

NAKPEHE

National Association for Kinesiology & Physical Education in Higher Education

September
2009

Volume 20
Number 3

The Chronicle of Kinesiology and Physical Education in Higher Education

■ From the President

Leah Fiorentino, Adelphi University

I hope you have all had a chance to rest and relax over the summer breaks, or perhaps you have had a chance to finish off some research projects, or even put the finishing touches on important articles and chapters. Your colleagues who are serving in leadership roles in NAKPEHE have been busy working on a variety of tasks to improve the association. I would like to update you regarding progress on several of these tasks:

- The Marketing Taskforce has completed their initial report and submitted it to the Board of Directors for discussion. It was also discussed by the Future Directions Committee. A final report will be available to the BOD prior to the September teleconference. This Taskforce has provided the association with an outstanding document. I would like to commend the members of the Taskforce for their professional contributions to the association, Gregory Letter, Chair (Adelphi University), Carrie Sampson Moore (MIT), Luisa Velez (SUNY Cortland), and Robert Lyon (Johnson C. Smith University).
- The Bylaws Committee has taken on the daunting task of revising the bylaws and operating codes to reflect the approved items from the January 2009 Business Meeting (Sarasota, Florida). This task required the expert eyes of many individuals to ensure that the new BOD structure is appropriately described in all areas of the association's bylaws and operating codes.
- The Social Justice and Cultural Diversity Committee has identified a group of experts to author the first NAKPEHE position paper focused on Diversity Issues in Higher Education. Our NAKPEHE experts include Dr. Doris Corbett, Dr. Karen DePauw, Dr. Sam Hodge, and Dr. David Wiggins. This position paper will be ready for discussion at the upcoming 2010 conference in Scottsdale, Arizona.
- The conference materials are updated and available on the association website and Dr. Alison Wrynn can be contacted for any additional information. Conference registration will be facilitated through the ACTEVA system for the convenience of the association members.

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The Chronicle of Kinesiology and Physical Education in Higher Education is a publication for the NAKPEHE membership, and is a forum for interdisciplinary ideas, concepts, and issues related to the role of kinesiology and physical education in higher education with respect for social, cultural, and personal perspectives.

From the President, *continued*

- The Foundations Committee has been collecting applications for the newly created position of Executive Director. Applicants should contact Dr. Mel Finkenberg for additional information about the application and review process scheduled for this fall (2009).
- The Future Directions Committee had an incredibly successful meeting in Orlando, Florida this past June and predicts a record attendance for the 2011 conference scheduled for the Orlando site, just outside the gates to Walt Disney World!
- The Oral History Project has gathered new strength and will be continuing the good work initiated by Dr. Marilyn Buck. Please contact Carrie Sampson Moore who will now oversee this effort, if you are able to assist in this exciting project.
- The Nominations and Elections Committee has approved a slate of candidates for the upcoming elections. Information about the election process will be sent to all members this fall once the candidate CVs are posted on the association website.
- Dr William Forbes has provided oversight for the selection of the 2012 annual conference planned for San Diego, California. Be on the lookout for details on the website.

A final note about the upcoming 2010 conference, Moving from Good to Great, Success Stories in Kinesiology and Physical Education . . . this is an exciting opportunity for all professionals in higher education to come together for the expressed purpose of sharing success stories. It will be a time to learn about the initiatives that have proven successful and also to hear about the new ideas planned for implementation. The theme was designed to encourage conversations that are positive in nature and to celebrate the progress that has been made in the fields of kinesiology and physical education over the past several decades. We have three outstanding lecturers who will speak with us, Dr. Karen DePauw will be the 2010 Hanna Lecturer; Dr. Jacquelyn Lund will be the 2010 Homans Lecturer; and Dr. Robert Pangrazi will be the 2010 Sargent Lecturer. Dr. Camille O'Bryant will be announcing the winner of the 2010 Poindexter Young Scholar Award later this fall. We have so much of which to be proud and so many that need to be acknowledged for their leadership efforts. In recognition of the contributions of past leaders, I am inviting all past NAKPEHE/NAPEHE award winners and all past NAKPEHE/NAPEHE lecturers to a special reception at the conference and hope that they will be able to join in this "celebration of success." Please make every effort to participate in this professional opportunity and add January 6 through 9 to your calendar now! ■

Please make your plans now to attend and/or present your work or ideas at the 2010 NAKPEHE Conference, January 6–9 in Scottsdale, Arizona.

*For information, contact Alison M. Wrynn,
Associate Chair for Undergraduate Studies,
Dept. of Kinesiology,
California State University, Long Beach,
e-mail: awrynn@csulb.edu*

Upcoming Conventions

NAKPEHE

January 6–9, 2010:
Millennium Resort
Scottsdale McCormick
Ranch, Scottsdale, AZ

AAHPERD

March 16–20, 2010
Indianapolis, IN



■ Current Issues

Physical Education for All! An Approach to Preparing Future Physical Education Teachers for Successful Inclusion

*Daniel Balderson, University of Lethbridge
Monica Mize, Geri Conlin, Weber State University
Jamie Hafey-Francke, Weber School District*

Introduction

The goal of inclusive physical education is to provide all students with disabilities the opportunity to participate in general physical education (GPE) with their peers (Goodwin, Watkinson, & Fitzpatrick, 2003). Most pre-service physical education teachers receive some type of instruction on inclusion as they progress through their respective teacher education programs. This instruction can potentially range from one or two lectures in a methods course to an entire class devoted to the topic that lasts a complete semester. Despite the varying efforts to prepare teachers for inclusion, research over the years shows that some GPE teachers do not feel adequately equipped to work with students who have

special needs (Ammah & Hodge, 2005; Gallaue & Donneley, 2003; Hodge, Ammah, Casebolt, LaMaster, & O'Sullivan, 2004).

Including all students can be an overwhelming challenge for GPE teachers. In one class, a teacher may have students with disabilities such as those with blindness, multiple sclerosis, attention deficit disorder, and autism. With such a diverse group of learners, coupled with limited resources and time constraints, the needs of the students with disabilities have the potential to be compromised (Gallaue & Donneley, 2003). As Bricker (1995) stated, "Most professionals and paraprofessionals prepared to work with nondisabled children know little about disabilities, about how impairments may affect children, or what strategies to use in addressing questions and problems in ways that expand and enhance positive attitudes in young children" (p. 188). Unfortunately the sink or swim philosophy of working with special needs students seems to be the approach many teacher education programs and school jurisdictions take (Chandler & Greene, 1995; Karper, 1995; LaMaster, Gall, Kinchin, & Siedentop, 1998). This is unfortunate given the benefits that physical education can offer to all students in areas such as motor skill development (Stodden & Goodway, 2007), healthy lifestyles (Sallis, McKenzie,

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Physical Education for All! *continued*

Alcaraz, Kolody, Faucette, & Hovell, 1997), and social development (Balderson & Sharpe, 2005).

Another factor that adds to the difficulty of inclusion is that GPE teachers work with students with special needs with varying levels of support (Block, 1999). Some schools employ an adapted physical education (APE) specialist to assist the teacher while some districts employ an APE specialist or group of specialists to provide periodic support. Some districts employ a special education teacher to handle these duties while others offer no assistance to the teacher (Chandler & Greene, 1995; LaMaster et al., 1998). The fact that adjoining districts can provide completely different supports for a physical education teacher emphasizes the current reality and alludes to the importance of adequately preparing pre-service physical education teachers in this area.

Innovative Practicum

Based on the need to better prepare pre-service physical education teachers to successfully include students with a disability, a new practicum titled, "Adapted Physical Education" was developed in a Physical Education Teacher Education (PETE) program at a four-year university in the western United States. This is now a required course for all students who are working toward a degree in physical education. Similar to other PETE programs, courses within the major provide students with an understanding of the theoretical, pedagogical, and scientific foundations of physical education and students become proficient in a variety of sports and physical activities. Prior to this practicum being developed, approximately two lectures were spent on APE in the methods course.

The new practicum includes a large percentage of course time (70%) out in the field. This involved pre-service physical education majors teaming up with the local school district's APE specialist for hands on experience in a physical education setting. The remaining time (30%) was spent on campus in classroom discussion, peer teaching, and equipment exploration. The district specialist, supervised by one of the PETE faculty, taught this portion of the course. In a typical semester, 15 students would be enrolled in the practicum. The local school district employs one APE teacher and one assistant to teach at 18 elementary schools and provide lesson plans and adaptations at 28 elementary, 10 junior high schools, and 4 high schools. A total of 185 students receive instruction from these two people. The APE teacher received a degree in special education and has been working as the APE specialist in the local district for three years.

Students begin the semester on campus and then transition to the field. Topics on campus range from exploring the various types of disabilities to modifications of games or equipment to include students with disabilities. Most of the on campus activities are conducted in a gym setting. The students are required to do 30 hours of fieldwork to meet the requirements for this practicum. To accommodate a variety of schedules, they are allowed to choose when they will go out with the adapted specialist. The specialist at times may have the assistance of four to six pre-service teachers. Given the tremendous need in many schools, there have never been "too many" hands.

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Physical Education for All! *continued*

Initial Research Support

What effect is the practicum having? Ultimately the true test is how successful the pre-service teachers are when they are out in their first teaching position. For now, a measure of the preservice teachers' perceptions may provide a glimpse of potential success.

At the beginning and end of each semester the physical education major attitude survey (Hutzler, Zach, & Gafni, 2005) was given to all students enrolled in the practicum. The survey was administered to students enrolled in the course ($n = 45$) on the first and last day of the 16-week practicum over four semesters. Prior to this course, the students had all matriculated through a very similar sequence of courses. The survey instrument examines areas such as student self-efficacy, attitudes, and perceived challenges relating to teaching students with disabilities. A 4-point Likert-type scale was used for this survey with the number one representing "not at all agree" and four representing "absolutely agree."

A paired samples t-test was performed to determine the difference in the pre and post test scores. This test was chosen given our interest in the changes to student perceptions that may have occurred during the practicum. Gathering the pre-test data qualify students who may have had outside experience working with students with disabilities prior to the practicum because of our interest in change.

Although some questions saw little change between the pre and the post test, significant differences ($p < .01$) were found relating to questions about student learning and teacher self-efficacy. Table 1 highlights the three questions where there the biggest differences were found.

Table 1 Physical Education Major Attitude Survey Pretest vs. Posttest Comparison

Select questions	Pretest	Posttest	Mean difference
The PE teacher does not have the knowledge and skill to teach a child with a sensorimotor disability.	2.0	1.4	.6
Including a child with a disability could enhance democratic and pluralistic values.	2.5	3.2	.7
A child with a disability is a threat to the PE teacher.	2.5	1.1	1.4

Posttest data collection included qualitative responses from students about what they felt were important things they learned over the semester. Most comments were related to increased knowledge on adapting games, equipment, rules, and the general teaching environment. Another question asked students about whether or not their sense of awareness was heightened regarding the needs of students with disabilities. Beside responses alluding to a more in-depth understanding of the disabilities of the individual student,

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Given the tremendous need in many schools, there have never been "too many" hands.

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a noteworthy number of students commented that they now have a better understanding of what challenges the classroom teacher faced.

Looking Toward the Future

These data suggest that this course had an effect on the attitudes of our pre-service teachers. The questions that received the biggest change were related to beliefs about what the pre-service teachers felt they could do with students with disabilities. Although further study is needed, these initial findings offer a positive start as we continue to learn from and evolve our practicum experience. We believe that the experience is most meaningful when hands-on-training is involved (Hodge, Tannehill, & Kluge, 2003).

The development and implementation of the practicum did not occur without a set of challenges. Course evaluation surveys after the practicum revealed that some students were concerned about the amount of driving involved and the unanticipated expense that involved. Another concern voiced by the students was the lack of balance in choosing the grade levels in which to work with the specialists. The specialists spent more time at the elementary level while many of the students will be teaching at the secondary level. Despite these concerns, the overwhelmingly positive responses in the course evaluations paralleled the findings in the perception survey. Comments such as, "I learned to treat these students like regular students and learned when to push them harder or to back off," and "Students with disabilities can do more than most people give them credit for."

Continuation of the study is needed to increase the number of student responses as well as examining what specific events or experiences during the practicum were most influential. Determining why students feel threatened by inclusion and the resultant changes because the threat is decreased would provide helpful knowledge. Further research should also follow these students into their first teaching positions and determine if they are more likely to include students in their classes.

Including all students into the physical education environment is a challenge. In the past we have struggled to adequately prepare our teachers to include students with special needs. Deliberate, hands on training in the form of a structured practicum may be one response in better preparing teachers and, in turn, helping all students receive the benefits that physical education has to offer (Hodge et al., 2003).

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"Students with disabilities can do more than most people give them credit for."

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Funding for NAKPEHE Special Projects

One of the responsibilities of the Foundations Committee is to oversee the spending of all endowed funds. There is interest money available in NAKPEHE's endowed funds to be used for special projects to further the goals of NAKPEHE. These are also projects that would not fall under the operating budget of NAKPEHE.

Requests for special projects should be submitted by July 1st or November 1st of each year to the Chair of the Foundations Committee (FC). The FC, if possible, will make their decisions via e-mail. So there should be a short turnaround in the decision-making process.

Project requests should include:

1. Person(s) submitting request, address, phone, e-mail
2. Title and description of project
3. Itemized cost of project
4. Timeline for completion of project
5. Proposed benefits to NAKPEHE
____ Request Advance ____ Request Reimbursement ____ Other

For 2009 requests, submit your proposal to: Judy Bischoff (jbischof@niu.edu) or 1891 N. Via Carrizal, Green Valley, AZ 85614 before May 15th and after October 15th. Between those two dates, send to 854 Sandpiper Shores Rd., Coolin, ID 83821. ■

NAKPEHE Foundation Memorial Fund

This fund was started with a large gift to NAKPEHE through the will of Dean A. Pease. Donations to the NAKPEHE Foundation Memorial Fund can be forwarded to:

NAKPEHE
c/o Ginny Overdorf
Dept. of Exercise &
Movement Sciences
William Paterson
University
300 Pompton Road
Wayne, NJ 07470

Make checks payable to:
NAKPEHE Foundation
Memorial Fund.

■ Best Practice in Teaching and Learning

Using Online Surveys to Increase Student Engagement

*Robert N. McKethan, Erik
Rabinowitz, and Michael W. Kernodle
Appalachian State University*

Introduction

Across the common curricula of physical activity, physical education and recreation management, there are many program and course outcomes that demand levels of learning engagement beyond that found in traditional lectures. Weaknesses of lecture include limited interactions with and feedback from students, learner disengagement (Cashin, 1985), as well as a diminishing level of attention as a lecture progresses (Bligh, 1972; Silberman, 1996). Over the years, teaching professionals have developed and implemented strategies for integration into lecture-based classes.

One successful learning strategy involves the creation of commercials by students in which students must create a 30 second commercial based on the learning objectives of the class. Others, such as “Go to Your Post”, encourage the learners to group with other individuals to discuss ideas and develop questions about a specific topic which they then present to the rest of the class (Neide, 2000). Other similar activities include the guided lecture, student prepared questions for the fish bowl and cooperative learning strategies (Shakarhian, 1995). However, these strategies do not explicitly involve the use of technology. Consequently, the purpose of this article is to describe the use of online survey technology to support active learning in professional education courses.

Physical activity, physical education and recreation courses often include learning evaluation and research methods. These courses include the use of computers when dealing with basic research and evaluation designs, writing, and analysis of current research. Technologically, methods, techniques and application of the evaluation process are related to a wide variety of functions. As technology evolved, survey tools became and continue to be a way to decrease the amount of time spent on lecture allowing for more time with active learning.

There are a plethora of websites (see Figure 1) that offer survey tools and many of these websites have a free component with limited capabilities. Some of the common limitations include restrictions on the number of responses and/or questions that are analyzed, the complexities of data analysis, and

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access to download responses to a desktop. Despite these limitations, free survey components are a useful instructional tool. However, purchased packages offer a number of very useful functions not available in free tools such as an unlimited number of surveys. Purchased packages also offer unlimited number of questions and different prompt types (e.g., Multiple choice, Likert type, rating scales, matrix, open ended, essay, semantic differential). Most of the packages offer options to send out the surveys from their sites, an email link option to send the survey to your desired email list, a way to link from your website, or embed the survey in a website. Additionally, these online programs provide almost instantaneous analysis of the results including frequency and percentage graphs and cross tabulation features. Some even offer advance statistical testing features. Most purchased packages have a “download your data” feature where data can be downloaded (comma delimited or spreadsheet ready) for further analysis.

Figure 1 - Locations of Some Free Online Survey Websites

Survey Website	Survey URL
Free Online Surveys	http://freeonlinesurveys.com/
Survey Monkey	http://www.surveymonkey.com/
Survey's Pro	http://www.esurveyspro.com/
Kwik Surveys	http://www.kwiksurveys.com

Using the survey tool, instructors might assess student's feelings on a particular class or assignment using a Likert type of question or ask “what did you like best about the class?” with forced choice options. Students can also be assigned to make an evaluation assessment of their student teaching effectiveness using such items as feedback from students, supervising teachers and parents. Instructors can use these tools to track students' progress, knowledge, attendance, and the only limits are an individual's creativity. For example, a recreation management evaluation course could require the students to create a survey for a campus, commercial, non-profit or a community recreation agency. Each student would be responsible for conducting a complete evaluation from survey creation, data collection, results analysis, and reporting finding.

Online survey sites are created to allow for use by both tech savvy individuals as well as technophobes. Although taking students through the process of creating and deploying a survey is advisable, most students are capable of creating a survey with very little guidance. The purpose of this article is to describe the use of online survey technology to support active learning in professional education courses. The authors for the last four years have been using one of the packages, Survey Monkey, and will share some of the different applications and even some administrative uses for online survey tools.

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Survey Monkey Features

The Survey Monkey index page is very similar to other online survey websites. There is a place for visitors to sign into their account or to create a new account. On the index page are descriptions of the survey features of the website including tutorials, testimonials, pricing structures and information about the company behind the website. Perhaps the most important features of the index page are descriptions of the three steps in designing a survey. These descriptions demonstrate the intuitive process for creating and deploying a survey in only three steps (see Figure 2).

Figure 2 - Creating and Deploying a Survey



Design a Survey

The first step in creating a survey involves choosing from an existing survey, a template, or creating one from scratch. A survey can have any number of sections and may consist of several parts. For example, a survey can be divided into different sections such as 1) an introduction, 2) demographic information, 3) survey questions, and 4) a thank you section. There are many options as to question types to be included in the survey and there are numerous options that can be set. For instance, the time the survey will be active and when it should stop can be controlled from these sites. Other options are the number of surveys from an IP address and the ability to make later adjustments to responses. In addition, one can determine which questions must be completed, where you want the user to be directed to upon completion, and if you want to password protect the survey.

Collect Data

The data collection process is rather simple. The respondents fill out the survey by clicking on the desired response, and these are instantly recorded by the service and stored for later use. Many services do have a space limitation, but in our experience even if a survey is stored for four years a quick email to the server manager resulted in a return of the survey and the data in less than a day.

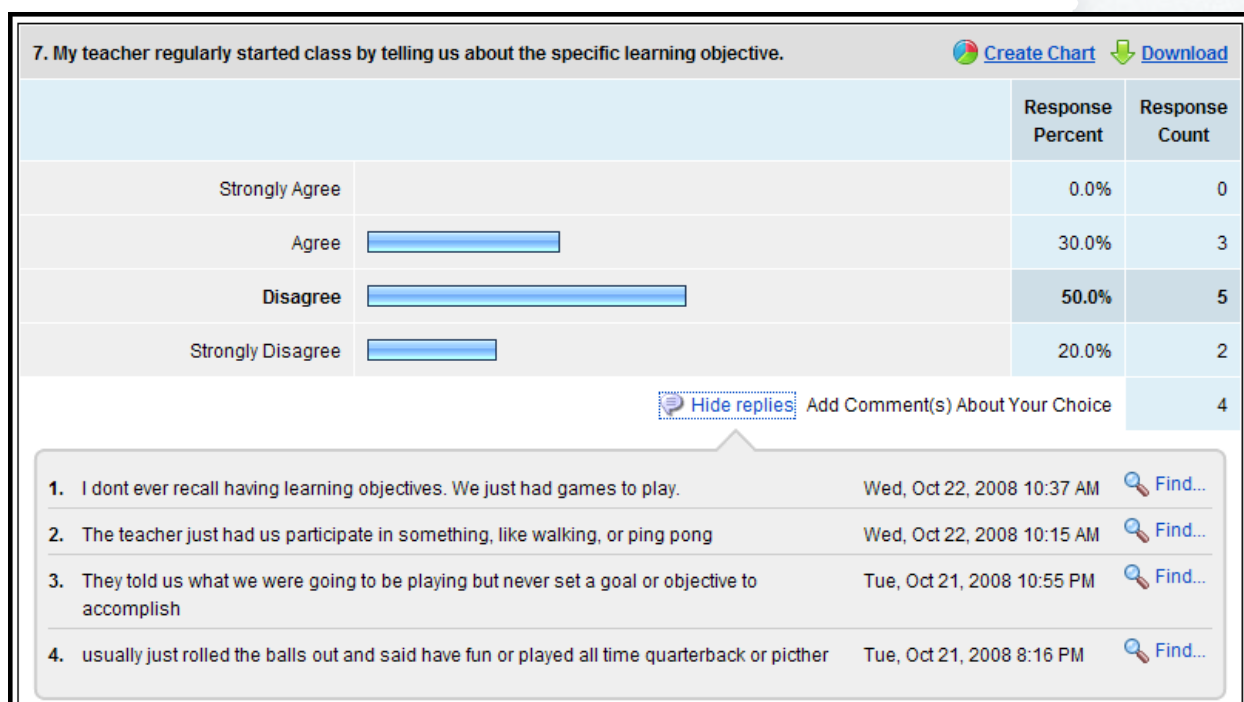
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Best Practice, *continued*

Analyze Data

Information on demographic data and survey questions are presented in the analysis. The data are presented in the percentage of respondents choosing among options in a question. In addition, surveys also provide text boxes that allow respondents to clarify or explain their responses (see Figure 3). The survey analysis can be downloaded as a PDF file or the data analysis can be exported to a spreadsheet.

Figure 3 - Data Analysis and Comments



Application Examples

The first application addresses content which might be found in an introductory physical education class or an organization administration class. The content related to the examples focuses on issues such as 1) little or no instruction, 2) two to three week units designed to 'expose' students to activity and 3) activity that focuses on sports found in scholastic athletics. Prior to the lesson, students are given the assignment to respond to a survey with questions that are based on these and other issues and then read assignments for the lesson. As students respond to the survey items, they are likely to recall their secondary physical education experience with rich detail. The survey tool also supports increased student comprehension of key points in the reading.

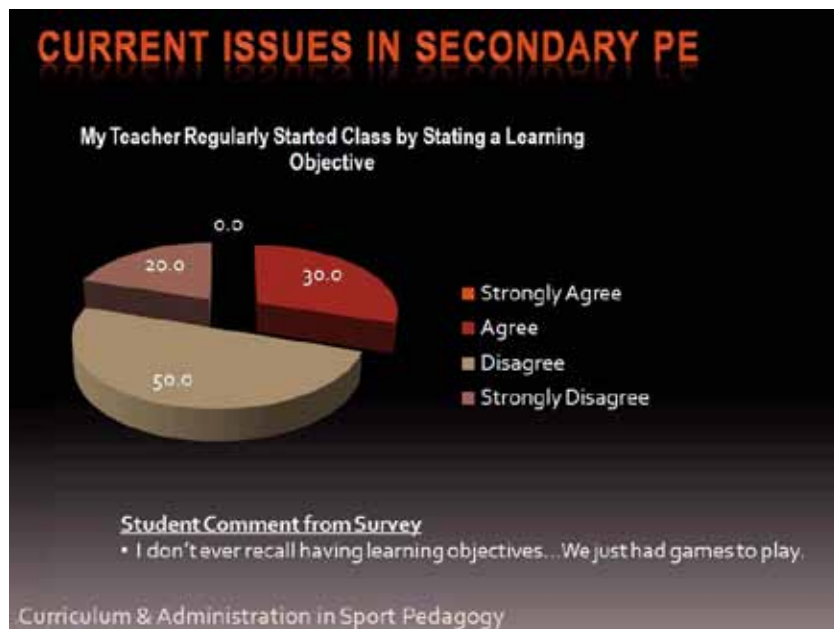
If using presentation software such as PowerPoint, the presentation can easily be 'personalized' with a data summary of their choices (see Figure 4) and with their narrative responses. These responses can be inserted at

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points where discussion is desired. Graphical displays of the data are very useful in eliciting relevant comments in discussion. If student preparation requires students to recall experiences and study the assigned readings; they should be better prepared to be active participants in discussion points on the slides. In fact, the assigned readings support increased levels of critical thinking because, in some cases, they may agree with points brought up by the author or they may disagree on points.

Figure 4 – Presentation Using Student Data



In a second example, the use of surveys represents an indispensable tool for learning more about participant preferences in measurement and evaluation courses. In this example, the lesson is prefaced with purposes or reasons for using surveys. The introduction includes a discussion of characteristics that support survey effectiveness and methods of delivering surveys; such as phone surveys, paper and pencil surveys as well as the use of online survey tools. The introduction also addresses issues that might influence the validity of survey content and the reliability of survey participant responses. Next the instructor provides an overview of the online survey tool students will use and provides guided practice constructing the survey, including items designed to obtain demographic information and specific content items. Typically, students deploy the survey on their personal websites, email access to surveys to peers, or post a link to the survey on their social networking pages (e.g., Facebook.com or MySpace.com). During the next class, the instructor reviews the methods for analyzing the data.

After two weeks, students presented an analysis of the data they collected. These brief presentations included the following: 1) their survey purpose,

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2) the method of survey deployment, and 3) the number of respondents as well as a summary of the responses. The summary included a breakdown of survey responses by some or all of the demographic data. The instructor required students to describe any issues encountered, what they should do differently, as well as explain inferences regarding validity and reliability issues that surfaced. Finally, the students identified procedures that they should use if they deployed their survey a second time. This approach to describing surveys provides the students with a real-world exercise and also engages students in the development of a legitimate survey as well as the analysis of real world data.

Additionally, the authors have used these survey tools for everything from gathering faculty peer teaching evaluations, student teaching evaluations, faculty and staff votes on issues, internship and teacher supervision assessments, meeting scheduling, University-wide fitness assessments, professionals opinions on current issues, trend analysis, Alumni and professional review of our curriculum and student preparation, program offerings such as intramural sports opportunities on campus, staff retention assessments, community wide needs and perception appraisal, and even for advanced research studies and experimental designs.

Conclusion

These online survey tools have become accessible to those that are not technologically advanced, and even those that are math phobic. These online surveys eliminate the difficulties of formatting, creating, collecting and interpreting results. The authors recommend that those whose interests are peaked by the potential of online surveys spend some time familiarizing themselves with a number of possibilities to discover which works most efficiently for them.

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National Association for Kinesiology & Physical Education in Higher Education

Hally Beth Poindexter Young Scholar Award 10th Annual Special Open Paper Competition for Young Professionals

The National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) would like to invite new professionals, employed for the first time (and for less than 5 years) at an institution of higher education, to participate in a special program at the 2010 conference in Scottsdale, AZ. The 2010 NAKPEHE conference marks the 10th year in which the Executive Board of NAKPEHE has approved an Open Paper Competition to encourage the development of innovative ideas and discussions from our newest members of the profession.

The winner of the Hally Beth Poindexter Young Scholar Open Paper Competition will have the opportunity to present the paper at a special session with the 2010 Sargent Lecturer as a reactor to the presentation. In addition to this unique presentation opportunity, the Hally Beth Poindexter Young Scholar will be awarded a monetary prize and given a free membership in NAKPEHE for the upcoming year.

Submission Guidelines:

Send three (3) copies of the paper to:

Dr. Camille O'Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386

If you have any specific questions related to the Hally Beth Poindexter Young Scholar Award, please feel free to contact me directly (cobryant@calpoly.edu or 805-756-1787). If you would like specific conference information, please visit the NAKPEHE website at www.nakpehe.org or contact Alison Wrynn (awrynn@csulb.edu).

Call for Papers

A call for papers is made each spring by the National Association for Kinesiology and Physical Education in Higher Education. The NAKPEHE Hally Beth Poindexter Young Scholar Award provides an opportunity for the newest members of the higher education profession to present professional papers focusing specifically on interdisciplinary issues facing physical education.

Topics:

Original, unpublished research reports, position papers, philosophical statements, or a summary of the present state of an issue may serve as the basis for scholarly papers.

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Poindexter Award, *continued*

Selection Criteria:

1. Candidates must be full-time faculty members in their first five years of employment at a college or university setting.
2. Submissions may not have been previously published or presented.
3. Selection of papers is made on the basis of scholarly content, organization, and pertinence to the field of physical education from an interdisciplinary perspective. The author who receives the NAKPEHE Hally Beth Poindexter Young Scholar Award is invited to present his/her paper at the next annual NAKPEHE conference.
4. The papers will be blind-reviewed by committee.
5. Committee criteria includes; (a) a strong connection to the review of current literature in the field, (b) writing style, (c) originality of idea/concept/style of presentation, (d) practical application potential, and (e) the potential contribution to the field.
6. The body of the paper may not exceed fifteen (15) typed pages, doubled spaced.

Awards:

1. One paper will be selected for presentation at the annual conference
2. A \$250.00 award will be presented to the selected author.
3. A one year free membership in NAKPEHE (including *Quest* and *The Chronicle of Physical Education in Higher Education* subscriptions).

Submit Papers To:

Send three (3) copies of the paper to:

Dr. Camille O'Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386

Deadline for Submitting Papers:

September 15, 2009 (Acceptance and Notification by October 15, 2009)

Presentation Date and Location:

2010 NAKPEHE Conference, Scottsdale, AZ

Additional Information:

Dr. Camille O'Bryant
Phone: 805-756-1787
Fax: 805-756-7273
E-mail: cobryant@calpoly.edu



National Association for Kinesiology & Physical Education in Higher Education

NAKPEHE Doctoral Student Award

Joanna Davenport Poster Presentation Prize for Doctoral Students

The National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) would like to invite doctoral students to submit poster presentations for the 2010 conference in Arizona. The conference will provide the doctoral students with a wide array of sessions to attend that will have greater meaning as they prepare to enter the higher education employment arena. This year there will be a special opportunity for doctoral students to participate in the conference. All doctoral students will be offered the opportunity to participate in a committee-reviewed doctoral student poster presentation session. The poster presentations will be available for viewing at the conference. A Review Committee will select one doctoral student poster to receive the Joanna Davenport Poster Presentation Prize, and the presenter will be awarded a monetary prize and a free membership in NAKPEHE for the coming year. The Joanna Davenport Poster Presentation Prize will be awarded at a special reception following the Delphine Hanna Lecture.

In addition to this session, we hope there will be time for doctoral students to meet together in a less formal setting to discuss their common concerns. Our hope is to establish a connection between similar doctoral programs and establish a mechanism for communication between students with similar or supportive research directions. The structure and philosophical direction of NAKPEHE offers a positive interdisciplinary theme that encourages sharing within and across specialty areas; and welcomes new ideas and insights from differing perspectives. There will be numerous social opportunities for the doctoral students to interact with NAKPEHE members.

If you have any specific questions related to doctoral student involvement, please feel free to contact Camille O'Bryant (cobryant@calpoly.edu or 805-756-1787). If you would like specific conference information, please contact Alison Wrynn (awrynn@csulb.edu), or visit the NAKPEHE web site (www.nakpehe.org).

We hope to see you in Arizona!

*Camille O'Bryant, Ph.D., Cal Poly State University, San Luis Obispo, CA
Joanna Davenport Poster Presentation Prize, Chair*

Call for Posters

A call for proposals is made each spring by the National Association for Kinesiology and Physical Education in Higher Education. The NAKPEHE Joanna Davenport Doctoral Student Poster Session provides an opportunity for entry-level members of the higher education profession to present posters focusing specifically on physical education.

(continued)

Poster Presentation Prize, *continued*

Topics:

Original, unpublished research (current or recently completed) poster presentations and reports.

Selection Criteria:

- Candidates must be current doctoral students, or have completed their degree after January 1, 2005.
- Selection of posters for inclusion in the poster session will be made on submitted proposals, and is made on the basis of scholarly content, organization, and pertinence to the field of physical education.
- Once a proposal has been selected for inclusion in the poster session, the poster should be organized within the constraints of a 5' by 6' area.
- Poster presenters will have one (1) hour prior to viewing to set their posters in the appropriate room.
- The posters will be displayed for 5 hours prior to the Delphine Hanna Reception. During this time, a committee will review the posters and select one poster to receive the award.
- All poster presenters must be present with their posters in the viewing area during the reception. The Joanna Davenport Poster Presentation Award will be presented during the reception.

Awards:

- A maximum of twelve (12) poster proposals will be selected for presentation at the annual conference.
- One \$250.00 award will be presented during the Delphine Hanna Reception to the selected poster presenter.
- The selected presenter will also receive one year free membership in NAK-PEHE (including Quest and The Chronicle of Physical Education in Higher Education subscriptions).

Submit Proposals To:

Dr. Camille O'Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386

Deadline for Submitting Proposals:

September 1, 2009 (Acceptance and Notification by October 15, 2009)

Presentation Date and Location:

January 2020 NAKPEHE Conference, Scottsdale, AZ

Additional Information:

Dr. Camille O'Bryant
Phone: 805-756-1787
Fax: 805-756-7273
E-mail: cobryant@calpoly.edu

(continued)

Poster Presentation Prize, *continued*

FORMAT FOR POSTER SESSION PROPOSALS/PRESENTATIONS

PROPOSAL:

Poster Title:

Presenter(s):

Institution:

Address:

Doctoral Advisor:

Advisor's Phone Number:

Advisor's E-mail:

Presenter(s)'s Address:

Presenter(s)'s Phone Number:

Presenter(s)'s E-mail:

Please send this proposal form with a 500 word abstract describing the focus of your presentation by September 1, 2009, to:

Dr. Camille O'Bryant
Kinesiology Department
Cal Poly State University
San Luis Obispo, CA 93407-0386
805-756-1787
cobryant@calpoly.edu

Scholarly Publications

Deborah J. Buswell, Stephen F. Austin State University

Although I will attempt to be as thorough as possible in listing new books I know that I will miss some. If you know of upcoming titles please contact me so that I may include them in the next issue. Note that some listings do not include the price of the book. When the price of the book is available on the publisher's website that information is provided in the listing. Unless otherwise indicated the cost provided is for a hardcover version of the text.

Exercise Science and Fitness

Powers, S. K., & Howley, E. T. (2009). *Exercise Physiology: Theory and Application to Fitness and Performance* (7th ed.). Boston: McGraw-Hill. ISBN 9780073376479, \$110.00.

Text is designed for undergraduate students in exercise science and physical education to provide a foundation in both the theory and application of exercise physiology concepts. New features include "A Look Back – Important People in Science" box to introduce students to scientists who have been major contributors to exercise and environmental physiology.

Wilson, G. S. (2010). *Exploring Exercise Science*. Boston: McGraw-Hill. ISBN 9780073523637, \$84.00.

This text is designed to blend science with practical aspects of exercise such as employment and legal issues. This book explores a variety of topics such as physiology, behavior, biomechanics, sports medicine, and social science and examines how that information is used in the practical sense.

Sport Management/Administration

ACSM. (2009). *ACSM's Worksite Health Handbook: A guide to Building Healthy and Productive Companies* (2nd ed.). Champaign, IL: Human Kinetics. ISBN 9780736074346, \$52.00.

This text covers a variety of topics including history and current state of the field, strategies in worksite settings, assessment, program design and implementation, and strategies for encouraging employee involvement. Can be utilized as a resource for health promotion professionals and a supplement for undergraduates and graduate students studying in health promotion programs.

Spengler, J. O., Anderson, P. M., Connaughton, D. P., & Baker, T. A., III (2009). *Introduction to Sport Law*. Champaign, IL: Human Kinetics. ISBN 9780736065320, \$58.00.

This undergraduate textbook includes real-world examples of legal issues specific to sport settings. Examples are especially relevant to students intending on making careers in sport management. Suggestions for group activities for moot court cases are provided for the instructor. Ancillaries include online instructor guide, test package, and presentation package.



(continued)

Scholarly Publications, *continued*

Stotlar, D. K. (2009). *Developing Successful Sport Marketing Plans* (3rd ed.). Morgantown, WV: Fitness Information Technology. ISBN 9781885693846, \$29.95.

The intent of this text is to provide a workbook of comprehensive information to develop a sport marketing plan. Issues are presented, questions are used to guide thinking, and exercises are utilized to develop and implement an appropriate sport marketing plan.

Stotlar, D. K. (2009). *Developing Successful Sport Sponsorship Plans* (3rd ed.). Morgantown, WV: Fitness Information Technology. ISBN 9781885693877, \$32.00.

The intent of this text is to provide a workbook to guide in the development of a sponsorship proposal. Theoretical basis is from the perspective of the sponsored property rather than from the marketing perspective.

Adapted

Auxter, D., Pyfer, J., Zittel, L. L., Roth, K., & Huettig, C. I. (2010). *Principles and Methods of Adapted Physical Education and Recreation* (11th ed.). Boston: McGraw-Hill. ISBN 9780073523712, \$94.00.

This text focuses on both a task-specific and developmental approach to teaching the knowledge and skills necessary to instruct across a wide variety of student abilities. Text would be appropriate for students in both general and adapted physical education preparation programs. Includes updated information pertaining to Individuals with Disabilities Education Act as well as the No Child Left Behind Act.

Thomas, N., & Smith, A. (2008). *Disability, Sport and Society*. London: Routledge. ISBN 9780415378192, \$42.95 (softcover).

Examines the history and current organization of disability sport. Includes theory, policy, emergence, development, disability sport in local, school, and mainstream programs, elite disability sport and disability sport and media. Introduction to concepts, such as relationships between modern sport and disability sport, as well as disability in the context of the wider society are presented.

Pedagogy and Motor Development

Graham, G. M., Holt/Hale, S. A., & Parker, M. A. (2010). *Children Moving: A Reflective Approach to Teaching Physical Education* (8th ed.). Boston: McGraw-Hill. ISBN 9780077305611, \$130.00.

Designed for use in physical education teacher preparation programs, this text provides a practical guide to teaching physical education. There are practical application links between theory and practice in areas such as analysis of teaching and teaching practices that facilitate student learning.

Haywood, K. M., & Getchell, N. (2009). *Life Span Motor Development* (5th ed.). Champaign, IL: Human Kinetics. ISBN 9780736075527, \$84.00.

Textbook uses the dynamical systems approach to discuss changes in movement across the lifespan. Motor development topics are presented along

(continued)

Scholarly Publications, *continued*

with interaction of biomechanics, physical fitness components, and how other social, cultural, psychosocial, and cognitive variables affect movement. Students have access to interactive online resources such as lab activities, learning exercises, and video clips. Ancillaries include instructor guide, test package, presentation package, and an image bank.

Kleinman, I. (2009). *Complete Physical Education Plans for Grades 5 to 12* (2nd ed.). Champaign, IL: Human Kinetics. ISBN 9780736071239, \$54.00.

Text provides ready to use and teacher-tested lesson plans for grades 5-12. Includes lessons and a variety of activities within the areas of fitness, creative movement and dance, and sports. CD-ROM includes teaching and assessment tools such as rubrics, fact sheets and quizzes. Appropriate resource for practicing teachers as well as students in teacher preparation programs.

Kovar, S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2009). *Elementary Classroom Teachers as Movement Educators* (3rd ed.). Boston: McGraw-Hill. ISBN 9780073376462, \$74.00 (softcover).

This book is designed to provide a practical guide for classroom teachers and the role they can play in the development of active and healthy children. The text covers topics to assist in the development of a physical education program as well as in a supporting role and includes activities and lessons.

Pangrazi, R. P., & Beighle, A. (2010). *Dynamic Physical Education for Elementary School Children* (16th ed.). San Francisco: Benjamin Cummings. ISBN 9780321592538, \$135.80.

Textbook provides a variety of time tested techniques for teaching physical education to elementary-age children. Presents both a theoretical framework and practical hands-on activities. Appropriate as a resource for practicing teachers or as an undergraduate text to be used in physical education teacher preparation programs. Students can utilize the companion website and ancillaries include instructor resource DVD, instructor's manual and test bank.

Rink, J. E. (2010). *Teaching Physical Education for Learning* (6th ed.). Boston: McGraw-Hill. ISBN 9780073376523, \$103.00.

This text focuses on developing educator's abilities to design effective learning experiences for students in kindergarten through grade 12. Text matches the Physical Education National Beginning Teaching Standards for teacher preparation and includes chapters on student motivation, assessment, and content-specific pedagogy.

Schmottlach, N., & McManama, J. (2010). *The Physical Education Activity Handbook* (12th ed.). San Francisco: Benjamin Cummings. ISBN 9780321596390, \$90.00.

This textbook provides content knowledge as well as techniques for teaching 40 plus activities. Information includes rules, skills and techniques, teaching and learning strategies, and additional references. Emphasis is on three elements: what the activity is; how to do it; and how to teach others. Ancillaries include an instructor's manual and test bank.

(continued)

Scholarly Publications, *continued*

History, Philosophy, and Ethics

Mechikoff, R. A. (2010). *A History and Philosophy of Sport and Physical Education: From Ancient Civilizations to the Modern World* (5th ed.). Boston: McGraw-Hill. ISBN 9780073376493, \$99.00 (softcover).

This text is divided into five sections; ancient civilizations, from the spiritual world to the secular world; theoretical and professional development of American physical education; historical and philosophical development of sport in America; and social and political history of the modern Olympic games. Pedagogical tools such as timelines, chapter objectives, websites, and discussion questions can be utilized to assist in the learning experience.

Sport Psychology

Hung, T. M., Lidor, R., & Hackfort, D. (2009). *Psychology of Sport Excellence*. Morgantown, WV: Fitness Information Technology. ISBN 9781885693907, \$39.00.

This textbook examines both theoretical and practical aspects of preparing elite athletes psychologically for success. Expert utilized psychological interventions, strategies, and techniques are presented for teaching those who intend to work with both individual and team sport athletes to improve psychological and mental preparation for participation in sports.

Williams, J. M. (2010). *Applied Sport Psychology: Personal Growth to Peak Performance* (6th ed.). Boston: McGraw-Hill. ISBN 9780073376530, \$98.00 (softcover).

A number of authors have contributed to this edition to provide a practical guide, not only for concepts and theories, but also for strategies and techniques that would be beneficial for future coaches and athletes. Targeted areas include learning, motivation, and social interaction, mental training for enhancing performance, implementation of training programs, and enhancing health and well-being.

Sociology

Coakley, J. (2009). *Sports in Society: Issues and Controversies* (10th ed.). Boston: McGraw-Hill. ISBN 9780073376547, \$105.00 (softcover).

This text has been updated to include recent research and theory on a wide variety of global topics including video games, virtual sports, substance use, and gender ideology. A variety of individuals are used to provide different viewpoints on a number of pertinent issues.

Magdalinski, T. (2008). *Sport, Technology and the Body*. London: Routledge. ISBN 9780415378765, \$45.95 (softcover).

Text explores various issues related to the cultural resistance to the enhancement of athletes and how technologies can complicate our concept of the sporting body. Concerns about technological 'invasion' are examined using actual case studies and include public reaction to both internal and external technologies used to enhance performance.

(continued)

Scholarly Publications, *continued*

McNamee, M. (2008). *Sports, Virtues and Vices*. London: Routledge. ISBN 9780415194082, \$170.00 (hardcover) - also available in softcover.

This text explores a variety of ethical issues and how sporting behavior has evolved to its current social significance. Topics include how pursuing excellence can lead to harm, doping, greed, and shame, and the ethical challenges presented by biomedical technology.

Foundations

Siedentop, D. (2009). *Introduction to Physical Education, Fitness, and Sport* (7th ed.). Boston: McGraw-Hill. ISBN 9780073376516, \$101.00.

Introductory text for physical education, exercise science, and allied health professionals. Updated information in a variety of areas including trends and issues, policy initiatives at national, state, and local levels, and changes in preparation programs. Students have access to the Online Learning Center, which includes articles and research, quizzes, activities, and test preparation flashcards.

Athletic Training

Prentice, W. E., & Arnheim, D. D. (2009). *Arnheim's Principles of Athletic Training: A Competency-Based Approach*. Boston: McGraw-Hill. ISBN 9780077236281, \$130.00

This comprehensive textbook is a practical resource for students in a variety of related careers including physical education, physical therapy and coaching as well as athletic training. Scenarios are examined that take into consideration different patient populations. The goal is to prepare students to be competent health care professionals in a variety of employment settings.

Reference Titles

Books in the following section are reference titles that may be of interest to faculty as resources for a variety of classes. No description is provided as they tend to have self-explanatory titles.

ACSM. (2009). *ACSM's Certification Review*. Philadelphia, PA: Lippincott Williams & Wilkins. ISBN 9780781769013, \$39.95 (softcover).

ACSM. (2009). *ACSM's Guidelines for Exercise Testing and Prescription*. Philadelphia, PA: Lippincott Williams & Wilkins. ISBN 9780781769037, \$37.95 (spiralbound).

Fountain, C. (2009). *Under the March Sun: The Story of Spring Training*. New York: Oxford University Press. ISBN 9780195372038, \$24.95.

Hugenberg, L. W., Haridakis, P. M., & Earnheardt, A. C. (Eds.). (2008). *Sports Mania: Essays on Fandom and the Media in the 21st Century*. Jefferson, NC: McFarland. ISBN 9780786437269, \$35.00 (softcover).

Quinn, K. G. (2009). *Sports and Their Fans: The History, Economics and Culture of the Relationship Between Spectator and Sport*. Jefferson, NC: McFarland. ISBN 9780786438020, \$35.00 (softcover).

Rodriguez, R. G. (2009). *The Regulation of Boxing: A History and Comparative Analysis of Policies Among American States*. Jefferson, NC: McFarland. ISBN 9780786438624, \$35.00 (softcover).

(continued)

Scholarly Publications, *continued*

- Sears, E. S. (2009). *Running Through the Ages*. Jefferson, NC: McFarland. ISBN 9780786440948, \$39.95 (softcover).
- Sentence, P. D. (2006). *Cricket in America, 1710-2000*. Jefferson, NC: McFarland. ISBN 9780786420407, \$39.95 (softcover).
- Szalontai, J. D. (2009). *Teenager on First, Geezer at Bat, 4-F on Deck: Major League Baseball in 1945*. Jefferson, NC: McFarland. ISBN 9780786437948, \$35.00 (softcover).
- Virtue, J. (2008). *South of the Color Barrier: How Jorge Pasquel and the Mexican League Pushed Baseball Toward Racial Integration*. Jefferson, NC: McFarland. ISBN 9780786432936, \$29.95 (softcover).

CALL FOR PROPOSALS

2010 Conference, January 6–9, 2010

Millennium Resort—Scottsdale McCormick Ranch, Scottsdale, AZ

Theme:

**“Good to Great*: Success Stories
in Kinesiology and Physical Education”**

*Based on the book *Good to Great: Why Some Companies Make the Leap . . . and Others Don't* by Jim Collins. Our field and this organization have confronted difficult times in the past; there have been many questions about how to survive and thrive in a changing academic environment. For this conference, however, we don't want to focus on the negative stories but on the positive. What is it that you are doing in your program and at your university that you can share that shows you have made the leap from “Good to Great”?

Possible topics include:

- What kind of leader are you? How do you know if you are a “Level 5” leader?
- Which should you do first? Select the right individuals for your program or decide which direction to go?
- In these tough economic times, how are we “facing the brutal facts” and still moving toward greatness?
- Are you a “hedgehog or a fox”? Does your program try to do too much instead of doing one thing very well?
- Does your program have a “Culture of Discipline”? Not authoritarianism, but determination and purpose?

Other topics are welcomed and encouraged.

To submit a program proposal:

www.nakpehe.org

Proposals are due October 1, 2009.

For information, contact:

Alison M. Wrynn

California State University, Long Beach

E-mail: awrynn@csulb.edu Phone: 562-985-4085

Honor Awards Nomination Form for 2010

Award Title (check one):

☐ Distinguished Service ☐ Distinguished Scholar ☐ Distinguished Administrator

Nominee's name _____

Address & phone _____

Nominated by: (name, address, & e-mail address) _____

Attach statement of support for Nominee (based on criteria below), sign it, and forward with this form to: Marilyn Buck, School of Physical Education, Ball State University, Muncie, IN 47306. Or e-mail: mbuck@bsu.edu. **Deadline is 8/1/09.**

Criteria for Awards

All references to NAKPEHE should be interpreted to include the parent associations, NAPECW & NCPEAM.

Distinguished Service Award

Shall be awarded to a person who:

1. Has been a member of NAKPEHE continuously for at least 10 years.
2. Has given outstanding service to NAKPEHE as evidenced by achievement in at least 5 of the following:
 - a) Officer of the Association
 - b) Member of the Executive Board
 - c) Chair of a committee
 - d) Committee member for at least 2 yrs
 - e) Attendee at annual conference
 - f) Speaker at annual conference
 - g) Speaker at annual conference as Homans, Sargent, or Hanna lecturer
 - h) Workshop leader
 - i) Contributor to NAKPEHE publications

Distinguished Scholar Award

Shall be awarded to a person who has made a significant contribution to physical education in higher education through scholarly pursuits within a multidisciplinary perspective and has been a contributing member of NAKPEHE continuously for at least 5 years. Nominees will be judged on their contributions by showing distinction in at least one area with contributions to two or more:

1. Author of book(s)
2. Author of articles in professional or lay periodicals
3. Editor of book(s) or monographs
4. Researcher who develops, executes, and reports significant research
5. Lecturer at professional meetings
6. Other scholarly areas not listed above

Distinguished Administrator Award

Shall be awarded to a person who, through application of administrative/managerial skills, has made significant contributions to the profession and/or related fields, both within and beyond the higher education community, and has been a contributing member of NAKPEHE continuously for at least 5 years. Qualified nominees shall have achieved at least one of the following with distinction:

1. Success as an administrator within a program of physical education in higher education in at least one of the following categories:
 - a) Dean or Assistant/Associate Dean of a school or college in which physical education is a unit
 - b) Chairperson of a physical education department in a college or university
2. Advancement of the goals and ideals of the profession through the application of managerial skills within other groups or organizations.
 - a) Executive Director/President/Program Leader for a physical education discipline related organization or conference
 - b) Director of a regional/national/international physical education project or activity
 - c) Dissemination (publications, presentation, teaching) of scholarly/academic innovations concerning physical education administration that have had a national impact on physical education
 - d) Leadership in physical education organizations as a member of a governing body
 - e) Record of influence outside the profession of higher education which has served physical education as a discipline beyond the institution.

Note: One letter from an employee and one from a higher level administrator must accompany the application.

Authors Sought

We're always looking for quality articles for the Leadership, Issues, Best Practice, Research, New Professionals, or International columns. Please consider submitting an article to one of these columns or encourage your colleagues to do so. Contact the appropriate Associate Editor or the Editor directly with your submission or any questions.

Chronicle Deadlines

Deadlines for *The Chronicle of Kinesiology and Physical Education in Higher Education*:

Copy to Editor	Published
Dec. 15	February
March 15	May
July 15	September

All material submitted to *CKPEHE* must be double spaced, and regular articles should not exceed 8 pages in length.

Chronicle Editor

Dr. Shane G. Frehlich
Department of Kinesiology
Redwood Hall, 250
California State University, Northridge
Northridge, CA 91330-8287
Fax: (818) 677-3207
Phone: (818) 677-6437
E-mail: shane.g.frehlich@csun.edu

Associate Editors

Section	Associate Editor	E-mail
Leadership in KPE Higher Education	Greg Letter	letter@adelphi.edu
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Best Practice in Teaching and Learning	Mel Finkenberg	mfinkenberg@sfasu.edu
New KPE Professionals	Camille O'Bryant	cobryant@calpoly.edu
In Memoriam	Deborah Buswell	buswelld@sfasu.edu
Scholarly Publications	Deborah Buswell	buswelld@sfasu.edu
International	Mary Hums	mhums@louisville.edu
Research Digest	Bob Pangrazi	pangrazi1@msn.com

Job Notice Web Postings

Submit your job openings for posting at a NAKPEHE Web page and for e-mailing to over 600 professionals in the field. The Web site OPERA is updated weekly and receives nearly 600 hits per week. The annual registration fee for hiring departments is \$150. For details, please visit <http://www.nakpehe.org/OPERA/Index.html>.



To Join NAKPEHE or Renew Your Membership

Apply Online at
www.nakpehe.org

NAKPEHE membership entitles you to four issues of *Quest*, one of which features the *Academy Papers*, and three issues of the *Chronicle of Kinesiology and Physical Education in Higher Education* per year, and to member rates for the annual conference. Please complete this form and return it to the address listed. **Or apply online at www.nakpehe.org.**

What are your special interests? Check no more than three.

- | | |
|----------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Adapted | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Administration | <input type="checkbox"/> History |
| <input type="checkbox"/> Anatomical Kinesiology | <input type="checkbox"/> Measurement & Evaluation |
| <input type="checkbox"/> Anthropology of Play | <input type="checkbox"/> Motor Development |
| <input type="checkbox"/> Athletic Training | <input type="checkbox"/> Motor Learning/Control |
| <input type="checkbox"/> Basic Instruction | <input type="checkbox"/> Pedagogy |
| <input type="checkbox"/> Biomechanics | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Coaching | <input type="checkbox"/> Physiology of Exercise |
| <input type="checkbox"/> Comparative/International | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Sociology |
| | <input type="checkbox"/> Sport Management |

Rank

- ☐ Instructor
☐ Assistant professor
☐ Associate professor
☐ Full professor
☐ Other _____

Institution

- ☐ 4 yr. college/university
☐ Jr./community college
☐ Other _____

Name _____

Address _____

City, State, Zip, Country _____

- ☐ U.S. Faculty \$80
☐ International Faculty \$80 (includes mailing)
☐ Emeritus (all publications) \$45
☐ Emeritus (*Chronicle* only) \$15
☐ Graduate Students \$30
☐ Concurrent AAKPE membership \$30
☐ Sustaining Member \$85
☐ Tax deductible contribution to NAKPEHE \$ _____

Mail checks, payable to NAKPEHE, and this form to:

NAKPEHE c/o Ginny Overdorf
Department of Exercise and Movement Sciences
William Paterson University
300 Pompton Road
Wayne, NJ 07470

(Canadian and other foreign members must use a money order or check imprinted "U.S. Funds.")

CKPEHE Editor: Shane Frehlich, California State University, Northridge

Associate Editors Leadership in KPE Higher Education: Greg Letter, Adelphi U.
Current Issues: Sam Hodge, Ohio State U.
Best Practice in Teaching and Learning: Mel Finkenberg, Stephen F. Austin State U.
New KPE Professionals: Camille O'Bryant, Cal State Poly
In Memoriam: Deborah Buswell, Stephen F. Austin State U.
Scholarly Publications: Deborah Buswell, Stephen F. Austin State U.
International: Mary Hums, Univ of Louisville
Research Digest: Bob Pangrazi

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President-elect: Michael Metzler, Georgia State University
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Vice President-elect: Richard Oates, North Georgia College & State University
Secretary: David Claxton, Western Carolina University
Exec Sec/Treas: Virginia Overdorf, William Paterson University

Appointments

Archivist: Richard A. Swanson (2009-2010), retired University North Carolina Greensboro
Necrologist: Anne Stewart (2009-2012), retired Del Mar College
Oral History Project: Steve Estes (2009), Missouri Western University
Parliamentarian: Ron Feingold (2009-2010), Adelphi University
Site Selection 2012 Conference: William Forbes (2009-2010), Towson State University

Committees

Awards

Marilyn Buck (2008-2010), Chair
Ball State University
Cathy Buell (2009-2012)
San Jose State University
Bob Christina (2009-2012)
University of North Carolina Greensboro
William Forbes (2009-2010), ex officio
Towson State University
Leah Fiorentino (2009-2010), ex officio
University of North Carolina Pembroke

Bylaws

Betty Block (2008-2011), Chair
Mandi Anderson (2007-2010)
Iowa State University
Amy Meltzer Rady (2009-2012)
William Paterson University
Zan Gao (2009-2012)
University of Utah
Brian Culp (2009-2012)
Indiana University, Purdue University, Indianapolis
Dan Drane (2009-2011)
The University of Southern Mississippi
Leah Fiorentino (2009-2010), ex officio
University of North Carolina Pembroke
Bill Forbes (2009-2010), ex officio
Towson State University

Nominations & Elections

Ann Boyce (2008-2010), Chair
University of Virginia
Sheri Baggett-McMinn (2009-2012)
Southern Arkansas University
Paul Calleja (2009-2012)
University of Arkansas
Jackie Lund (2008-2011)
Georgia State University
John Charles (2009-2012)
The College of William and Mary
Leah Fiorentino (2009-2010), ex officio
University of North Carolina Pembroke
Bill Forbes (2009-2010), ex officio
Towson State University

Foundations

Mel E. Finkenberg (2007-2010), Chair
Stephen F. Austin University
Judy Bischoff (2008-2011)
Ron Feingold (2009-2012)
Adelphi University
Jan Rintala (2009-2012)
Northern Illinois University
Leah Fiorentino (2009-2010), ex officio
University of North Carolina Pembroke
Bill Forbes (2009-2010), ex officio
Towson State University

(continued)

Future Directions

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Publisher:
Rainer Martens

Journals Division Director:
Greg Reed

Chronicle Managing Editor:
Jeff King

Graphic Designer:
Kim McFarland



Human Kinetics
P.O. Box 5076
Champaign, IL USA 61825-5076
www.HumanKinetics.com