHIP AND CAREER OPPORTUNITIES

The International Tennis Management Program students and graduates have unlimited seasonal and full-time work opportunities through Manatee Community College's Career Development Center and within the Bollettieri Tennis and Sports Academy as well as International Management Group (IMG), the world's foremost sports management and marketing company. The Bollettieri Tennis and Sports Academy manages approximately 15 worldwide locations which include resorts, clubs, municipalities, schools and academies. Opportunities available to graduates of the International Tennis Management Program include:

Tennis Teaching Professional	Bookkeeping
Tennis Director	Administrative Staff
Club Manager	Marketing
Camp Director	Sales/Reservations
Elite Player Development	Student Services
Fitness Director	Front Desk
Nursing Assistant	Transportation
Sports Psychology/Hi-Tech	Trainer
Product Sales Rep	Promotions
Event Management	Retail Sales- Catalog
Food & Beverage	Client Representation
Property Operations	Retail Pro Shop

For more information:

Bollettieri Tennis and Sports Academy
5500 34th Street West Bradenton, FL 34207
1-800-USA-NICK or (941) 755-1000
Fax: (941) 756-6891 or (941) 758-0198
or
Manatee Community College
5840 26th Street West Bradenton, FL 34207
(941) 755-1511 ext. 4232 - (941) 755-1511 ext. 4331

Area of Specialization

Complete all courses in one of the following areas for a total of 15 hours:

Accounting Option

Course	Description	Semester Hours
ACG 2100	Intermediate Accounting	3
ACG 2360	Cost Accounting	3
APA 2141	Computers for Accounting Applications	3
TAX 2000	Tax Accounting	3
Electives		3

NOTE: In addition to the A.S. Degree, pending state approval, a Certificate in Accounting is also offered. See page 93 for further information.

Management Option

Course	Description	Semester Hours
MNA 1345	Management and Supervision	3
MAN 2300	Management and Personnel	3
MAN 2241	Organizational Behavior	3
MAN 2933	Management Seminar	3
FIN 2001	Financial Management	3

NOTE: In addition to the A.S. Degree, pending state approval, a Certificate in Management is also offered. See page 96 for further information.

Marketing Option

Course	Description	Semester Hours
MKA 2021	Personal Selling	3
MKA 2511	Principals of Advertising	3
MKA 2512	Retailing	3
MAN 2241	Organizational Behavior	3
MAN 2933	Management Seminar	3

NOTE: In addition to the A.S. Degree, pending state approval, a Certificate in Marketing is also offered. See page 96 for further information.

International Tennis Management Option

The International Tennis Management program is offered jointly through MCC and the Nick Bollettieri Tennis Academy. The objective of this program is to prepare individuals for a career as a tennis professional in industry, business, government or as owners-operators of their own establishment.

Required General Education Courses

Course	Description	Semester Hours
ENC 1101	Written Communication I	3
MAC 1102	Basic College Algebra or any higher level math course	3
SOP 1602	Human Relations	3
CGS 1000	Computer Information Systems	3
HUM 2210	Intercultural Humanities I or	
HUM 2230	Intercultural Humanities II	3
Electives	(Choose elective(s) from outside area of specialization)	<u>4</u>
		19

Required Business Courses

Course	Description	Semester Hours
GEB 1011	Introduction to Business	3
MAN 2021	Management and Organization	3
MAR 2011	Principles of Marketing	3
ACG 2021	Principles of Financial Accounting	3
ACG 2071	Principles of Managerial Accounting	3
ECO 2013	Principles of Economics I	3
QMB 1001	Business Mathematics	<u>3</u>
		21

Tennis Management and Coaches/Teachers Courses

Course	Description	Semester Hours
PEO 1342	Tennis Management I	3
PEO 1343	Tennis Management II	3
PEO 2352	Tennis Management III	3
PEO 2353	Tennis Management IV	3
PET 1790	Coaches/Teachers I	3
PET 1771	Coaches/Teachers II	3
PET 2211	Coaches/Teachers III	3
PET 2760	Coaches/Teachers IV	<u>3</u>
		24

- HSC 2402 Emergency First Aid and CPR (3)(A.A.).** Three hours per week or equivalent. This course includes a thorough study of approved practices in first aid, medical self-help and CPR which are essential for survival in emergency and disaster situations.
- LEI 1263 Backpacking (Variable)(A.A.).** Two hours per week or equivalent. This course is a study of the efficiency of self-transportation and survival in the undeveloped natural settings, and utilization and appreciation of our natural resources.
- PEL 1040 Recreational Games and Bowling (Variable)(A.A.).** Two hours activity per week. Basic knowledge, skills and values of the lifetime activity of recreational games and bowling will be presented. Emphasis is placed on human relations through recreation.
- PEL 1111 League Bowling (Variable)(A.A.).** Two hours per week. Students will acquire the basic knowledge, skills, strategy and values of the lifetime sport of league bowling. Fundamental skills taught are grips, stance, approach, release and deliveries.
- PEL 1140 Badminton and Archery (Variable)(A.A.).** Two hours activity per week. Basic knowledge, skills and values of the lifetime activity of badminton and archery will be presented.
- PEL 1321 Volleyball Fundamentals (Variable)(A.A.).** Two hours activity per week. The basic skills, strategies and rules of volleyball will be presented. Emphasis will be placed on conditioning exercises, skill drills and scrimmage. League play and practice in officiating will be provided.
- PEL1341 Tennis (Variable)(A.A.).** Two hours activity per week. Basic knowledge, skills and values of the lifetime activity of tennis will be presented.
- PEL 1441 Racquetball (Variable)(A.A.).** Two hours activity per week. Basic knowledge, skills and values of the lifetime activity of racquetball will be presented.
- PEL 1621 Basketball Fundamentals (Variable)(A.A.).** Two hours activity per week. This course is an introduction to the history, rules and basic fundamentals of basketball. There is an emphasis on skill, strategies, drills and the development of the philosophy of beginning basketball.
- PEL 2011 Team Sports (Variable)(A.A.).** Two hours activity per week. Basic knowledge, skills and values of the lifetime activity of basketball, volleyball, softball and flag football will be presented.
- PEL 2121 Golf (Variable)(A.A.).** Two hours activity per week. Basic knowledge, skills and values of the lifetime activity of golf will be presented.
- PEL 2122 Intermediate/Advanced Golf (Variable)(A.A.).** Five and one-half contact hours weekly (one day per week) for seven weeks. Consideration will be given to study and application of intermediate/advanced golf skills in playing situations.
- PEL 2342 Intermediate/Advanced Tennis (Variable)(A.A.).** Two hours per week. Prerequisite: PEL 1341 or permission of instructor. This course is designed to provide the student with further knowledge and skill in tennis techniques and strategies. It will review the basic strokes introduced in PEL 1341 and stress development of the overhead, net game, lobs, spins and drop shots as well as game strategy.
- PEM 1130 Basic Conditioning and Weight Training (Variable)(A.A.).** Two hours activity per week. Basic knowledge, skills and values of basic conditioning and personal fitness will be presented.
- PEM 1121 Introduction to Hatha Yoga (Variable)(A.A.).** Two hours per week. Hatha Yoga is a vigorous yoga form which emphasizes development of balance, coordination, strength and flexibility. An awareness of individual body, posture and alignment will be developed. In addition, yoga as a stress management tool and as an aid to concentration will be explored.
- PEM 1171 Aerobic Fitness (Variable)(A.A.).** Two hours activity per week. This activity is designed to strengthen the heart, lungs and vascular system through exercise.
- PEM 2104 Principles of Athletic Training (3)(A.A.).** Three hours of lecture per week. Knowledge of athletic training skills and responsibilities is realized. This course will provide the student with an introduction to athletic training which will include history, injury prevention, establishing a program, injury management, specific injuries and rehabilitation. An emphasis on protective and preventive taping and injury recognition will also be provided.
- PEM 2930 Special Topics in Physical Education (Variable)(A.A.).** Two hours per week or equivalent. Special, current or seasonal physical activities not covered in other Physical Education courses are offered. The course may be repeated with a change of content.
- PEN 2251 Canoeing (Variable)(A.A.).** Two hours activity per week or equivalent. Personal development through canoeing activities is realized.
- PEO 1216 Baseball and Softball Fundamentals (Variable)(A.A.).** Two hours per week. The fundamentals of offensive and defensive baseball and softball rules and strategy will be emphasized. This course may apply to the 60 hours required for the A.A. degree. It may also be used to satisfy the physical education graduation requirement should the student choose to use it that way. However, it cannot be used both ways.
- PEO 1342 Tennis Management I - Program Management (3)(A.S.).** Three hours per week. This course is part of four courses focusing on the training and development of students to manage and operate tennis facilities. This course emphasizes the study of planning, organizing and conducting activities for tennis programs including sponsorships, promotions, officiating and other special events as well as constructions of the overall program.

PEO 1343 Tennis Management II- Pro Shop Operations (3)(A.S.). Three hours per week. Prerequisite: PEO 1342 or permission of instructor. This course is a study of all facets of pro shop operations including bookkeeping and accounting techniques, knowledge of racquet stringing and racquet technologies, development of operations manuals and preparation for the USRSA Certification Test.

PEO 2003 Sports Officiating (3)(A.A.). Three hours per week. A thorough study of the rule books of different sports and techniques of officiating at various sports is provided. Several hours of practical field work in intramural programs or approved situations are required.

PEO 2352 Tennis Management III - Club Management, Maintenance and Design (3)(A.S.). Three hours per week. Prerequisite: PEO 1343 or permission of instructor. This course is a study of the design and rehabilitation of tennis facilities, maintenance and construction of court surfaces, including supply and equipment procurement, development of an operations manual and preparation of a business plan and budget.

PEO 2353 Tennis Management IV- Marketing/Sales and Reservations (3)(A.S.). Three hours per week. Prerequisite: PEO 2352 or permission of instructor. This course is a study of the development of promotional materials, determination of marketing segments, the development of sales and communication skills and the practical experience of writing and editing professional materials.

PET 1790 Coaches/Teachers I- Private, Group and Clinic Instruction (3)(A.S.). Three hours per week. This course is part of a series of four practicum courses designed to train both teachers and coaches of tennis in the skills necessary to instruct and develop players' potential. This course prepares the student to develop lesson plans, study stroke biomechanics, evaluate students' strokes, plan and implement group clinics, drills, match play and learn methods for teaching various ability levels. This course also prepares the student for the USPTA Certification Test.

PET 1771 Coaches/Teachers II- Fitness, Nutrition and Conditioning (3)(A.S.). Three hours per week. Prerequisite: PET 1790 or permission of instructor. This course is designed to train the student to evaluate fitness levels, to interpret test results, to develop conditioning programs and to examine various training methods. The course includes principles of biomechanics, injury prevention and other aspects of fitness.

PET 2211 Coaches/Teachers III- Mental Training and Development (3)(A.S.). Three hours per week. Prerequisite: PET 1771 or permission of instructor. This course will train the student in mental development and performance strategies to enhance competitive performance. The course also focuses on the development of programs designed to enhance performance through mental training techniques.

PET 2760 Coaches/Teachers IV- Individual and Team Coaching (3)(A.S.). Three hours per week. Prerequisite: PET 2211 or permission of instructor. This course is a study of techniques and strategies to prepare the student to evaluate player performance, develop training schedules and to demonstrate proper techniques for both individual and team play. The course will assist the prospective coach/teacher in various aspects of competitive strategies and match play.

PHYSICAL SCIENCE

Students already with credit for PSC 1122C cannot subsequently get credit for PSC 1121.

PSC 1121-1122C General Physical Science I and II (3-4)(A.A.). Three hours lecture per week for PSC 1121 and three hours lecture and laboratory per week for PSC 1122C. Prerequisite for PSC 1122C: Completion of PSC 1121 with a grade of "C" or better. **These courses meet Area V requirements for both the A.A. General Education Requirements and A.S. General Education Requirements.** An integrated study of the physical sciences for non-science majors including topics from astronomy, earth science, physics and chemistry. No prior knowledge of science is required. The courses enable students to achieve a level of scientific literacy which will prepare them to become better informed citizens of a democracy and knowledgeable consumers. The emphasis is on the basic scientific principles needed to understand modern technology and environmental concerns. The second semester laboratory/exercises will acquaint the student with basic tools of science and reinforce lecture concepts from both semesters.

PSC 2930 Special Topics in Physical Science (1-3) (A.S.). This course is designed to meet the special needs of individuals or groups for which regular, described courses in the physical sciences may not be available.

PHYSICAL THERAPIST

Courses are being developed.

PHYSICS

Students already with credit for:	Cannot subsequently get credit for:
PHY 2054C	PHY 2053C
PHY 2049C	PHY 2048C
PHY 2048C or PHY 2049C	PHY 2053C
PHY 2049C	PHY 2054C

PHY 2048C-2049C General Physics with Calculus I and II (4-4)(A.A.). Three hours lecture and three hours laboratory per week. Prerequisite: Completion of MAC 2311 with a grade of "C" or better. Prerequisite of PHY 2049C: Completion of PHY 2048C with a grade of "C" or better. **These courses meet Area V requirements for both the A.A. General Education Requirements and A.S. General Education Requirements.** These courses are a comprehensive study of fundamental concepts of natural laws, especially as they apply to mechanics, heat, sound,

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Fall Semester

Program	1989	1990	1991	1992	1993	1994	1995	1996	1997	% of 96
Advertising	172	196	179	139	126	76	72	59		2.8%
Advertising - T	22	29	22	31	21	16	12	7		0.3%
Hospitality Management - T	43	59	78	78	68	56	59	34		1.6%
Marketing - (1996 Pre-PGM = 78)	221	238	278	257	130	165	150	160		7.5%
Marketing - General -T	24	19	16	20	6	10	7	6		0.3%
Music Industry Management	0	0	0	0	0	0	1	10		0.5%
Professional Golf Management	328	354	371	383	431	329	280	262		12.3%
Professional Tennis Management	59	69	86	89	74	70	69	65		3.0%
Public Relations	57	71	86	56	54	41	33	35		1.6%
Public Relations - T	3	9	14	14	7	5	5	3		0.1%
Retailing	50	42	37	30	26	23	19	15		0.7%
Retailing - T	7	7	3	2	4	3	1	1		0.0%
Sales	101	107	89	98	82	59	35	30		1.4%
Sales - T	23	12	20	32	15	6	4	6		0.3%
Visual Communication	21	16	8	20	37	35	36	36		1.7%
Food Service (A.A.S.)	185	187	171	141	104	95	57	62		2.9%
Retailing (A.A.S.)	84	86	68	42	27	15	10	4		0.2%
Visual Communication (A.A.S.)	150	134	142	115	102	80	70	84		3.9%
MKT DEPARTMENT TOTALS	1555	1635	1668	1547	1314	1084	920	879		41.2%
ON CAMPUS TOTALS	4055	4104	4118	3591	2871	2278	2007	1859		87.0%
Masters - Information Systems Mgt.	*	*	*	*	*	69	63	69		3.2%
Accounting	50	57	51	58	63	40	44	46		2.2%
Computer Information Systems	0	0	0	0	0	0	13	25		1.2%
ACIS DEPARTMENT TOTALS	50	57	51	58	63	109	120	140		6.6%
Business Administration	150	130	166	167	144	140	131	96		4.5%
International Business	0	0	0	0	0	3	6	3		0.1%
Small Business Management	0	0	0	0	0	0	0	1		0.0%
MGT DEPARTMENT TOTALS	150	130	166	167	144	143	137	100		4.7%
Marketing	0	0	0	0	0	13	21	8		0.4%
MKT DEPARTMENT TOTALS	0	0	0	0	0	13	21	8		0.4%
UNDECLARED TOTALS	0	46	50	43	73	36	58	29		1.4%
OFF CAMPUS TOTALS	200	233	267	268	280	301	336	277		13.0%
COLL. of BUS. TOTALS	4255	4337	4385	3859	3151	2579	2343	2136		100.0%

Source: Admissions Office - Form MBWC002A (7th Day Count)

il-enr.xls

PROGRAM PRODUCTIVITY/COST ANALYSIS

Data on the PTM Program were obtained from the Office of Institutional Studies. The Productivity Report covered the period of Fall 1993 - Winter 1996. The Instructional Program Teaching Costs Report covered 1995 - 1996.

Regarding productivity, the full time equated faculty(FTEF) for the program for the period covered by average, the student credit hours, and their ratio respectively are as follows:

	Hours	Faculty	Ratio
1993-1994	143	.15	953.33
1994-1995	164	.30	546.67
1995-1996	188	.22	841.65

The significance of this data is revealed in comparison with other courses. The data is ranked by course prefix. PTMG (Professional Tennis Management) is ranked second (2nd) in productivity to SOCY (Sociology) of the one hundred fourteen (114) courses ranked.

Comparing the productivity ratios to the University aggregate and the College of Business indicates the following:

	PTMG	University	College
1993-1994	953.33	485.40	563.24
1994-1995	546.67	466.22	493.40
1995-1996	841.65	464.12	475.36

Regarding teaching cost, the data is as follows:

	Credit Hrs.	Teaching Cost	Ratio
1995-1996	129	\$13,558.42	\$105.10

The significance of this data is revealed in comparison with other programs. The teaching cost per student credit hour ranked from high to low places PTMG one hundred eight (108) out of one hundred thirty four (134) programs. 80.5 percent of the programs cost more to teach.

Of the 39 programs in the College of Business, the Professional Tennis Management Program BS costs the second least to teach, with General Business AAS being the least.

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W	Summer	Fall	Winter	Avg F + W	Summer	Fall	Winter	F + W
College of Business													
Marketing													
ADVG	1993-94	0.00	1,041.00	960.00	2,001.00	0.00	3.70	3.21	3.45		281.45	299.49	579.65
ADVG	1994-95	312.00	849.00	740.00	1,589.00	1.55	2.75	2.83	2.79	200.86	308.73	261.36	569.40
ADVG	1995-96	153.00	695.00	722.00	1,417.00	0.91	2.72	3.13	2.93	168.92	255.44	230.65	484.36
FSMT	1993-94	0.00	774.00	710.00	1,484.00	0.00	3.08	2.96	3.02		251.63	239.73	491.58
FSMT	1994-95	72.00	741.00	485.00	1,226.00	0.50	2.57	2.48	2.53	144.00	287.79	195.60	485.13
FSMT	1995-96	67.00	586.00	495.00	1,081.00	0.48	2.82	2.36	2.59	139.36	207.66	209.73	417.20
HSMT	1993-94	0.00	268.00	357.00	625.00	0.00	0.92	1.06	0.99		290.03	336.16	629.39
HSMT	1994-95	198.00	184.00	311.00	495.00	1.00	0.70	0.96	0.83	198.00	263.63	324.63	597.85
HSMT	1995-96	56.00	152.00	307.00	459.00	0.27	0.69	1.14	0.92	208.00	218.80	269.34	500.40
MKTG	1993-94	0.00	3,435.00	3,391.00	6,826.00	0.00	11.04	11.18	11.11		311.14	303.43	614.52
MKTG	1994-95	1,783.00	2,781.00	2,616.00	5,397.00	6.57	10.49	10.00	10.24	271.39	265.24	261.65	526.97
MKTG	1995-96	1,155.00	2,394.00	2,286.00	4,680.00	5.58	10.80	11.18	10.99	207.07	221.59	204.42	425.71
PGMG	1993-94	0.00	429.00	380.00	809.00	0.00	1.00	1.00	1.00		429.00	380.00	809.00
PGMG	1994-95	349.00	421.00	361.00	782.00	1.08	1.00	1.00	1.00	322.40	421.00	361.00	782.00
PGMG	1995-96	402.00	318.00	263.00	581.00	1.00	1.00	1.00	1.00	402.00	318.00	263.00	581.00
PREL	1993-94	0.00	309.00	327.00	636.00	0.00	1.12	1.12	1.12		275.07	291.11	566.18
PREL	1994-95	147.00	183.00	229.00	412.00	0.56	0.91	1.20	1.06	261.72	200.73	190.34	389.64
PREL	1995-96	71.00	180.00	180.00	360.00	0.31	1.40	1.25	1.32	229.03	128.76	144.00	271.91
PTMG	1993-94	0.00	74.00	69.00	143.00	0.00	0.00	0.30	0.15			230.00	953.33
PTMG	1994-95	36.00	94.00	70.00	164.00	1.00	0.30	0.30	0.30	36.00	313.33	233.33	546.67
PTMG	1995-96	48.00	108.00	80.00	188.00	0.22	0.22	0.22	0.22	214.89	483.50	358.15	841.65
RETG	1993-94	0.00	575.00	657.00	1,232.00	0.00	2.29	2.17	2.23		251.09	303.23	552.88
RETG	1994-95	315.00	627.00	681.00	1,308.00	1.44	2.50	2.42	2.46	219.51	250.80	281.79	532.07
RETG	1995-96	159.00	591.00	627.00	1,218.00	0.87	2.25	2.25	2.25	181.79	262.67	278.67	541.33

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF), Aggregated by Course Prefix Fall + Winter Semesters 1995-1996

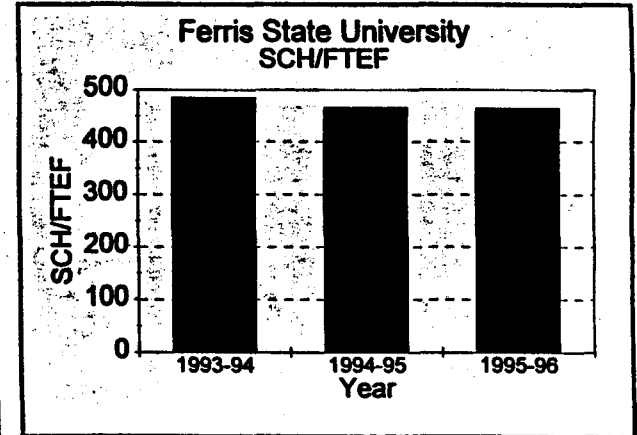
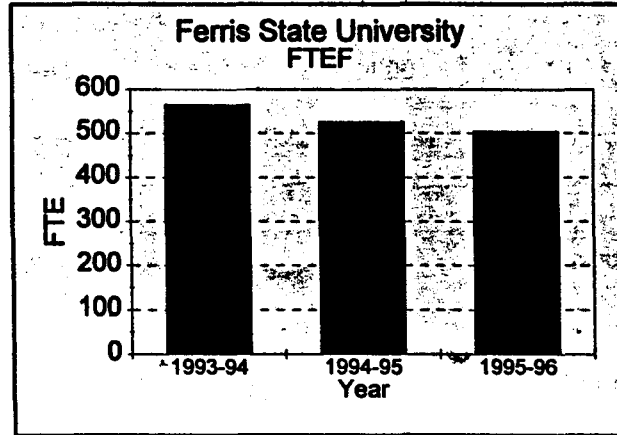
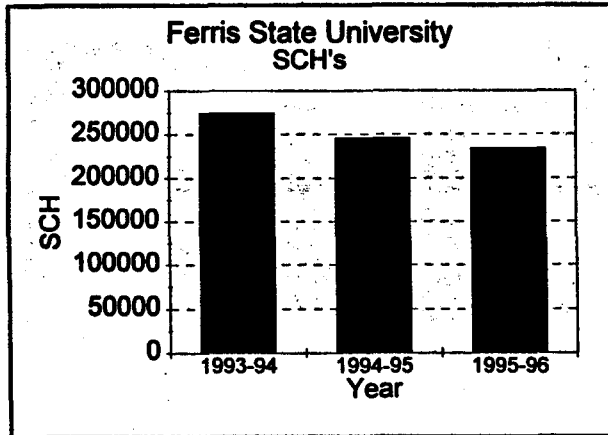
Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Sociology	SOCY	878.51
Professional Tennis Management	PTMG	841.65
Social Sciences	SSCI	826.57
Psychology	PSYC	825.93
History	HIST	792.00
Astronomy	ASTR	784.71
Physical Education	PHED	770.23
Political Science	PLSC	740.80
Radiography	RADI	740.00
Geography	GEOG	735.50
Humanities	HUMN	728.52
Business	BUSN	717.44
Anthropology	ANTH	709.79
Economics	ECON	696.78

Ferris State University

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by University

Fall and Winter Terms Combined

Graphs - Group 1 (FSU)



Year	SCH	FTEF	SCH/FTEF
1993-94	274,458.50	565.42	485.40
1994-95	245,436.50	526.21	466.42
1995-96	234,015.50	504.21	464.12

Caution: When viewing graphs, please note the differences in scales

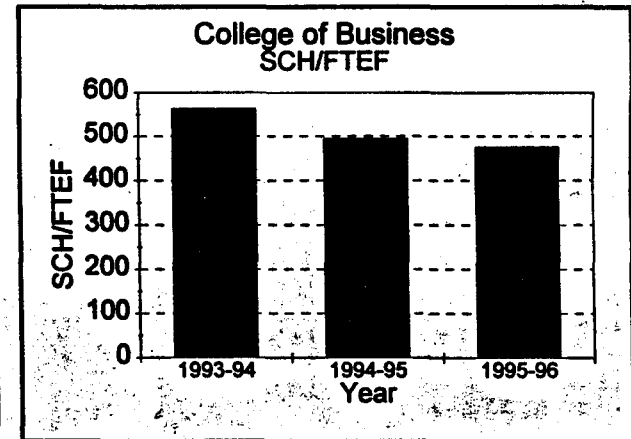
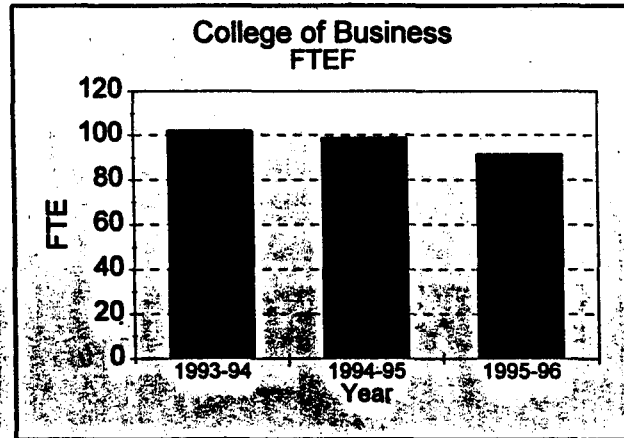
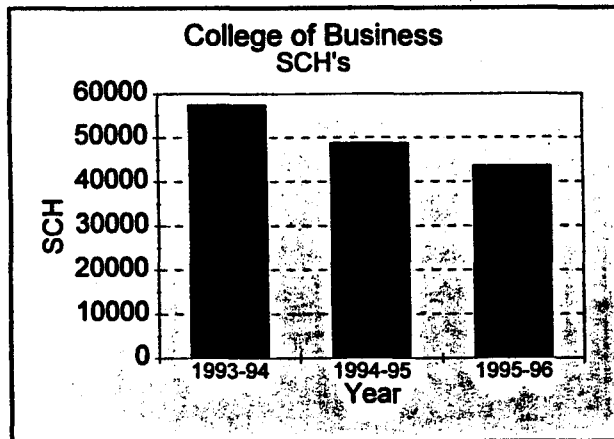
Source: Office of Institutional Studies, g:\..vafload\9596\prdungr.rs1

Ferris State University

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by College

Fall and Winter Terms Combined

Graphs - Group 4 (College of Business)



Year	SCH	FTEF	SCH/FTEF
1993-94	57,481.50	102.05	563.24
1994-95	48,728.00	98.76	493.40
1995-96	43,559.00	91.63	475.36

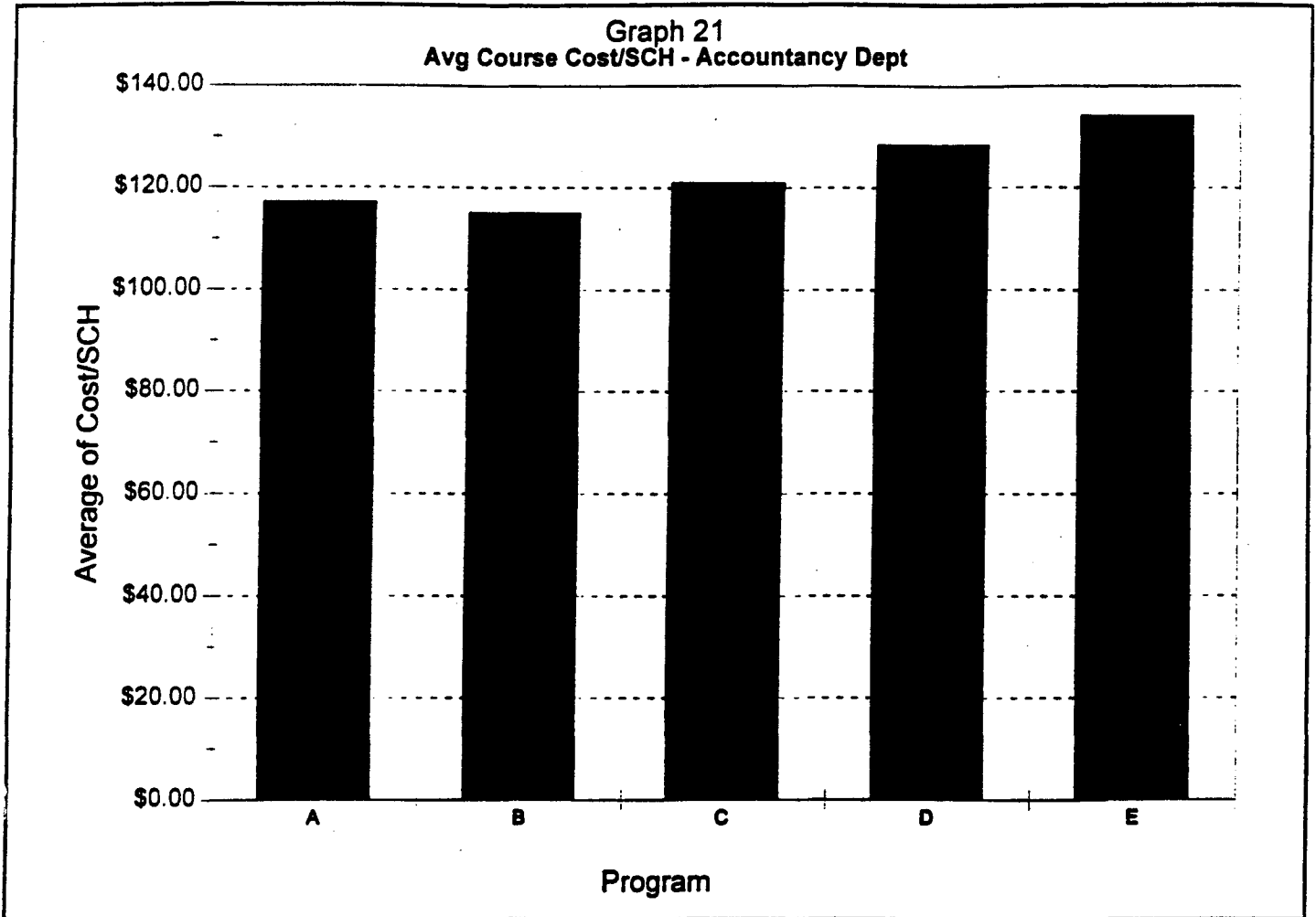
Caution: When viewing graphs, please note the differences in scales

Source: Office of Institutional Studies, g:\...fload19596\prdbgr.rsl

Table 1
Program Teaching Costs per Student Credit Hours Ranked High to Low
1995-1996 Data
(Teaching Costs Include Fringes)

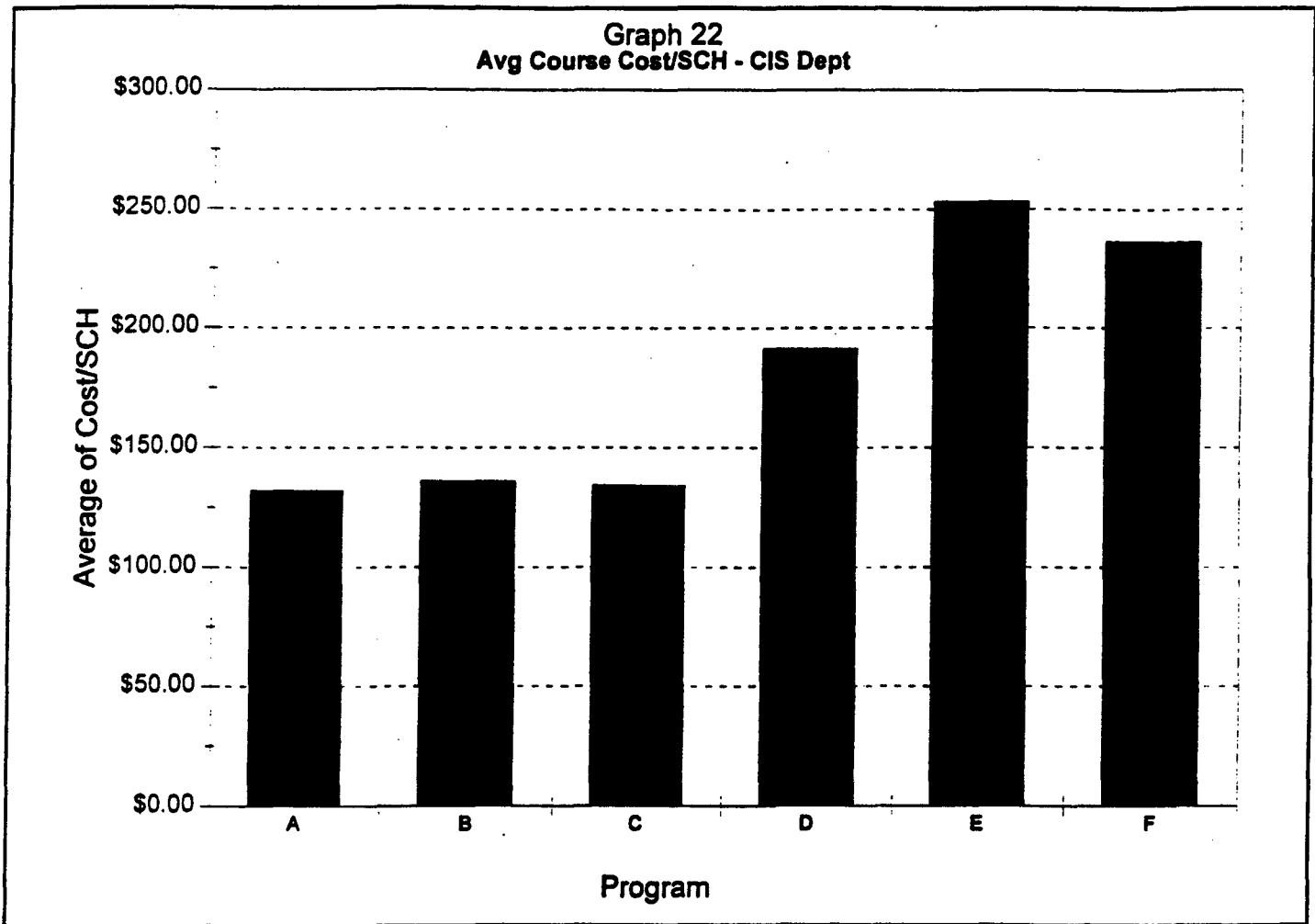
<u>Program Name and Degree</u>	<u>Credit Hours</u>	<u>Total Teaching Cost</u>	<u>Total Teaching Cost / Cr Hrs</u>
Accountancy (Cost/Managerial Track) BS	124	\$14,486.76	\$116.83
Social Work BSW	128	\$14,930.54	\$116.64
Real Estate AAS	62	\$7,187.89	\$115.93
Food Service Management AAS	65	\$7,513.17	\$115.59
Health Information Management BS	123	\$13,948.00	\$113.40
Child Development AAS	70	\$7,918.31	\$113.12
Insurance BS	124	\$14,018.60	\$113.05
Insurance/Real Estate BS	124	\$14,005.63	\$112.95
Marketing BS	127	\$14,334.87	\$112.87
Music Industry Management BS	127	\$14,298.93	\$112.59
Management BS	123	\$13,841.22	\$112.53
Biology Education BS	120	\$13,343.85	\$111.20
Retailing AAS	67	\$7,382.76	\$110.19
Operations Management BS	124	\$13,584.54	\$109.55
Nuclear Medicine Technology BS	128	\$13,882.03	\$108.45
Professional Golf Management BS	126	\$13,551.42	\$107.55
Nursing BSN (Yrs 3 & 4)	60	\$6,418.87	\$106.98
Business Administration BS	124	\$13,146.47	\$106.02
Hospitality Management BS (Yrs 3 & 4)	69	\$7,311.78	\$105.97
Professional Tennis Management BS	129	\$13,558.52	\$105.10
Recreation Leadership & Mgt/Leisure Service Track BS	128	\$13,452.26	\$105.10
Recreation Leadership & Mgt/Aquatic Track BS	128	\$13,413.15	\$104.79

**Average Course Cost/SCH - Programs in the Accountancy Dept
1995 - 1996 Data**



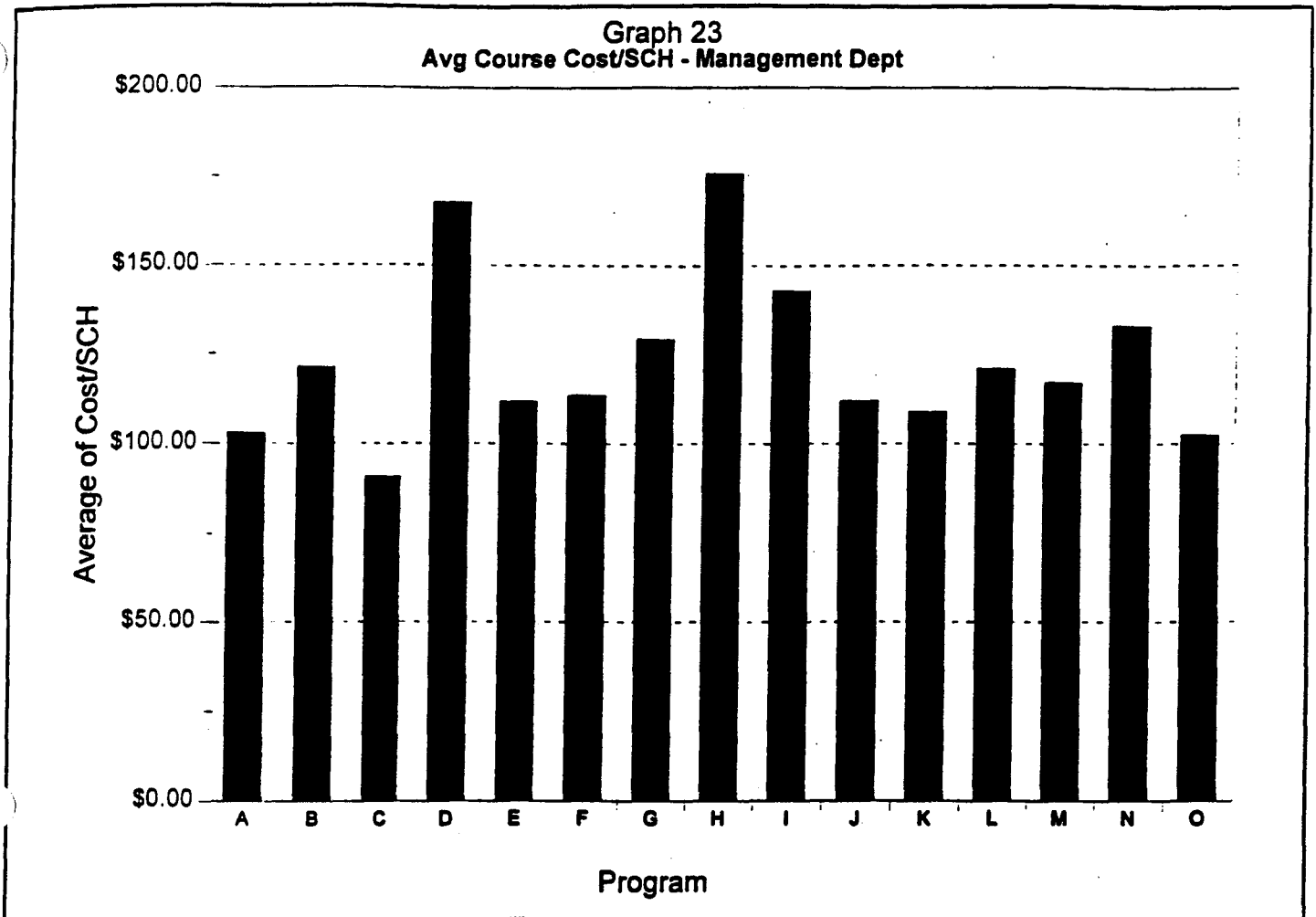
A	Accountancy (Cost/Managerial Track) BS	\$117.17
B	Accountancy (Professionally Directed Track) BS	\$115.11
C	Accountancy (Public Accounting Track) BS	\$121.03
D	Accountancy/Computer Information Systems BS	\$128.40
E	Accountancy/Finance BS	\$134.16

**Average Course Cost/SCH - Programs in the Computer Info Systems Dept
1995 - 1996 Data**



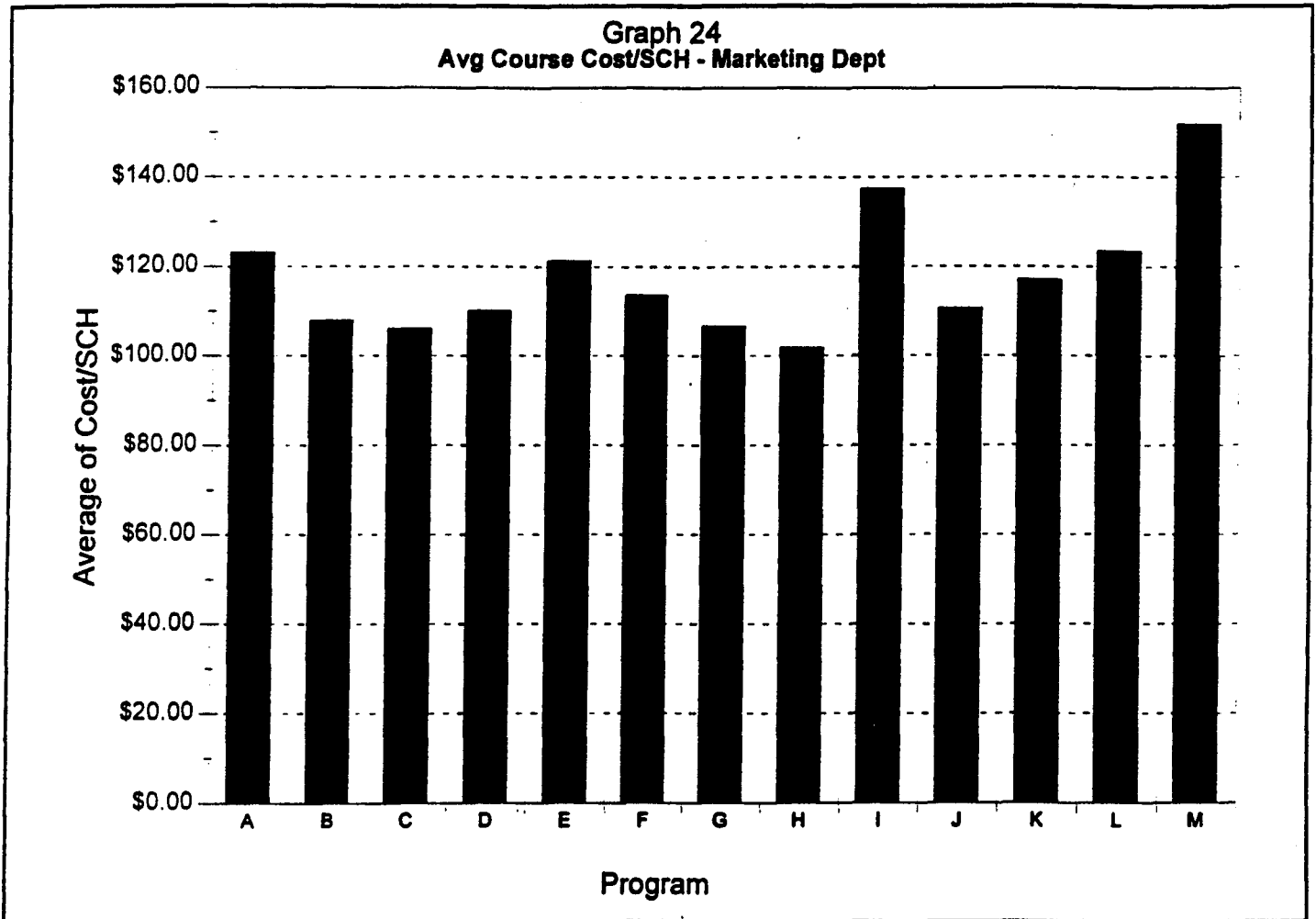
A	Computer Information Systems BS	\$132.01
B	Computer Information Systems/Management BS	\$136.02
C	Computer Information Systems/Marketing BS	\$134.19
D	Info Systems Mgt/Accounting Emphasis MS	\$191.35
E	Info Systems Mgt/Information Systems Emphasis MS	\$253.28
F	Info Systems Mgt/Quality Improvement Emphasis MS	\$236.39

**Average Course Cost/SCH - Programs in the Management Dept
1995 - 1996 Data**



A	Business Administration BS	\$103.03
B	Finance BS	\$121.25
C	General Business AAS	\$90.73
D	Human Resource Management BS	\$167.73
E	Insurance BS	\$111.74
F	Insurance/Real Estate BS	\$113.57
G	International Business BS	\$129.25
H	International Business Certificate	\$175.96
I	Legal Assistant AAS	\$142.83
J	Management BS	\$111.98
K	Operations Management BS	\$108.87
L	Quantitative Business BS	\$120.89
M	Real Estate AAS	\$116.93
N	Real Estate Certificate	\$132.82
O	Small Business Management BS	\$102.45

**Average Course Cost/SCH - Programs in the Marketing Dept
1995 - 1996 Data**



A	Advertising BS	\$123.14
B	Food Service Management AAS	\$107.94
C	Hospitality Management BS (Yrs 3 & 4)	\$106.03
D	Marketing BS	\$110.15
E	Marketing/Sales BS	\$121.33
F	Music Industry Management BS	\$113.62
G	Professional Golf Management BS	\$106.64
H	Professional Tennis Management BS	\$101.81
I	Public Relations BS	\$137.47
J	Retailing AAS	\$110.58
K	Retailing BS	\$117.08
L	Visual Communication AAS	\$123.47
M	Visual Communication BS	\$151.96

VITA

I. Name: Scott Schultz
Rank: Associate Professor
Nontenure: Tenure track
Department: Marketing
Yr. joined institution: 1982

I. Teaching Experience:

- Professional Tennis Management courses: teaching techniques, tournament administration, orientation, and USPTA certification.
- Tennis professional for past 17 years.
- Guest lecturer for various university classes.

II. Education Background

- M.S. Career & Technical Education, Ferris State University, 1995.
- B.S. Business Administration, Marketing Major, Western Michigan University, 1977.
- US Tennis Association, Sport Science Competency Exams - Level I and Level II.
- US Pro Tennis Association, Pro 1 certification.

III. Prior Experience not in Education:

- Acting Assoc. VP for Administration & Finance, March 1996 to present.
- Manager, Ferris Racquet and Fitness Club.
- Head Tennis Coach, Ferris State University.
- Head Tennis Professional, Tennis Club of Lansing.
- Asst. to the VP of Business Affairs, 1994-95.

IV. Professional Memberships:

- US Pro Tennis Assoc.: Chairman, College Curriculum Committee, Education Committee.

- US Tennis Association: Player Development Committee, College Tennis Committee.
- Western Tennis Association: Chairman, Player Development Committee, various other committees.
- West Michigan Tennis Association: Past president.

V. Professional Meetings Attended:

- US Tennis Association and US Pro Tennis Association national and regional meetings for the past five years.
- US Tennis Association and US Pro Tennis Association district meetings for past 15 years.

VI. Papers Presented:

VII. Publications:

- US Pro Tennis Association PTM Professional Accreditation Manual.

VIII. Research Activity:

- Developing objective skill performance tests in tennis for the purpose of rating players ability.

IX. Consulting:

- Grand Traverse Resort, Acme, MI
- West Hills Tennis Club, Kalamazoo, MI
- Midland Community Tennis Club, Midland, MI

X. Professional Growth:

XI. Seminars, Training Programs, etc.

XII. Professional Presentations, Speeches, etc.

- US Pro Tennis Association National Conventions, 1990, 1993.
- Western Tennis Association Annual Meetings, 1990, 1991, 1992, 1993.
- West Michigan Tennis Association Annual Meetings, 1989, 1990.

XIII. Institutional Services Performed:

- Numerous committee appointments including current appointments as:
- Signage Committee Chair
- University Recreation Facilities Committee Chair
- Athletic Coaches Compensation Committee Chair
- Child Development Program Facilities Committee Co-Chair
- Management Development Retreat Committee Member

XIV. Recognition and Honors:

- Various: Coach of the year, professional of the year, and distinguished service awards from governing bodies of tennis.

XV. Community Activities:

FERRIS STATE UNIVERSITY

TO: Dr. Joe Rallo, Dean, College of Business
FROM: Scott Schultz, Director, Professional Tennis Management
DATE: July 31, 1996
SUBJ: Work Load

Based on my anticipated move to the faculty, I have listed below the staffing needs for the PTM program. It is based on the assumption that my work load will be 50% administration and 50% teaching.

Also enclosed is course description information relating to PTM courses and program administration.

Winter 1997

Course	Title	Credits	Instructor
*PTMG 182	Beginning Teaching Techniques	2 Credits	Schultz
*PTMG 472	USPTA Certification Prep. & Test	2 Credits	Schultz
PTMG 192	PTM Co-op 1	2 Credits	Adjunct Faculty
PTMG 292	PTM Co-op 2	2 Credits	Adjunct Faculty
PTMG 392	PTM Co-op 3 at Rac. Fac.	2 Credits	Adjunct Faculty
^PTMG 193	Summer Academy Co-op	2 Credits	Adjunct Faculty
^PTMG 293	Summer Academy Co-op	2 Credits	Adjunct Faculty

Summer 1997

Course	Title	Credits	Instructor
PTMG 192	PTM Co-op 1	2 Credits	Schultz
PTMG 292	PTM Co-op 2	2 Credits	Schultz
^PTMG 193	Summer Academy Co-op	2 Credits	Schultz
^PTMG 293	Summer Academy Co-op	2 Credits	Schultz

Fall 1997

Course	Title	Credits	Instructor
PTMG 101	Orientation to PTM	1 Credit	Schultz
PTMG 172	Racquet Repair	1 Credit	Schultz
*PTMG 272	Advanced Teaching Techniques	2 Credits	Schultz
*PTMG 372	Tournament Administration	2 Credits	Schultz
PTMG 192	PTM Co-op 1	2 Credits	Adjunct Faculty
PTMG 292	PTM Co-op 2	2 Credits	Adjunct Faculty
PTMG 392	PTM Co-op 3 at Rac. Fac.	2 Credits	Adjunct Faculty
^PTMG 193	Summer Academy Development	2 Credits	Adjunct Faculty
^PTMG 293	Summer Academy Development	2 Credits	Adjunct Faculty

*These courses are currently one credit courses. They meet for two hours per week for 15 weeks and therefore should be changed to two credits.

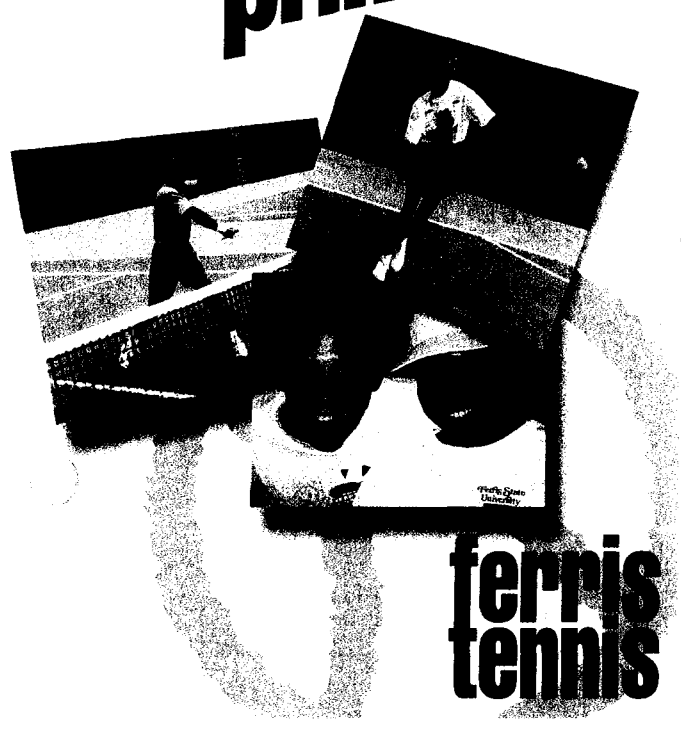
^These courses are currently not offered. They would be created to give credit for the PTM summer academy that PTM students use as a laboratory experience and PTM faculty supervise.

TENNIS STATE UNIVERSITY

Tennis Camps 1996

Adult & Junior camps
sponsored by

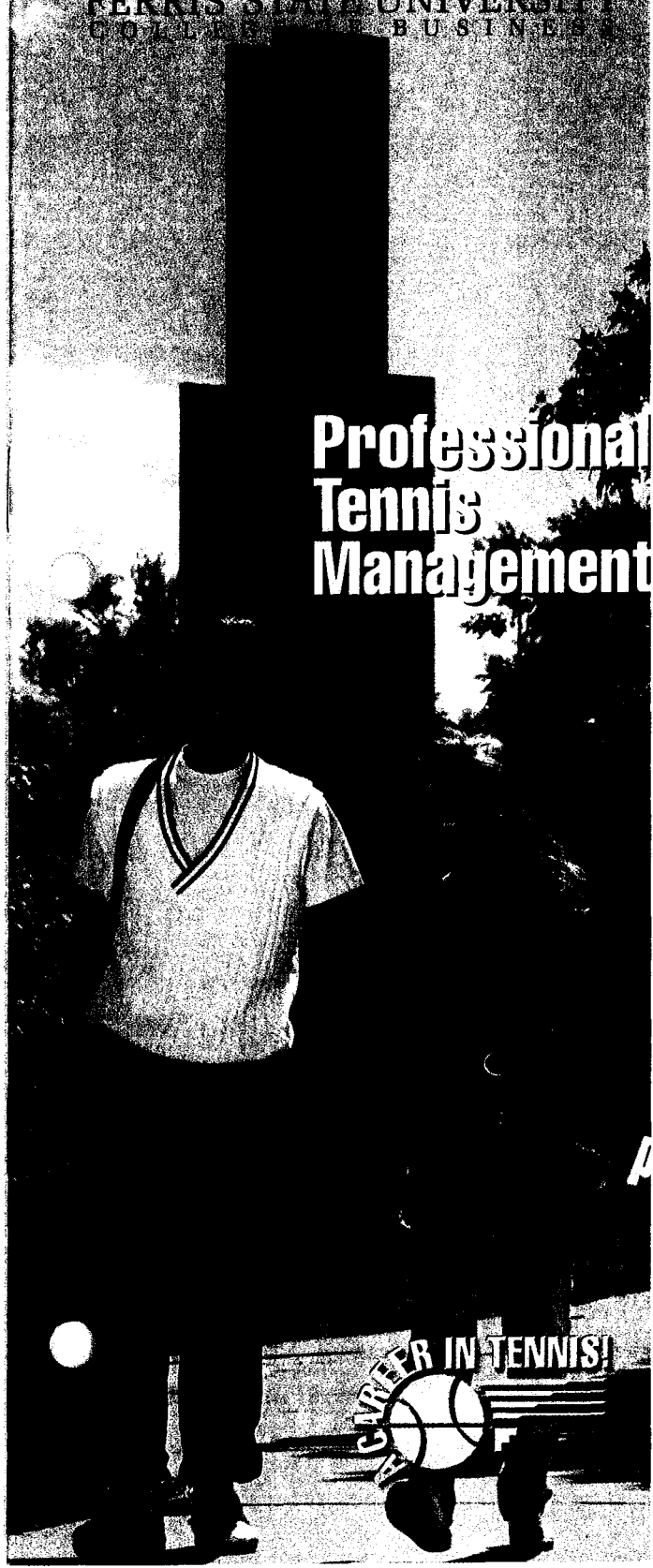
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TENNIS STATE UNIVERSITY
COLLEGE OF BUSINESS

Professional Tennis Management



CAREER IN TENNIS!