

# NAKPEHE

National Association for Kinesiology & Physical Education in Higher Education

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*The Chronicle of Kinesiology and Physical Education in Higher Education*

## ■ From the President

*Mike Metzler, Georgia State University*

It is truly an honor to serve as the 2010–2011 President of NAKPEHE, the most important professional organization for scholars and leaders in kinesiology and physical education. I would like to begin my term in office by acknowledging the many contributions made by our immediate Past-President, Dr. Leah Holland Fiorentino, who provided strong leadership in the adoption of our new vision and mission statements, the hiring of our first Executive Director, and the reorganization of the NAKPEHE Board of Directors in 2009. Those developments have positioned NAKPEHE well for the future by clarifying our organization's basic philosophy and allowing us to make better strategic plans and decisions in these demanding times.

Our 2010 conference in Scottsdale, Arizona, was a huge success, with over 60 percent of our current members attending. Much of that success was due to the hard work of Vice-President Alison Wrynn, who organized and managed this year's conference. The high level of participation at the conference speaks to the dedication of our members and the value they receive by participating in the pre-conference administrative workshops, attending the many paper sessions and named lectures, and by making personal contacts with colleagues from all disciplines in kinesiology and physical education. That interdisciplinary emphasis, coupled with a focus on developing leaders for our field makes NAKPEHE unique among all other professional associations for KPE in higher education. It is not too early to start thinking about attending and presenting at the 2011 conference to be held in Orlando, Florida. I hope to see you there.

As all of you know and have likely seen in your home states, these are difficult economic times for higher education and its professional membership organizations. NAKPEHE is no exception, currently operating on what could only be described as an austerity budget in 2010. However, we are meeting these budgetary challenges by doing things differently, not by doing fewer things that benefit our members. For instance, the NAKPEHE Chronicle is now published online for all members to read on our website (<http://www.nakpehe.org>) and/or to print and read in hard copy.



*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.*

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## **From the President, *continued***

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This change allows the Chronicle to be published in a more timely manner, while maintaining our current per-member cost for that service and giving it a new, exciting look. The Board of Directors has made other decisions that not only reduce costs but actually enhance our communications, planning, and decision-making. The Board of Directors now holds only two face-to-face meetings, both at the annual conference. We have changed the spring Board of Directors meeting to a conference call format, and added two more conference call meetings each year—greatly reducing the timeline needed to make and enact key decisions within our governance structure. Similarly, NAKPEHE committees and sub-committees will also add conference call meetings each year, allowing them to be more proactive in those key roles.

As you are probably aware, NAKPEHE now uses ACTEVA to allow new and renewing members and annual conference registrants to enroll and pay for those services on-line. In the past the association has absorbed the cost of those services by allowing ACTEVA to deduct their service charges and credit card fees from membership and registration payments. So, when someone paid \$80 to join or renew their membership, ACTEVA would deduct their service charges plus credit cards fees, and we would receive only about \$72 for each member's dues. Last year alone, we absorbed more than \$2,000 in ACTEVA service charges for memberships and conference registrations. At the post-conference meeting in Scottsdale, the Board of Directors approved a policy that will give members the option of paying their dues and conference registrations by check, without incurring a service fee. Members who wish to use the on-line services will be charged the ACTEVA fee plus the accompanying credit card fee. Two things should be pointed out: first, we will continue to absorb the service and credit card fees for donations made to NAKPEHE on ACTEVA; second, paying by check or using ACTEVA is each member's choice to make.

But even with the cost-savings and improvements mentioned earlier, at its heart NAKPEHE is a primarily member-funded association, and we need to grow in order to maintain the current scope and quality of our services to members, and to the broader KPE higher education community. As of this writing, annual membership is about 25 percent lower than this time last year—and that after several years of smaller declines. At this level, we will have no choice but to take funds out of our reserve accounts in order to balance this year's budget. If you have not renewed your NAKPEHE membership for 2010, please do so immediately by going to the website and following the Membership link for web-based renewal or the mail-in option.

The Board of Directors' also spent a considerable amount of time discussing how to attract new members to NAKPEHE and ensure that current members renew at a much higher rate. We are now taking a very close look at a report we received from the Membership Committee, chaired by Gib Darden. Growing, and not simply maintaining, the number of NAKPEHE members will be the most important item on my agenda this year. It is critical to kinesiology and physical education in higher education that NAKPEHE remains the valued and viable professional association it has been for over thirty years.

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## **Upcoming Conventions**

### **AAHPERD**

March 16–20, 2010  
Indianapolis, IN

### **NAKPEHE**

January 5-8, 2011  
The Hilton in the  
Walt Disney World  
Resort  
Orlando, FL

## **From the President, *continued***

I have set a goal that NAKPEHE will be able to fund its operating budget solely from membership dues, so that we can use our non-dues revenues to fund creative initiatives that will further our mission and improve our visibility. That goal cannot be met during my term in office, but I am confident that we can make decisions and take actions this year that will allow us to put that goal in sight.

I will work diligently with the Board of Directors and the involved committees to implement the most promising ideas discussed in Scottsdale. But at the same time, it is incumbent upon every current NAKPEHE member to recruit new members in the most effective way possible, by personally spreading the word about the great contributions our association makes to our profession, and about the many valuable services and interdisciplinary interaction opportunities we provide to our members. If you have your own ideas and suggestions for how we can make NAKPEHE grow, please do not hesitate to send them to me at [mmetzler@gsu.edu](mailto:mmetzler@gsu.edu). In the meantime, I wish you a healthy and productive 2010. ■

*Please make your plans now to attend  
and/or present your work or ideas at the  
**2011 NAKPEHE Conference,**  
January 5-8 at the Hilton  
in the Walt Disney World Resort in Orlando, Florida.*

*For information,  
contact **Dr. Richard Oates**  
Associate Dean  
School of Education  
North Georgia College  
& State University  
e-mail:  
[roates@northgeorgia.edu](mailto:roates@northgeorgia.edu)*



*Photo courtesy of The Hilton in the Walt Disney World® Resort*



# Leadership in KPE Higher Education

## **Interdisciplinary Collaboration Modules Can Provide Benefits For All Higher Education Stakeholders**

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*Andrew Goldsmith, Adelphi University*

Within the university setting, often times separatism takes place between disciplines. Faculty members from each discipline specialize in preparing students of their programs with a specific skill set to enable graduates to function proficiently in an array of professional careers. What if, however, each discipline came together to teach their specific skill sets in an interdisciplinary collaboration for the purpose of developing a well rounded student, who better appreciates and understands the other disciplines after the experience? This philosophy can take place within the Exercise Science, Physical Education, Recreation and Sport Management programs if each area were to blend their knowledge base together into a scaled-down, broader-scoped joint module. Students in each major would then be able to see the other areas within the department and have a better working knowledge about the physical education, sport, and fitness industries as a whole. This interdisciplinary collaboration would better utilize resources on campus, provide more hands on experience for students, and generate new revenue streams for programming on campus and possibly providing for community outreach.

To better understand the value of the joint module one must first look at the benefits such an approach has to offer the university at large. The four key beneficial outcomes that command the implementation of this type of collaborative effort are education, research opportunities, financial/budget, and community outreach. The remainder of this article will discuss how this module facilitates the achievement of the aforementioned benefits as well as discuss the module being implemented at one university to show readers a real time example.

How do we marry these disciplines? First you need to identify which disciplines can benefit from a partnership and how each academic program can help one another in an interdisciplinary collaboration. For the purposes of this article we will be looking at the relationship between Exercise Science, Physical Education, and Recreation and Sport Management, and how a collaboration of these disciplines can help educate college students about the epidemic of obesity, general health and wellness, and physical activity for a lifetime. There will also be an added dimension to the collaboration in terms of hands on training, practicality, and community involvement.

The joint module in the Exercise Science, Physical Education, Recreation and Sport Management fields, if followed correctly, would be an extension on what students learned about “fitness for life” in their K-12 physical education curriculum. This module enhances the educational process by giving students ownership in the educational objectives through experiential and cooperative

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## **Interdisciplinary Collaboration *continued***

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learning. Experiential learning includes any carefully monitored service experience in which students have intentional learning goals and reflects actively on what they are learning through experience (National Society for Experiential Education, 1994). This module also utilizes cooperative learning, which is another educational tool with numerous benefits. Cooperation, relative to competitive and individualistic efforts, characteristically provides students with: (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological health, social competence, and self-esteem (Johnson & Johnson, 1989). Within these two educational tools, faculty members design and lead the learning experience at times, but must also allow students to take a self-directed role in the program, hence the overall learning experience. Fusing these fields of study makes for more than just practical programming; it enables each student to become knowledgeable in more than just their designated area of study. An exercise science student, in theory, would have the understanding of the management of a fitness facility, and the promotion and marketing skills required to generate revenue, in addition to their skills in a science-oriented personal training background.

All universities require either actual research or the use of existing research from students, faculty, administration and professional staff. A common outcome from faculty research is discovery, while utilization of existing research enables higher education stakeholders to operate more efficiently and effectively. With the health and wellness field continually changing, such research provides us with a chance to constantly update, modify existing programs, and give future direction to our fields of study. In relation to interdisciplinary collaborations, findings from extraneous disciplinary research often times can be beneficial to practitioners with similar academic foci. Faculty members could develop new lines of research in one discipline that was explored previously in another discipline. The research can then be used as a guide for the education of students to help build their knowledge base on various topics interrelated within different fields of study.

Stemming from the enhanced knowledge base and collaborative programs, there would be an opportunity to allow students to use their skills to help generate revenue for the departments and university. With budgetary issues stemming from the sluggish economy, this could address a major issue facing universities today. Many schools are facing a decrease in discretionary dollars and have had to allocate funds more conservatively. One area that has faced inadequate funding is the recreation field. Many fitness centers and gymnasiums primarily budget for maintenance of machines, purchase of newer more advanced cardio or strength training equipment, assistive technology, and programming. Payroll alone can take up as much as 80% of your working budget without assistance from the government. One way to rectify this situation is to train your student workers to perform a multitude of jobs, including personal training or fitness orientations. Another is to increase your membership by including the community, alumni, and faculty in your price scale. If you are able to develop each of the proposed strategies, you can increase your finances substantially. Achievement of successful programming

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*...faculty members design and lead the learning experience at times, but must also allow students to take a self-directed role in the program...*



## Interdisciplinary Collaboration *continued*

would allow more flexibility with budget lines. The flexibility of budgets and increased revenue, coupled with the students' working knowledge and expertise, can translate into more programming being offered to students, staff, faculty and members of the community at large.

Involving the community in programming increases community outreach, which in theory could lead to increased donations and gifts back to the university, not to mention exposure to university educational programs of study. Several programs offered by collaborative modules include fitness testing, personal training, cardio-rehab, and more affordable gym options. Faculty members and students within most academic programs at institutions address a spectrum of societal issues by utilizing their expertise and interest. The short-term and long-term community outreach objectives achieved by this module include emotional, physical and social health and wellness education and attainment, therefore addressing acute and/or chronic aging health issues.

Adelphi University created the "Healthy Steps to an Active Lifestyle" Program which is a unique opportunity for the campus community. The "Healthy Steps" Program is a cooperative effort between Campus Recreation and the Institute of Sports Medicine & Physical Fitness utilizing the programming experience, academic expertise and resources that they have on campus. The mission is to guide students, faculty/staff, alumni, and community members towards a healthier lifestyle and help them to participate in a safe, highly effective and enjoyable exercise experience.

The Healthy Steps Program is comprised of five steps:

**STEP 1:** Professionally guided Pre-participation Screening Questionnaire to determine if potential participants have health risks that may be affected by beginning an exercise program. This step is required for all members. In addition, a written physician's clearance is required prior to using the facilities to minimize any risk management issues.

**STEP 2:** A meeting with an exercise counselor is scheduled to review the pre-participation questionnaire. At this point, a recommendation may be made that the individual participate in the Adult Fitness Program (a closely monitored program offered by the university to those participants that are at high risk and need special attention to those needs while in an active physical activity environment) and/or periodic exercise monitoring at some level prior to engaging in less supervised activity. Consideration is given to age, health status and previous exercise experience.

**STEP 3:** Fitness Assessment to determine the participant's level of health related fitness and baseline for their exercise program. This includes a sub-maximal exercise test on a bike or treadmill, body composition analysis and test for muscular fitness and flexibility.

**STEP 4:** Personal Exercise Prescription (Based on the participant's assessment and designed to help them meet their specific goals) which also includes periodic follow up and reassessment for up to 1 year. This in many ways eliminates the need for personal



Photo courtesy of Adelphi University

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## Interdisciplinary Collaboration *continued*

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trainers in the facility, thus freeing up funds to be allocated elsewhere. The university may also charge a fee to steps three and four if you desired to further generate more income for programming needs.

**STEP 5:** Individual Fitness Orientation – this is a key component which allows the participant to learn how to use the equipment in the fitness center and help them get started on their program. This is a 30-45 minute training session in the fitness center and it is required for all joining members prior to being given their access card to the facility.

This Healthy Steps Program at Adelphi has been in existence for only four months and is still currently in its trial phase. However, the encouraging news is that the program has been met with positive feedback from most constituents. The current module only includes two disciplines, exercise science and recreation, and is a membership-based program reaching only alumni and community members. The goal of the program was originally to increase productivity while minimizing the risk of individuals using the facilities for physical activity. A noticeable issue was that the hired student staff was not able to accurately assess an individual and determine if they were at risk physically, and more work needs to be done in this area.

The premises behind recreation is to have individuals become more active and enjoy their experiences in fitness, wellness, and sport settings without having it be structured in a way that requires a high level of commitment, therefore preventing the casual consumers from getting involved. One pitfall that is often observed is the inability to provide competent staff to match the volume of people who utilize facility space for recreation, especially at the collegiate level where much of the staff consists of college student workers and graduate assistants who may or may not specialize in exercise science.

This is precisely where the exercise science faculty and students play an important role. In the Healthy Steps Program the participants are required to meet with experts in the field of exercise science. Exercise science personnel perform pre-activity reports and recommendations which in essence takes the burden off recreation personnel and helps guide the participant into a monitored exercise program. The great underlying part to this equation is that it also allows for exercise science students to have practical, hands-on experience with participants, which in turn better prepares them for internships and the job market. If there is a nominal fee attached to these services it also allows the university to possibly take on more graduate assistants who can better teach the skills needed for these assessments, while also compiling more data on exercise science cases for research.

The program is not without its flaws however. The first flaw is that people are reluctant to embrace change. There have been many existing participants who have renewed their facility memberships who have not taken to our programming, claiming it to be a waste of time and resources. The major issue, however, is that it is not being properly marketed to the student body, faculty/staff, alumni, and community. This is amplified by the lack of general knowledge on the subject of marketing and promotion within the recreation and exercise science disciplines. The Sport Management program

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*The great underlying part to this equation is that it also allows for exercise science students to have practical, hands-on experience with participants...*



## Interdisciplinary Collaboration *continued*

is the ideal third partner for this model, allowing the programs' students to do the marketing, advertising, and promotions of the various opportunities that the Healthy Steps Program has to offer.

Healthy Steps is just one example of how an interdisciplinary collaboration module can be put to use for cooperative learning and providing closely monitored practical experiences for students. It might take some time to get the right lecturers to team-teach a class of this nature, but it will afford each discipline the background needed to succeed in their disciplines. It also will allow the university to utilize students at no cost while providing them experiential learning opportunities. This in turn allows them to allocate monies that would have gone to industry 'experts' and funnel it back into the programs and disciplines teaching these competencies to the students. Lastly, if this program is marketed correctly it will bring more positive attention and programming back to the university. This kind of publicity and programming will also assist in student recruitment and retention. ■

### 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 2010 requests, submit your proposal to: Judy Bischoff ([jbischof@niu.edu](mailto: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.



## ■ Current Issues

### **NAKPEHE Embraces Cultural and Ethnic Diversity Through Inclusiveness**

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*Samuel R. Hodge, The Ohio State University*

The predecessors to the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) were the National College Physical Education Association for Men (NCPEAM), established in 1897 with Edward Hitchcock taking office as the first president; and in 1924, the National Association for Physical Education of College Women (NAPECW) was established with its first president Lydia Clark. Explicit in their names, these associations were divided along gender lines until the two groups came together in 1978 to form NAKPEHE with James R. Ewers and Marianna Trekell as co-presidents of the newly established association (NAKPEHE, 2009). Since that time, NAKPEHE has increasingly embraced gender equity. In more recent years, NAKPEHE has come to embrace cultural and ethnic diversity.

Over the past decade, there has been an increasing manifestation of the association's strides to embrace cultural and ethnic diversity through inclusive policies and practices. It was not always that way however. Professor David K. Wiggins, a noted sport historian, points out that in years past, racial discrimination stood in the way of African American and other persons of color advancing their careers in physical education and related fields. Commonplace was the refusal of professional organizations to grant African American and other persons of color full participation and membership rights. The vast majority of African American and other persons of color have had great difficulty securing leadership positions and working on important

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## **NAKPEHE Embraces Diversity, *continued***

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committees within professional organizations and being honored for their various accomplishments. Tellingly, from its inception in 1897 to the merger with its sister association (NCPEAM) in 1978, none of the seventy-two different presidents of the NCPEAM were African American men. Likewise, of the 27 presidents of the NAPECW from 1924 to 1978, none were African American women. To date, of some 90 honor lectures combined (Homans, Sargent, and Hanna Lectures) given at NAKPEHE's annual conferences only one has been presented by an African American. Moreover since 1988, when distinguished awards were established, rarely are persons of color recognized for their service, administrative work, or scholarship by the association. Lastly, of the 27 presidents of NAKPEHE from 1978 to 2010 none have been African American (Wiggins & Wiggins, 2009).

In recent years, however, NAKPEHE has given attention to and made strides toward increasing membership, visibility, participation and leadership of African American and other historically marginalized groups. In fact, the current mission statement of the association clearly embraces diversity. It reads,

NAKPEHE is an organization for professionals in higher education. Its purpose is to foster leadership in teaching, administration, policy, preparation for the professions and scholarship. This mission is facilitated through interdisciplinary ideas, concepts and initiatives related to the role of kinesiology and physical education, while valuing diverse social, cultural and personal perspectives. (<http://www.nakpehe.org/>)

The association's valuing of diverse social, cultural and personal perspectives are manifested in several ways. One of which is the embracing of cultural and ethnic diversity in its membership as well as promoting leadership by persons of color and women.

### **Embracing Cultural and Ethnic Diversity**

Even though open forums are important, a commitment to diversity must go beyond periodic forums and panel discussions on issues of diversity and equity but rather substantive efforts in terms of establishing and implementing principles and policies advancing diversity, equity and inclusiveness. All of which calls for organizational structure and leadership. To that end, NAKPEHE has established a Social Justice and Cultural Diversity (SJCD) Sub-committee charged with (a) promoting awareness and sensitivity among culturally diverse groups through career and professional development, conference presentations, and professional programs; (b) promoting research agendas focusing on diversity and multicultural issues; (c) reducing any vestiges of prejudice and discrimination that may exist in research efforts, programming, and presentations; (d) encouraging social justice and multicultural inclusion in all of the association's structures; (e) advising the association's Board of Directors on matters of social justice and multiculturalism related to policy statements and projects; and (f) developing and recommending procedures for funding research studies to the Board of Directors (NAKPEHE, 2005).

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## **NAKPEHE Embraces Diversity, *continued***

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For several years, the SJCD sub-committee has been chaired by Anna M. Frank, Associate Professor at DePaul University in Chicago, IL. Dr. Frank has engaged the SJCD sub-committee in activities that advance the sub-committee's charge such as sponsoring the Social Justice and Cultural Diversity Open Forum at the 2009 annual NAKPEHE meeting held in Sarasota, FL. Currently, the SJCD sub-committee is assuming leadership in the writing of an organizational position paper. The purpose of the NAKPEHE position paper is to provide NAKPEHE members, as well as the general professional community, with the organization's beliefs regarding diversity and equity. This position paper is intended to clarify what NAKPEHE believes, supports, and will continue to work toward as it address issues and challenges regarding diversity and equity. These efforts should provide a firm knowledge base on diversity, necessary to make informed decisions that are in line with NAKPEHE position on diversity and its general mission (Anna M. Frank, personal communication, July 13, 2009). The position paper and mission statements are important articulations of the association's commitment and its strides toward institutionalization of diversity and equity through inclusiveness.

There are also manifestations of the association's strides toward diversity and equity through inclusiveness with the increased volume of presentations and discourse on issues related to diversity, equity, social justice, and inclusion given at recent annual NAKPEHE meetings. For examples the following presentations were given at the 2009 NAKPEHE Conference:

- Examining the Historical Impact of Minorities on the Field of Sport Management by Charles Crowley, California University of Pennsylvania; and E. Newton Jackson, Florida A & M University.
- The Past, Present, and Future of Mentoring Women to Advance within Physical Education Departments by Glenna G. Bower, University of Southern Indiana.
- Student Diversification in Higher Education: Recruitment and Retention Strategies by Samuel R. Hodge, Esther M. Ortiz-Castillo, The Ohio State University; and Alexander Vigo-Valentín, Towson University.
- Embracing the Globalization Challenge by Karen M. Greenockle, University of Tennessee at Martin.
- Are We Preparing Culturally Relevant Physical Educators? by Frankie G. Collins and Michael L. Norris, The Ohio State University.
- International Student-Athletes' Athletic, Academic, and Social Experiences at Historically Black Colleges and Universities by Takahiro Sato, Hampton University; and Samuel R. Hodge, The Ohio State University.
- Cross-cultural Perspectives on Gender Bias in Media Coverage of Sports by Franco Zengaro, Middle Tennessee State University; and Sally A. Zengaro, University of Alabama.

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## **NAKPEHE Embraces Diversity, *continued***

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- Understanding Social, Psychological, and Physiological Racism in Sport and Physical Activity: Implications for Teacher Educators and Preservice Teachers in PETE Programs by Joe Burden Jr., Kean University (now University of Central Florida).
- In the Profession, But Not of It: The African American Experience in Kinesiology and Physical Education by David K. Wiggins and Brenda P. Wiggins, George Mason University.
- Effects of Adventure Education on the Social Interactions of Students with Disabilities in General Physical Education by Bethany L. Hersman, Miami University (now Wright State University).
- Motivate, Adapt, and Play (MAP): An Engagement Model of Physical Activity for Students with Intellectual Disabilities by Kathy Davis, East Carolina University.
- A Diversity of Voices: Physical Education Teachers' Beliefs on Teaching Students with Disabilities by Samuel R. Hodge, The Ohio State University; Kevin M. Casebolt, East Stroudsburg University of Pennsylvania; Bethany L. Hersman, Miami University (now Wright State University); and Takahiro Sato, Hampton University.
- Food, Physical Activity, and BMI of Puerto Rican Adolescents by Alexander Vigo-Valentin, Towson University.
- Constructing a Positive Future for All Students: How an Adapted Physical Education Practicum affected Pre-service Physical Education Teachers' Attitudes Towards Students with Disabilities by Daniel Balderson, University of Lethbridge; Geri Conlin, Monica Mize, Weber State University; Lisa Alsup, and Jamie Hafey-Francke, Weber School District.
- Relationship between Perceived Physical Competence and Actual Motor Competence in Children who are At-Risk (Hally B. Poindexter Young Scholar Presentation) by Leah E. Robinson, Auburn University.
- Physical Education as an Interdisciplinary Site for Anti-Racist Consciousness Rising by Martha J. James, University of St. Thomas (now Saint Paul Public Schools, MN).

Similarly many diverse topics were presented at the recent 2010 NAKPEHE Annual Conference held in Scottsdale, Arizona.

In addition, NAKPEHE has experienced a marked increase in membership of persons from diverse backgrounds representing many different cultures and ethnicities. Importantly, some of these individuals have assumed leadership roles within the association including service on and in some cases chairing of various committees (e.g., Camille O'Bryant, former Chair, Membership Committee), membership on NAKPEHE's Board of Directors, and elected office (e.g., vice presidency). Important also, emerging scholars of color Drs. Leah E. Robinson, an African American woman; and Takahiro Sato, a Japanese American man, were selected as Hally Beth Poindexter Young Scholars for the 2009 and 2010 annual meetings, respectively.

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## NAKPEHE Embraces Diversity, *continued*

In summary, NAKPEHE has given attention to and made strides toward increasing visibility, membership, participation, and leadership of African American and other persons of color in the association. Its mission embraces diversity of social, cultural and personal perspectives. Most important, NAKPEHE has demonstrated potential to become a model organization in promoting and embracing diversity and equity through inclusiveness.

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- National Association of Kinesiology and Physical Education in Higher Education. (2005). Social Justice and Cultural Diversity Committee operating code. Retrieved from [http://www.nakpehe.org/documents/operating\\_codes/SJCDOC.html](http://www.nakpehe.org/documents/operating_codes/SJCDOC.html).
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### 2010 Hally Beth Poindexter Young Scholar

It is a pleasure to announce the winner of the 2010 Hally Beth Poindexter Young Scholar Award – **Dr. Takahiro Sato**. Dr. Sato presented his paper, *“Physical Education Teachers’ Beliefs on Teaching Students with Limited English Proficiency in Urban Secondary Schools”* in a special session held on Saturday afternoon of the conference. Dr. Robert Pangrazi served as the respondent to his paper. Dr. Sato earned his Ph.D. in Adapted Physical Education from The Ohio State University in early 2007. As a young professional he has already made many contributions in terms of presentations and publications and will continue to serve his profession and our organization very well in the years to come. ■



# ■ **Best Practice in Teaching and Learning**

## **Can the Use of Video iPods Promote Cognitive Residue in College Health and Wellness Students?**

*Andrew L. Shim, Dakota State University; Duane A. Crider, Kutztown University; Philip Kim, Robert Morris University; John T. Raffin, Kutztown University*

### **Abstract**

Using technology tools to improve cognitive residue has been examined during the past decade on college students. A popular technology known as the video podcast was studied to see if it could improve learning retention in 286 students enrolled in Health and Wellness classes at Kutztown University of Pennsylvania. A two group non-equivalent post-test only design was selected for this study. The experimental group ( $n = 133$ ) was instructed to download and view 10 3 minute podcasts on HIV/AIDS information while the control group ( $n = 153$  students) went through a traditional pedagogical method of instruction, which involved the exact material given during a similar time frame. A General Linear Model Regression Analysis ( $p < .05$ ) was performed via SPSS. Variables such as age, gender, technology use, past background information on HIV/AIDS, and class ranking were measured for homogeneity and compared to their knowledge-based exam scores. There was no observed improvement between the groups, however, those students who had previous experiences with HIV information demonstrated higher knowledge scores compared to their counterparts.

### **Introduction**

During the past several years, the Nielson Media Research organization has been compiling information on college students in the United States. The latest results show that many of our future leaders are spending more time viewing their iPods or twittering on their hand-held devices compared to traditional study sessions in the library or reading their required textbooks (Bauerlein, 2006). The academic culture has shifted away from the proactive style of Generation X'ers to the newly discovered digital crowd which represents the Generation Y'ers. This new conglomeration of academic learners tend to unofficially mistake the 'Y' for 'why?' (Shim & Briscoe, 2007). Without any positive form of intervention, eventually this form of student culture could experience another paradigm shift, resulting in the formation of a newly acquired presentation of young academics called the Generation Z'ers (Shim et al., 2008). This shift could denounce how college educators attempt to connect with these present-day students, based upon the lack of motivation or proper prioritizing, since their time was spent using these technological devices on non-academic means.

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## Best Practice, *continued*

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It seems these technology tools available today have created an environment of wasted energy among college students (i.e., touch screen cell phones, MP3 players, etc.), providing stimulation toward an “alienation of studying”, which leads to disparaging intellectual success in the classroom (Bauerlein, 2006). However, the main question remains, is it truly a technology problem with our society or an academic misunderstanding between students and college instructors?

Over three decades have passed since the wave of micro-computers emerged as a daily part of academia for students and faculty, world-wide. Computers and education technology specialists have become commonplace within the school environment (Kingsley, 2007). Now that we have the foundation of quickly transmitting information, especially in large file formats, the latest innovations are using web-enhanced coursework that are meant to promote learning among these students. However, based on past surveys and observations, these methods are not being truly effective in motivating students to learn. There seems to be a major need to capture our technology-savvy students’ attention by creating a reliable and valid method that works by stimulating engagement and interest. By finding solutions to this major concern, educators could possibly avoid or postpone a collision course with Generation Z.

## Literature Review

Historically, the use of technology has been an effective medium for education, which creates more independent learners (Negroponte et al., 1997). This concept is partially based upon Piaget’s Constructivism Theory (Glaserfield, 1989) which states that knowledge is not simply transferred from instructor to student. The learner actively places everything within their perspective and can build knowledge if properly given specific guidelines. A suggested method of applying the Constructivist Theory is to involve students in authentic, everyday activities that are situated in strong life-like contexts, which would encourage construction of adaptive knowledge. Angeli (2008) explained that the “augmentation effects of learning with computers can be most constructive and valuable if they are situated within the [student’s perspective]” (p.271). When constructivism is used effectively, teachers incorporate the ideas of students to prepare the lessons that they will teach in their classrooms, may they be on-ground or online.

Foti and Ring (2008) further state while technology tools can be helpful teaching instruments, it becomes more effective when the students are able to actually use and practice with “user-friendly” applications. From the constructivist point of view, the integration of technology along with active participation can positively affect the students’ ability to acquire knowledge (Shim & Briscoe, 2007). Technology tools can be used to allow the students to actively interact with the course material and the user interface, by providing a complete “hands-on” approach to learning. Students who are able to experience or construct their educational materials by doing authentic everyday activities through digital or online tools are more likely to retain the information learned if they stay engaged (Brown et al., 1989).

*(continued)*

*There seems to be a major need to capture our technology-savvy students’ attention...*

## **Best Practice, *continued***

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The appropriate use of technology tools can reinforce higher cognitive skill development and complex thinking skills such as problem solving, reasoning, decision making, and scientific inquiry (Gerber & Scott, 2006). The term “mindtools” becomes an excellent description on how the learner can improve cognition skills such as memory, problem-solving, and reconstructing pertinent ideas or thoughts that supports the Constructivist Theory. Overall, academic results have shown that learners who consistently use these “mindtools” can result in a concept called “cognitive residue” (Pea, 1985; Shim & Briscoe, 2007). These exercises are constructed to increase mental recollection of pertinent knowledge of the subject matter. Also, learning through computerized tools can provide a form of entertainment which further aids in increased student engagement and cognitive retention (Salomon, 1993).

Previous research on the use of video podcasts to promote cognitive residue is currently limited. Digital authoring, also known as podcasting, is a tool used to enhance student learning at several universities nation-wide. Podcasts can be either from an audio or video source, allowing students to download these files into an external device such as a laptop computer or a MP3 player for later playback (Education iTunes U., 2007). This form of information delivery is becoming more dominant in our college campuses today but is it an effective tool to promote learning among our current students?

### **Methods**

There were 286 Health and Wellness students at Kutztown University of Pennsylvania who volunteered for this study. A two group non-equivalent post-test only design was selected, based upon the scheduling of the class sections. All subjects and classroom instructors were briefed on the risks of the research project before submitting formal approval. The Institutional Review Board of Kutztown University of Pennsylvania did approve and granted exempt status to this study.

The experimental group ( $n = 133$ ) was instructed to download and view ten 3-minute podcasts on a current health topic while the control group ( $n = 153$  students) went through a traditional lecture method form of instruction, involving the same exact amount of material given during a similar time frame. The experimental group was given one week to download and view the 10 consecutive video podcasts, 3 minutes in length before taking the online knowledge exam compared to the control group, who were assigned to take the knowledge exam after the presentation was given in the classroom.

A knowledge-based questionnaire on HIV/AIDS information consisting of 20 questions was selected, based on a previous health-related study (Shim & Briscoe, 2007). Subjects in the experimental group understood that the information on the video podcasts would be included on these exams. An addendum survey, consisting of 10 additional questions, was attached to the knowledge-based questionnaire and evaluated to validate the homogeneity between the two groups. A General Linear Model Regression Analysis ( $p \leq .05$ ) was selected to analyze variables such as age, gender, technology use, past

*(continued)*

## **Best Practice, *continued***

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background information on their understanding HIV/AIDS awareness, and their class year, to see if any relationships existed between the two groups.

### **Results**

There were no observable differences found between the experimental group (video podcast) compared to the control group (traditional lecture) with regards to knowledge-based scores. When comparing outside variables to the knowledge-based scores between groups, such as age, gender, technology use, there were no significant differences found. However, when comparing background information of HIV/AIDS among students against overall scores between groups, significance was observed. Possessing previous knowledge on HIV/AIDS proved to be the significant factor ( $p = .035$ ) for both groups.

### **Discussion**

The use of video podcasting among the experimental group did not improve cognitive residue compared to traditional lecture method in College Health and Wellness students at Kutztown University of Pennsylvania. Based on a review of past literature, it would seem that the use of technology tools should have demonstrated a positive learning effect among today's college students, especially when compared to traditional pedagogical methods (Shim & Briscoe, 2007). It was further anticipated that using video podcasts would prove useful as opposed to the traditional lecture settings, based on survey results of college students' trends. The authors of the study surmised portability of these health lecture segments would create mobility to the students' educational process. Hence, this new freedom would promote self-efficacy among college students, who would embrace the self-learning process due to the convenience of viewing the video podcasts (Pea, 1985).

There are assumptions on why the research hypothesis was not met. Each course section in this study was conducted in a large auditorium and perhaps the inability to communicate consistent directions could have played a role in lower test scores observed in the experimental group. Although frequent reminders were given through emails and posted announcements throughout the study, this process wasn't considered an effective method for communicating assignments to large classes.

Another possibility could have been the number of students who downloaded any or all of the ten video segments were much lower than anticipated. It was discovered after the data collection procedure was completed that one quarter of the experimental group did not view all the ten video clips before taking the knowledge exam. Perhaps the amount of downloads required to view proved burdensome towards the Generation Y'ers. The intention was to provide fewer video segments through iTunes U. and eliminate the problem of campus bandwidth limitations. However, by providing ten 3-minute podcasts, it was presumed these brief parts would promote the convenience of viewing the information in shorter time periods and thus, fit into the busy schedule of today's college students. It now seems this assumption was invalid for the study.

*(continued)*



## **Best Practice, *continued***

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The results did validate those students who actually viewed the downloaded video segments scored about the same as those students who went through the traditional lecture mode in the classroom. One problem facing students who used the experimental method was that although the assignment could be easily accessed, there was no subsequent way to determine if the student used the technology properly to improve their learning. There was no formal tracking system available to see how many times the subjects viewed the video clips during the period of the study. This would have been helpful to systematically check if the downloaded videos were watched and how often they were viewed before the knowledge exam was assessed. The fact remains that there was no significant difference between the two groups. This suggests the need to investigate why the convenience of downloading video clips was not substantially embraced compared to traditional pedagogical methods.

The Constructivist Theory of the learner actively placing everything within their perspective and building knowledge, if properly given specific guidelines, was not completely met during this study (Glaserfield, 1989). A suggested method of applying the Constructivist Theory is to involve students in authentic, everyday activities that are situated in strong life-like contexts, which would encourage construction of adaptive knowledge. Based upon the results, it does seem clear that the use of video podcasting has the ability to assist students to be more self-directed, as well as encourage more logical thinking in the area of Health Education. However, the only concern would be the precision of properly encouraging students to follow through within specific guidelines or parameters. There were several participants who did not know how to locate or perform the downloading of video files. It may be helpful to determine and account for the students' levels of experience and skills of using technology-based tools, prior to taking specific classes that will utilize these products.

Students' attitudes towards using technology tools are another factor to consider for future studies. This could be theorized as a form of independence, or lack thereof, based on Bandura's Self-Efficacy model (Shim & Briscoe, 2007). Even though attitudes were not measured, it would be interesting to note how students felt after successfully completing and/or performing the video podcasts. The importance of preparing college students towards the use of Internet or computer-based software systems, before assigning different types of assignments, at each individual institution would be prudent, regardless of societal assumptions on today's students.

Based upon the findings of this study, video podcasting did not accomplish the goal for providing another tool to improve learning. Outcomes of their personal decisions allowed the learners to pragmatically decide if their actions had a positive or negative impact upon their scores. Future studies need to determine if video podcasting can be used for beneficial purposes in certain disciplines, such as Health and Wellness to promote cognitive residue in a college environment.

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## Best Practice, *continued*

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## **2010 Joanna Davenport Doctoral Poster Presenters**

Announcing the 2010 Joanna Davenport Doctoral Poster presenters! Five doctoral students presented their research during the 2010 NAKPEHE Conference in Scottsdale, Arizona.

- Allen Jackson presented a poster titled, *"Resistance Training: Getting it Right."* His doctoral advisor is Dr. Pamela Sallee.
- Amy Sidwell of West Virginia University and Canisius College presented a poster titled, *"The Effects of Active Living Every Day Online on Physical Activity."* Her doctoral advisor is Dr. Sean Bulger.
- Glenn Hushman of the University of New Mexico presented a poster titled, *"Effects of Socialization during the Elementary Student Teaching Practicum on Pre-Service Teachers' Application of Theories and Practices Learned in Professional Teacher Education Programs."* His doctoral advisor is Dr. Gloria Napper-Owen.
- Kacey Lynn DiGiancinto and Lynn Dr. Housner of West Virginia University presented a poster titled, *"Molding Leaders: The Impact of the West Virginia Health and Physical Education Leadership Academy."* Their doctoral advisor is Dr. Sean Bulger.
- Dave Phillips of the University of Utah presented a poster titled, *"A Research Proposal: The Effect of Acute Exercise on Learning Readiness."* His doctoral advisor is Dr. James Hannon.

The Joanna Davenport Doctoral Poster Session took place on Thursday evening. A team of four judges from various disciplines reviewed each poster and chose a winner. Congratulations are in order to Glenn Hushman, winner of the 2010 Joanna Davenport Doctoral Poster Session at the 2010 NAKPEHE Conference in Scottsdale, Arizona! Glenn's poster received top rankings from each of the judges, and his award was announced during the reception following the Delphine Hanna Lecture. I want to extend a heartfelt thank you to all the doctoral advisors who encouraged their students to submit an abstract for this session! ■



## CALL FOR PROPOSALS

**2011 Conference, January 5–8, 2011**

**Hilton in the WALT DISNEY WORLD Resort, Orlando, Florida**

### **Theme: “The Quest for Significance: A Dialogue on Professional Impact”**

NAKPEHE’s premier publication is the journal *Quest* whose mission statement reads:

“*Quest’s* purpose is to stimulate professional development in physical education by publishing articles concerned with issues critical to physical education in higher education. The journal does not publish original research reports but welcomes articles that complement or review scholarly work related to the profession. Both theoretical and practical articles are considered. *Quest* serves a broad readership that includes academicians, teachers, and administrators by providing a public forum for scholarly and creative thought about the profession.”

The 2011 conference theme will not only explore “what” we are doing within the profession, but also the “significance” of what we are doing. Professionals in our field have a long and storied history of contributions to, and impact on, the profession. As Aristotle once said, “The aim of art is not to represent the outward appearance of things, but their inward significance.”

Program proposals will include a statement of significance along with the program abstract.

To submit a program proposal:

**[www.nakpehe.org](http://www.nakpehe.org)**

Proposals are due October 1, 2010.

For information, contact:

Dr. Richard Oates, EdD

Associate Dean, School of Education

North Georgia College & State University

E-mail: [roates@northgeorgia.edu](mailto:roates@northgeorgia.edu)

Phone: 706-864-1624



*Photo courtesy of The Hilton in the WALT DISNEY WORLD® Resort*

# Honor Awards Nomination Form for 2011

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](mailto:mbuck@bsu.edu). **Deadline is 8/1/10.**

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## 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

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## 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>.





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## Nominations for NAKPEHE Leadership Positions

### NAKPEHE Needs You!

Nominations for 2011 NAKPEHE leadership positions are requested from the membership. The Nominations and Elections Committee is currently seeking candidates for the following offices: President-Elect (male), Vice-President-Elect (male), and Secretary (male or female). If you are interested in serving or would like to suggest someone to the committee, please notify Dennis Docheff at [doshceff@ucmo.edu](mailto:doshceff@ucmo.edu). ■

## NAKPEHE Leader Development Workshop

Greetings Kinesiology Leaders – and Aspiring Leaders! On July 8 – 9 NAKPEHE is sponsoring a Leader Development Workshop on the campus of Georgia State University. The workshop is designed to facilitate the networking of “young” and senior leaders in our field, and in doing so prepare the next generation of professional administrators in kinesiology.

Leader development opportunities are rare in higher education, and often are available only to senior administrators at the vice president or president level. Yet the need for leader development at the department and college level has never been greater. Budgets, personnel issues, accreditation and accountability demands, and encouraging faculty to keep current in scholarship and pedagogy are ongoing challenges for program directors and department chairs. Take heart: these problems are not new, and have been handled well by KPE leaders in the past. They can be handled well again when you influence your colleagues to step up the task.

The Leader Development Workshop is a NAKPEHE project designed to provide leader training for current and future NAKPEHE members. NAKPEHE estimates that 30 faculty and administrators will be interested in attending, divided equally among junior and senior leaders in kinesiology. By “leader” we refer to any faculty or administrator occupying a leader role in kinesiology or physical education: program coordinator, assistant chair or chair, graduate coordinator, associate dean, dean, OR any faculty or administrator interested in assuming a leader role in our field. Aspiring leaders are especially welcome!

Registration for the Workshop is free for NAKPEHE members. All participants will be required to join NAKPEHE. Attendees not currently members will pay the NAKPEHE membership fee and receive NAKPEHE membership benefits. Housing and conference facilities at GSU are available at the cost of \$40/night per participant. Transportation to GSU is the responsibility of the participant.

The conference activities will be composed of round table discussions of leader topics, dissemination of leader development materials (reprints of leadership literature, notebooks, PowerPoint presentations on CDs or flash drives, and the like), mentoring opportunities, and activities designed to promote understanding and the practice of leadership in institutions of higher education.

For more information contact:

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