



# 2018 Student Challenge Study Guide



Presented in partnership with the SAFE Foundation,  
Founding Partner Hunter Industries, and Ewing

# SAFE

The Foundation for Safer Athletic Fields

**Hunter**<sup>®</sup>  
The Irrigation Innovators

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## **Introduction**

Thank you for your participation in the 2018 STMA Student Collegiate Challenge! The Student Challenge is presented in partnership with the SAFE Foundation, Founding Partner Hunter Industries, and supporting sponsor Ewing. Each year students from 2-year and 4-year colleges and universities across the country compete in an exam that challenges knowledge in the sports turf industry.

**The 2018 STMA Student Challenge will take place on Thursday, January 18 from 2 - 4:30 pm.** Please make your travel plans accordingly.

**The deadline to register for the STMA Student Challenge is December 15, 2017. Any team not registered by this date will not be allowed to compete in the event. STUDENT CHALLENGE PARTICIPANTS' ARE REQUIRED TO REGISTER ONLINE.** STMA will not accept any other registration method. STMA Student Challenge competitors' full conference registration fee is waived. Each student must register individually and be a current STMA member. If you are not a member, you must include your dues payment with online registration. Please contact STMA with any questions at 800-323-3875 or [kalthouse@stma.org](mailto:kalthouse@stma.org).

## **STMA Student Challenge Participant Code of Conduct and Eligibility Requirements**

### **IMPORTANT - READ THIS PAGE BEFORE PROCEEDING**

#### **Code of Conduct**

As a participant in the STMA Student Challenge and a guest of STMA, SAFE, and the sponsors of the event, all participating students are expected to conduct themselves in a professional, courteous, and responsible manner while at the STMA Conference and Exhibition. You are expected to be in business casual attire for the exam.

#### **Eligibility**

Graduate students are not eligible to compete in the STMA Student Challenge, take the Student Challenge exam, or enter the exam room.

Participants in the STMA Student Challenge competing on a two-year team may compete in no more than three total Student Challenge events. Participants in the STMA Student Challenge competing on a four-year team may compete in no more than five total Student Challenge events. Students who have transferred from a two-year program to a four-year program may compete in up to five total Student Challenge events.

Should a student be deemed to be in violation of any of these policies by authorized STMA staff or volunteers, the team/school that the student represents may be disqualified from current and future STMA Student Challenge competitions and will be asked to pay for the Conference registration of all team members and forfeit all awards.

**Please contact STMA with any questions regarding these policies at 800-323-3875 or [kalthouse@stma.org](mailto:kalthouse@stma.org).**

## **Rules and Guidelines for the STMA Student Challenge**

### **1. Teams shall consist of no more than four members from two-year undergraduate, four-year undergraduate, technical school, or junior college programs**

- Undergraduate individuals are allowed to compete as an individual if they choose
- Team members graduating up to three months prior to the date of the STMA Student Challenge are allowed to compete, so long as they have not begun a graduate program

### **2. Prior to competing, teams must declare whether they will compete in the two-year or four-year competition**

- Teams with any members who are in a four-year program must compete in the four-year competition
  - Example 1: One team member from four-year program at University X, three team members from two-year program at University X. Team must compete in four-year competition.
  - Example 2: One team member from four-year program at University Y, three team members from two-year program at Junior College Z. Team must compete in four-year competition.

### **3. Graduate students are not eligible to compete in the STMA Student Challenge, take the Student Challenge exam, or enter the exam room**

### **4. Individuals from different institutions can form teams to compete, but are not required to be on a team and may compete as an individual**

- Awards and prizes will be divided according to the breakdown of schools represented on the team
  - Example: Two team members from University X, one team member from College Y, one team member from Junior College Z
    - 50% of prize to University X, 25% of prize to College Y, 25% of prize to Junior College Z

### **5. Grading Protocol:**

- Multiple Choice: All multiple choice answers must be dark and recognizable. Any changed answers must be adequately erased to distinguish from the original answer.
- Identification: Only the use of the correct common name will be counted as a correct answer.

### **6. Should two schools have the same score, and that score qualifies for first, second, or third place, the following tiebreakers will be applied**

- In the event of a tie, the team who has the higher score on two-out-of-three sections of the exam shall be declared the winner or finish higher.
- If the above procedure does not resolve the tie, the team with the higher score in the Short Answer/Case Study section shall be declared the winner or finish higher.

- If the above procedure does not resolve the tie, the team with the higher score in the Identification section shall be declared the winner or finish higher.
- If the above procedure does not resolve the tie, the team with the higher score in the Multiple Choice section shall be declared the winner or finish higher.

## **7. Two-year competition prizes**

### First Place

- A cash award, equal to that presented to the Four-Year Competition First Place Team, presented by The SAFE Foundation
- A plaque recognizing the team as STMA Student Challenge Champions, Two-Year Competition
- One medallion per team member

### Second Place

- A plaque recognizing the team as STMA Student Challenge Second Place, Two-Year Competition
- One medallion per team member

### Third Place

- A plaque recognizing the team as STMA Student Challenge Third Place, Two-Year Competition
- One medallion per team member

## **8. Four-year competition prizes**

### First Place

- A cash award, equal to that presented to the Two-Year Competition First Place Team, presented by The SAFE Foundation
- A plaque recognizing the team as STMA Student Challenge Champions, Four-Year Competition
- One medallion per team member

### Second Place

- A plaque recognizing the team as STMA Student Challenge Second Place, Four-Year Competition
- One medallion per team member

### Third Place

- A plaque recognizing the team as STMA Student Challenge Third Place, Four-Year Competition
- One medallion per team member

## **9. First place winners receiving prize money in the Two-Year and Four-Year competitions shall have the following obligations to STMA**

- Author an article to be used in *SportsTurf* magazine, STMA Chapter Newsletter, STMA Online Newsletter, or any other STMA communication vehicle.
- Each winning team shall file a short, written progress report to the Student Challenge Sub-Committee Chairperson.
- Preferred uses of SAFE First Place Funds
  - To create an Athletic Sports Field learning lab

- *Ex:* build home plate/mound; small-scale field project involving painting, drainage, irrigation, mowing; renovating an infield, goal areas, etc.
- Purchase Athletic Sports Field Specific Equipment and Products
  - *Ex:* paint sprayers, transits, hand tools, mowers, irrigation equipment, tarps, stencils, paint, soil conditioners, clay, etc.
- Other items or projects as approved by the STMA Student Challenge Chairperson or Committee

*It is The SAFE Foundation's policy to not pay overhead costs at the winning team's university, college, or school. Funding is not intended for field days. Funds need to be spent or designated to be spent prior to the next year's STMA annual conference. Winning teams are encouraged to leverage the prize to generate additional funding through collaboration with campus athletics, the community, or other organizations.*

## **Exam Overview**

### **Check-In**

- Teams may check-in 30 minutes prior to the start of the exam. Two-year and four-year teams check in separately. All team members must be present to sign-in. Teams will receive a sealed exam packet. If the packet is opened prior to the start of the exam, the team will be disqualified.

### **Testing Policies and Exam Room Protocol**

- Students are responsible for storing personal belongings during the exam. The following is **PROHIBITED** from being at the exam table: hats, cell phones, smart watches and other devices, sunglasses, conference badges, outside calculators, notes and resources, and bags (backpacks, purses, briefcases).
- You will have 2 ½ hours to complete the exam from when the head proctor begins the test.
- CSFM Monitors will be located throughout the room to answer questions and provide guidance as students proceed through the exam.
- You will be provided with scratch paper, an answer booklet, pencils, and calculators.
- The STMA Student Challenge will consist of 100-175 questions and will be made up of several parts. The exam will be formatted to include any of the following: multiple-choice, fill-in-the-blank, matching, reading passages, short answer, oral presentation, and identification/hands-on sections.
- Some questions may require physical interaction or visual identification. Please carefully read the “Topics Covered in the STMA Student Challenge” section in this packet for guidance on what to study.
- Budget your time accordingly so that you can complete the entire exam.

### **Post Exam**

- All testing materials **MUST** be returned – this includes scratch paper, calculators, and pencils. Testing materials may **NOT** be removed from the room. Failure to comply by turning in your test constitutes academic fraud and your team and school will be banned from competing in the STMA Student Challenge for a period to be determined by the STMA Student Challenge Committee.
- Teams may be required to complete a brief survey pertaining to the Student Challenge.
- The top three teams in the 4-year and 2-year divisions will be announced at 12:30 pm Friday, January 19 at the Hunter booth located on the Trade Show floor. Winners and team scores will be posted soon thereafter near the exam room and at the awards banquet on Friday evening.



## **Topics Covered in the STMA Student Challenge**

The section topics have been based upon the STMA competency outlines and are as follows.

### **Turfgrass Identification, Selection, and Morphology**

- Identify major turfgrass species by differentiating the seeds and/or morphological characteristics. Live samples may be used.
- Identify the regional climatic zones of the U.S. and which turfgrass species are best adapted to those zones.
- Understand the basics of the selection of turfgrasses for sports field use based on the adaptability of the turfgrass species and cultivars in various agronomic and climatic conditions.
- Read and understand a seed label.
- Understand the principles of the formulations of blends and/or mixtures of turf grasses.
- Understand the different seeding techniques and be able to choose the proper one for various conditions.
- Understand vegetative turfgrass establishment via sprigs, stolons, and sod and the various techniques used in each.

### **Turfgrass Soils**

- Identify basic soil types using the soil textural triangle.
- Identify soils based on their use in sports field management. Physical samples may be used.
- Understand soil formation, soil profiles, and soil classifications as they relate to sports field management.
- Understand soil physical properties, i.e. texture, structure, aggregation, bulk density, porosity, drainage, water relationships, and modification.
- Understand soil chemical properties, i.e. soil acidity/alkalinity, pH, cation exchange capacity, salt concentrations, phytotoxic contaminants, and nutrient availability.
- Read and understand a soil test.
- Understand the physical, chemical, and biological characteristics of soils and their influence on turf grass growth.
- Understand how to choose a proper growing medium for turfgrass rootzones.

### **Soil Fertility**

- Understand the fertilizer label and its components.
- Understand how to develop a fertilization plan based on soil test results.
- Be able to calculate the nutrients applied on an elemental basis for a given area and rate.
- Understand turfgrass nutrition requirements and the effects of excesses, deficiencies, and nutrient imbalance on turfgrass growth.
- Know the mineral elements essential for turfgrass growth, their sources, and their relative

requirements by species (macronutrients, secondary, and micronutrients).

- Know the differences in the physical characteristics of fertilizers and how these differences can influence the uniformity of size and their dispersion tendencies. Physical samples may be used.
- Understand the differences in the release characteristics of fertilizers and when the best time is to apply the different types.
- Have a general understanding how to plan and implement an annual fertility plan.

## **Irrigation**

- Understand the basics of irrigation system hydraulics and precipitation rates.
- Understand evapotranspiration (ET) and the factors which influence it.
- Understand the importance of proper irrigation system design to achieve efficient and uniform distribution of water.
- Understand the importance and necessity of water quality and water conservation.
- Identify irrigation system components and parts including valves, head, controllers, pipes, fittings, pumps, electrical elements and components of each of these. Identify “Smart Components” that enable water conservation in irrigation systems. Physical samples, diagrams, photographs, or descriptions may be used.
- Read an irrigation schematic/blueprint and assemble/install an irrigation system based on specifications.

## **Drainage**

- Understand the various types of drainage – internal, surface, and subsurface installed systems – and the benefits/disadvantages of each for use on sports fields.
- Understand how the dispersion test can help a turf manager evaluate the stability of a soil.
- Understand the forces that influence surface tension of water and how these forces influence water intake, movement, and retention in soils.
- Understand the forces that are required to pull water through the soil; e.g. suction or matric potential.
- Recognize the differences between saturation, field capacity, wilting point, and permanent wilting point.
- Have a working knowledge of the reasons for a field experiencing net infiltration, ponding, or runoff.
- Understand the reasons for localized dry spots (LDS) and how to manage those areas.
- Understand the concept of perched and temporary water tables and how they affect sports fields.
- Understand the design criteria for a subsurface drainage system which includes: drainage patterns, pipe size, slope, and collector drains.
- Assemble/install a subsurface drainage system based on a schematic/blueprint.
- Be able to identify the different types of drainage pipe and system components including

pipes, fittings, and backfill materials. This may include physical samples, diagrams, photographs, or descriptions.

### **Turfgrass Mathematics**

- Perform area calculations for geometric configurations used in sports fields.
- Calculate conversions between metric and English measurement systems given the formulas.
- Calculate application rates for a given area.
- Calculate application rates in pounds or ounces of active ingredient (a.i.) or of product per unit area.
- Perform volume calculations for topdressing materials, seed, skinned area clay mixes, or other products used in sports field management.
- Calculate “pure live seed” amounts from a seed label.
- Calibrate liquid and dry material application equipment. Physical samples may be used.
- Calculate precipitation rates and water related problems.

### **Pest Management**

- Understand climatic conditions and management practices, which may influence various pest infestations.
- Have a basic understanding of pesticide activity, i.e. contact versus systemic, preventative versus curative.
- Identify the various pesticide physical formulations such as emulsifiable concentrate, flowable, water-soluble packet, granular, etc.
- Read and understand a pesticide label.
- Knowledge of pesticide safety such as safe handling, storage and disposal, and REI.
- Knowledge of distribution equipment including sprayer setup, pressures, nozzles, and pumps; broadcast and drop spreaders. Physical samples, diagrams, photographs, or descriptions may be used.
- Knowledge of integrated pest management techniques in the overall sports field management plan.
- Knowledge of environmental concerns such as drift, runoff, leaching, and persistence.
- Identify weeds (grasses, sedges, and broadleaves) and understand their growth cycles in both cool season and warm season grasses. Physical samples, diagrams, photographs, or descriptions may be used.
- Identify major turfgrass insect pests, understand their life cycles, and diagnose resulting turfgrass damage of both warm season and cool season turfgrasses. Physical samples, diagrams, photographs, or descriptions may be used.
- Identify the major turfgrass diseases, understand their life cycles, and diagnose resulting turf grass damage of warm season and cool season turfgrasses. Physical samples,

diagrams, photographs, or descriptions may be used.

- Knowledge of how to troubleshoot turfgrass problems and create a corrective plan of action.

### **Sports Field Management – Turf Areas**

- Understand general concepts dealing with safety, i.e. smoothness, consistency, Gmax, uniformity, on and off field hazards (may include safety checklist knowledge).
- Understand basic concepts of playability – traction, surface stability, species selection, irrigation management, appropriate crown specifications.
- Identify equipment, uses, depreciation, and equipment parts including mowers, aerifiers, sprayers, spreaders. Could include physical samples, diagrams, photographs, or descriptions.
- Understand field marking and logo painting. This can include field layout and lining, stencils, painting technique, paint mixing, etc.
- Understand the effects weather has on sports field management including weather fronts; atmospheric moisture, relative humidity, and dewpoint; heat index; and severe weather safety
- Comprehend basic cultural practices
  - Knowledge of appropriate heights of cut and directional mowing, reel vs. rotary mower
  - Identify and adjust a reel mower's height of cut and evaluate reel to bedknife clearance
  - Understand soil compaction causes, effects on the physical properties of soils and effects on turfgrass growth.
  - Understand how thatch develops and how to manage thatch
  - Know the different methods and techniques of cultivation, including the types of equipment and techniques used and the advantages and disadvantages of each.

### **Sports Field Management – Non Turf Areas**

- Identification of the different types of soil conditioners and mound or home plate fortification materials (both natural and synthetic). Physical samples may be used.
- Understand the various used of soil conditioners on sports fields.
- Understand and outline pitcher's mound construction and maintenance.
- Surveyor's transit use: Measure heights using a transit and determine correct height of pitcher's mound and its slope.
- Understand and outline skinned area construction and maintenance including lip prevention and maintenance
- Understand grading and installation techniques associated with new construction projects and field reconstruction.

- Knowledge of general synthetic turf maintenance.
- Identification of synthetic turf maintenance equipment. Could include physical samples, diagrams, photographs, or descriptions.
- Understand planning, preparation, and renovation/recovery associated with special events.

### **Sports Field Management - Administration**

- Understand proper communication techniques including verbal and non-verbal methods.
- Knowledge of basic supervisory skills including time management, leadership techniques, team development, positive performance management, conflict management, etc.
- Knowledge of the budgeting process and the fiscal responsibilities inherent in turf management.
- Knowledge of administrative principles of turf management safety management systems.

### **The History of STMA**

- Identify STMA's Founders
- Understand STMA's growth and establishment
- Knowledge of professional programs offered by STMA
- Knowledge of STMA's Mission and Vision

**Weed List for STMA Collegiate Student Challenge**

Annual Bluegrass	Goosegrass	Red Sorrel
Annual Sedge	Green Foxtail	
	Ground Ivy	Sandbur
Barnyardgrass		Shepard's Purse
Bedstraw/Catchweed	Hawkweed	Spotted Spurge
Bermudagrass	Healall	Star of Bethlehem
Black Medic	Henbit	
Broadleaf Dock		Thymeleaf Speedwell
Broadleaf Plantain	Kikuyugrass	
Buckhorn Plantain	Kochia	Venice Mallow
Bull Thistle		Violet
	Lambsquarter	Virginia Buttonweed
Canada Thistle		
Carpetweed	Moss	Western Salsify
Chicory	Mouse Ear Chickweed	White Clover
Cinquefoil	Musk Thistle	Wild Carrot
Common Chickweed		Wild Garlic
Common Mallow	Nimblewill	Wild Onion
Common Mullien		Wild Strawberry
Crabgrass (Smooth)	Orchardgrass	
Creeping Bentgrass	Oxeye Daisy	Yarrow
Creeping Speedwell		Yellow Foxtail
Creeping Woodsorrel	Pennywort/Dollarweed	Yellow Nutsedge
Curly Dock	Peppergrass/Virginia	Yellow Rocket
	Pepperweed	Yellow Woodsorrel/Oxalis
Dallisgrass	Pineapple Weed	
Dandelion	Prickly Lettuce	
Downy Brome	Prostrate Knotweed	
	Prostrate Spurge	
English Daisy	Puncture Vine	
	Purslane	
Fall Panicum		
Field Bindweed	Quackgrass	
Geranium	Ragweed	

**Accepted Names - Grasses**

<b>Common Name</b>	<b>Latin Name</b>
Creeping Bentgrass	<i>Agrostis palustris (A. stolonifera)</i>
Colonial Bentgrass	<i>Agrostis capillaris</i>
Tall Fescue	<i>Festuca arundinacea (Lolium arundinaceum)</i>
Creeping Red Fescue	<i>Festuca rubra</i>
Hard Fescue	<i>Festuca trachyphylla (Festuca brevipila)</i>
Kentucky Bluegrass	<i>Poa pratensis</i>
Supina Bluegrass	<i>Poa supina</i>
Annual Bluegrass	<i>Poa annua</i>
Rough Bluegrass	<i>Poa trivialis</i>
Italian Ryegrass/ Annual Ryegrass	<i>Lolium multiflorum</i>
Perennial Ryegrass	<i>Lolium perenne</i>
Smooth Brome	<i>Bromus inermis</i>
Buffalograss	<i>Buchloe dactyloides</i>
Bermudagrass	<i>Cynodon dactylon var. dactylon</i>
Hybrid bermudagrass	<i>Cynodon dactylon x C. tranvaalensis</i>
Bahiagrass	<i>Paspalum notatum</i>
Kikuyugrass	<i>Pennisetum clandestinum</i>
St. Augustine grass	<i>Stenotaphrum secundatum</i>
Japanese Lawngrass (Zoysiagrass)	<i>Zoysia japonica</i>
Seashore Paspalum	<i>Paspalum vaginatum</i>
Carpetgrass	<i>Axonopus affinis</i>
Centipedegrass	<i>Eremochloa ophiuroides</i>

## **Insect List for the STMA Student Collegiate Challenge**

**\*\*Both immature and mature specimens may be used for identification.**

**Annual Bluegrass Weevil (*Listronotus maculicollis* Dietz)**

**Ants - Red Imported Fire Ants (*Solenopsis invicta*)**

**Armyworm (*Pseudaletia unipuncta*)**

**Asiatic Garden Beetle (*Maladera castanea*)**

**Bermudagrass Scale (*Odonaspis ruthae*)**

### **Billbugs**

Bluegrass Billbug (*Sphenophorus parvulus*)

Hunting Billbug (*Sphenophorus venatus vestitus*)

Denver Billbug (*Sphenophorus cicatristriatus*)

Phoenician Billbug (*Sphenophorus phoeniciensis*)

**Black Turfgrass Ataenius (*Ataenius spretulus*)**

### **Chinch Bugs**

Hairy Chinch Bug (*Blissus leucopterus hirtus*)

Southern Chinch Bug (*Blissus insularis*)

Common Chinch Bug (*Blissus leucopterus leucopterus*)

**Crane Fly (*Tipula paludosa*)**

### **Cutworms**

Black Cutworm (*Agrotis ipsilon*)

Bronzed Cutworm (*Nephelodes minians*)

Variegated Cutworm (*Peridroma saucia*)

**European Chafer (*Rhizotrogus (Amphimallon) majalis*)**

**Fall Armyworm (*Spodoptera frugiperda*)**

**Fiery Skipper (*Hylephila phyleus*)**

**Frit Fly (*Oscinella frit*)**

**Greenbug / Aphid (*Schizaphis graminum*)**

**Green June Beetles (*Cotinis nitida*)**

**Ground Pearls (*Margarodes meridionalis* and *Eumargarodes laingi*)**

**Japanese Beetle (*Popillia japonica*)**

**Leafhoppers (*Draeculacephala minerva* and *Deltacephalus sonorus*)**

**May and June Beetles (*Phyllophaga* species)**

### **Masked Chafer**

Northern Masked Chafer (*Cyclocephala borealis*)

Southern Masked Chafer (*Cyclocephala lurida*)

### **Mealybug**

Rhodesgrass Mealybug (*Antonina graminis*)

Buffalograss Mealybug (*Tridiscus sporoboli*)



## **Mites**

### **Eriophyid Mites**

- Bermudagrass Mite (*Eriophyes cynodontensis*)
- Zoysiagrass Mite (*Eriophyes zoysiae*)
- Buffalograss Mite (*Eriophyes slykhuisi*)
- Grain Rust Mite (*Abacarus hystrix* and *Aculodes mckenziei*)

### **Noneriophyid Mites**

- Clover Mite (*Bryobia praetiosa*)
- Banks Grass Mite / Timothy Mite / Date Mite (*Oligonychus pratensis*)
- Brown Wheat Mite (*Petrobia latens*)
- Winter Grain Mite / Blue Oat Mite / Pea Mite (*Pentheleus major*)

## **Mole Crickets**

- Southern Mole Cricket (*Scapteriscus borellii*)
- Tawny Mole Cricket (*Scapteriscus vicinus*)
- Short-winged Mole Cricket (*Scapteriscus abbreviatus*)
- Northern Mole Cricket (*Neocurtilla hexadactyla*)

## **Oriental Beetle (*Exomala orientalis*)**

## **Sod Webworms (*Crambus spp.*)**

## **Two-lined Spittlebugs (*Prosapia bicincta*)**

**White Grubs** - may include Japanese Beetle (*Popillia japonica*), May and June Beetles (*Phyllophaga species*), Northern Masked Chafer (*Cyclocephala borealis*), Southern Masked Chafer (*Cyclocephala lurida*), Green June Beetles (*Cotinis nitida*), European Chafer (*Rhizotrogus (Amphimallon) majalis*), Asiatic Garden Beetle (*Maladera castanea*), Oriental Beetle (*Exomala orientalis*), Black Turfgrass Ataenius (*Ataenius spretulus*)

## **Malady List for the STMA Student Collegiate Challenge**

### **Biotic**

Algae  
Anthracnose Foliar Blight / Basal Rot  
Black-Layer  
Brown Blight  
Brown Patch / Large Patch / Rhizoctonia  
Blight

Copper Spot

Damping Off / Seed Rot  
Dollar Spot

Fairy Ring

Gray Leaf Spot / Blast  
Gray Snow Mold

Leaf Blotch  
Leaf Spot / Melting Out

Necrotic Ring Spot  
Net Blotch  
Nematode damage

Pink Patch  
Pink Snow Mold / Microdochium Patch /  
Fusarium Patch  
Powdery Mildew  
Pythium Blight / Pythium Root Rot

Red Thread  
Rhizoctonia Large Patch  
Rust

Sclerotium Blight / Southern Blight  
Slime Mold  
Spring Dead Spot  
Stripe Smut  
Summer Patch

Take-All Patch  
Take-All Root Rot / Bermudagrass Decline

White Patch / White Blight

Yellow Patch  
Yellow Tuft / Downy Mildew

### **Abiotic**

Abrasive injury  
Animal damage - chemical  
Animal damage – physical

Chemical spills  
Cold weather damage

Drought stress

Equipment injury

Fertilizer misapplication

Hazardous material

Irrigation issues

Lightning Damage

Mixed stand of turfgrass

Pesticide misapplication

Shade  
Soil compaction

Thatch  
Traffic stress

Wilt  
Wet wilt

## **Study Resources**

Students have a wide variety of resources available to them. The following textbooks, along with STMA's monthly publication, *SportsTurf* are recommended as study resources. The textbooks may be available through your school library, local bookstore, or may be purchased online from various book outlets. Speak with your instructors, peers, and/or other industry professionals regarding topics in the general study guide. Start networking now! The STMA directory is available online to all student members and is full of quality industry professionals. Also be sure to check out the Knowledge Center on the STMA website ([www.stma.org](http://www.stma.org)) to access various technical bulletins on sports field management.

Compendium of Turfgrass Diseases (*3<sup>rd</sup> Edition*) – Richard W. Smiley, Peter H. Dernoeden, and Bruce B. Clarke

Controlling Turfgrass Pests (*2<sup>nd</sup> Edition*) – Thomas W. Fermanian, Malcom C. Shurtleff, Roscoe Randell, Henry T. Wilkinson and Philip L. Nixon

Destructive Turfgrass Insects – Daniel A. Potter

Establishing and Maintaining the Natural Turf Athletic Field—Stephen T. Cockerham, Victor A. Gibeault, and Deborah B. Silva

Fundamentals of Turfgrass Management (*First or Second Edition*) – Nick Christians

Handbook of Turfgrass Insects (*2<sup>nd</sup> Edition*) – Rick L. Brandenburg, Callie P. Freeman

History of STMA – (PowerPoint Presentation:

[http://www.stma.org/sites/stma/files/Conference/2014\\_Conference/Schiller%20Wightman%20Petry%20educ.pdf](http://www.stma.org/sites/stma/files/Conference/2014_Conference/Schiller%20Wightman%20Petry%20educ.pdf);

Session recording from 2014 Conference: <https://www.intelliquestmedia.com/library/STMAHistory> )

Human Resource Management for Golf Course Superintendents – Robert A. Milligan, Thomas R. Maloney

Managing Turfgrass Pests – Thomas L. Watschke, Peter H. Dernoeden and David J. Shetlar

Mathematics for the Green Industry: Essential Calculations for Horticulture and Landscape Professionals – Michael L. Agnew, Nancy H. Agnew, Nick Christians, Ann Marie VanDerZanden

National Weather Service: JetStream – Online School for Weather - <http://www.srh.noaa.gov/jetstream/>

Practical Drainage for Golf, Sportsturf, and Horticulture – Keith McIntyre and Bent Jakobsen.

Precipitation Rates and Sprinkler Irrigation and Irrigation Hydraulics – Hunter Industries

Sports Fields, Second Edition - Jim Puhalla, Jeff Krans, and Mike Goatley

Turfgrass Management (*Fifth or Sixth Edition*) – A.J. Turgeon

Turfgrass Soil Fertility and Chemical Problems – R.N. Carrow, D.V. Waddington, and Rieke