

MARCH, APRIL,
MAY 2019

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POINTS OF IN-
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Happy spring! As I write this message the Future Directions Committee (FDC) is meeting in New Orleans and the Board of Directors are working hard on their various tasks. The FDC is working on what I hope is a major transformation of NAKHE with the goal to weave diversity and social justice practices into the fabric of our association. I have tasked them to come up with practical solutions to that end. I will keep you posted as initiatives are presented to the Board of Directors. Additionally, another goal that I have for the association has to do with internationalization. Several of us are traveling to Montreal to meet with our Canadian neighbors for the purpose of jump-starting some pretty amazing programs and partnerships. I will unveil the fruits of our Canadian meetings at the conference. In the meantime, if you are an international faculty member and are interested in connecting NAKHE with your native country, let us know! We are beginning our partnerships with Canada, but that does not mean that we will end our internationalization efforts there.

Another exciting initiative that Clay Bolton presented to me this week has to do with this newsletter. Clay, the editor, is going to turn it into a magazine! So, if you are interested in writing an article for publication in it, let Clay know. There is no page limit to the magazine, and we have a great team of reviewers who will edit and review your work prior to publication. Thank you, Clay for stepping up again and volunteering to go above and beyond the call of duty for NAKHE!

Enjoy the beautiful spring weather! I look forward to you at Adelphi University for the Leader Development Workshop and the Department Head Certification Training.

Best,

Betty



Coach Development in Higher Education: A Call to Action

Sport itself is neither good, nor bad; rather it is the intentions and the actions of the people within sport who make it so.

NAKHE Fellow #5, the late Dr. Joy DeSensi, opened my eyes to this reality as a master's student in her Sociology of Sport class in 2000. At the time, my sport experience had been overwhelmingly positive: the two biggest influences on my life outside of my family were my high school football coach and my college basketball coach. I was serving as a graduate assistant coach on the SEC Champion University of Tennessee men's basketball team, and, quite honestly, I was offended by the suggestion that sport could be bad. However, I now see the reality that, while sport can be an uplifting experience that teaches and reinforces positive life lessons, sport can also bring out the worst in people, leaving emotional and physical scars. Importantly, one of the biggest factors influencing whether an athlete has a positive or negative experience is their coach. Yet, sadly, we place too little emphasis on developing coaches in higher education. Admittedly, there are some universities with strong coach education programs, but there are not enough. Overall, we do not apply the full resources of our kinesiology departments to this crucial area across the country.

Our lack of attention to developing ethical, competent, and caring coaches has led to negative forces, such as greed, commercialism, and sport specialization, to seep down from higher levels and exert their influence on youth sports. Coaches can, and should provide an infusion of positivity on their athletes, but the lack of coach development makes this a hit or miss proposition. Data shows that we are failing to educate our coaches and therefore failing our kids and communities. In fact, the Aspen Institute's Project Play report (2018) gave American youth sports a D+ grade in coach training. Similarly, the National Alliance for Youth Sports (n.d.) reported that less than 20% of volunteer coaches are trained. Yet, I'm willing to bet that we agree that 100% of our athletes matter, that 100% of our kids deserve trained coaches, and also that nowhere near 100% of our higher education institutions are answering the call to provide that training. Every athlete deserves a trained coach, no matter where they are from, what their parents' income is, what they look like, or any other distinguishing characteristic.

Thankfully, NAKHE is providing leadership in this area by working to address the situation. First of all, several years ago NAKHE added a coaching strand to the annual conference program, and it has been very well-received. Researchers with work on coaching related issues should consider presenting at the NAKHE conference in Palm Springs, CA in 2020. Second, in 2018 NAKHE President Dr. Betty Block and the Board of Directors created a Special Committee on Coaching Education. Chaired by Dr. Jody Langdon, my colleague from Georgia Southern University, the committee secured a Memorandum of Understanding (MOU) with the United States Center for Coaching Excellence (USCCE), whose mission includes strengthening coach development systems.

The NAKHE-USCCE MOU was “designed to contribute to the positive growth and development of quality coaching, the professional support system for quality coaching education and ultimately the quality of the American sport system.” While the USCCE can take a broader perspective on coach education, NAKHE will focus more specifically on the higher education space. Finally, we are currently developing a joint position paper on the importance of coach education in higher education and for the need for that coach education to be pedagogically strong. Let us know if you have more ideas on how NAKHE can continue to be a pacesetter in this area.

Personally, I feel fortunate to be a part of a national leader in coach education at Georgia Southern University. We are proud to be only the second university in the US to be nationally accredited by the National Committee for the Accreditation of Coaching Education (NCACE) at both the undergraduate and graduate levels. Our undergraduate program reaches approximately 500 students per year through the courses in our coaching minor. The minor was founded by Dr. Drew Zwald through the assistance of a grant to increase the number of women and minorities in coaching. Our fully online graduate program has approximately 100 students per year completing the 14-month M.S. in Kinesiology with a concentration in coaching education. Unfortunately, my alma mater did not offer coach education courses, so I initially based my coaching on my playing and fan experience.

I was a very average athlete with a big heart. I played three sports in high school and eventually walked on the basketball team at UNC Wilmington. However, there is a large difference in playing a sport and coaching a sport. My first paid coaching job was as an assistant football and basketball coach in the foothills of North Carolina. At the time, I thought I knew a lot about football. After all, I had played for a highly successful high school team, for a head coach with many years of collegiate experience, and won a lot of video game football! I had grown up with season tickets to NC State football games, always went into the stadium when the gates opened to watch warmups, and our seats were on the second row—so I got to see in-game coaching up close. It took having to coach high school football to show me how little I actually knew about football and coaching!

As most people do, I tried to coach as my coach had coached me (which was positive), what I had seen as a fan (which varied), and what my current head coach wanted me to do (which was negative). I literally had no football specific training or coach education whatsoever before I started coaching high school football. I tried to learn as much as I could from coaching clinics, books, and VHS videos. This was 1997, our school literally had one computer with the internet, so finding online resources was not an option. Even today, while finding online coaching resources is not hard, finding quality resources in the mass of websites is difficult! I wish I had been trained properly how to coach before I began coaching- not to win more games, but to give my defensive backs and linebackers a better experience.

We don't need coach education in higher education for more Xs and Os. We need more coach education in higher education for the Janes and Joes that we coach. It is the people that matter. This was driven home to me by two sad experiences that I now share with my students. Tragically, a former basketball player of mine named Jacob Hollis passed way from cancer at the age of 18 in 2014. When I went to his funeral, his mother Stephanie did not thank me for my out of bounds plays, my press offense, or any other X or O...but she did thank me for how I treated her child! Similarly, in 2008 my assistant coach was killed in a car crash on the way home from a summer team camp. At his funeral the kids talked about how he treated them: how he washed clothes for kids without access to a washing machine, or bought them clothes, or gave them food, and held them accountable. Nary a mention of Xs and Os, once again.

Sport is not extra-curricular, it is co-curricular. Sport does not support the educational mission of schools, sport embodies the mission of schools. Yes, sport has its issues, but that is because they are mostly played by humans! Any endeavor involving humans has issues, but that does not mean we should eliminate sport or attempt to separate sport from physical education. On the contrary, we must embrace the challenges and collaborate to create a better environment for all. Our kids deserve it.

Charles H. Wilson, Jr., PhD
Assistant Professor of Coaching Education
Georgia Southern University



2019 Leadership Development Workshop

9:00 AM Jun 18 - 12:00 PM Jun 19, 2019

"Leadership in the Internationalized University"

June 18-19, 2019

The 2019 Leadership Development Workshop (LDW) will meet on Tuesday, June 18 from 9:00 am - 4:00 pm, and on Wednesday, June 19, ending before the 2019 AIESEP Conference gets underway.

Contact Brian Culp at bculp1@kennesaw.edu or Jenna Lorusso, workshop co-planner at jlorusso@uwo.ca if you have questions concerning the Leadership Development Workshop.

Register early by May 1! Space is limited to 50 participants!

Featured Speakers to include: Professor Ann Macphail, University of Limerick, Professor Samuel Hodge, The Ohio State University, Professor, James Mandingo, Brock University

About the Leadership Development Workshop

The NAKHE Leadership Development Workshop (LDW) is held on a university campus every summer. Its purpose is to bring together "emerging" and "senior" leaders in kinesiology, and provide them with insights into leadership and administration in higher education. The format for the workshop includes activities such as outdoor activity sessions, seminars, lectures by established leaders, and other conventional and unconventional approaches of developing one's own leadership style with the hope of taking those leadership lessons back to our home campuses.

Recent workshops brought leaders together to brainstorm solutions to some of the complex problems facing higher education. Topics have included personnel management, budgeting tips and tricks, mentoring (both formal and informal), as well as unusual approaches to understanding leadership such as recent brain research highlighting how we think better when we physically move. Perhaps the best outcome of the LDW is the networking that occurs among emerging and senior leaders, establishing relationships and friendships that facilitate one's leadership throughout one's career.

Hosted by Adelphi University, Garden City, New York



My Path to APA

It seems to me that all my elementary school memories had to do with playing sports. Not only playing sports, but it seemed they all involved me getting injured while playing those sports. The school nurse knew my home phone number by heart from all the times she had to call my mom to pick me up. I was quite familiar with the hospital procedures on taking x-rays for the many broken bones and torn muscles I sustained. When it came to college and time to pick a major, the idea of mixing sports and medicine together as a major excited me more than anything. As I declared to be a Kinesiology major, I had my mind set on becoming a physical therapist. I took the biology classes, the extremely hard chemistry courses and my favorite, the statistics. Oh, the statistics. I had also found a clinic that would allow me to volunteer so I could gain hours for my future applications to physical therapy programs. But one summer, I was extremely motivated to take summer courses and one caught my eye: Adapted Therapeutic Exercise Principles. I had heard a little bit about this class from other students. It was the class you take at "the Center" attached to our Kinesiology department. Since the Center is a student service learning program with community engagement, our "lab" portion of the class involved students being set up with community members or university students with physical disabilities. I had never, in my life, worked with someone with a disability.

Alas, the first day of lab was upon us and I was nervously taking in deep breaths. At the Center of Achievement at CSU Northridge, clients come in at a certain hour which they are scheduled and work with a student, intern or staff member for 50 minutes twice a week. As the clients came in for the 9am hour, I wondered which client could be mine. Whose program card was I holding and how would I do today? My lecture professor, Dr. Taeyou Jung, and lab instructor, Mike Jara, had prepared us well for this. Dr. Jung told us we'd be nervous and that this was expected but to trust our knowledge and understand this was a learning process. Lo and behold, my client walks in. Here was Jane, a woman in her 80s who was almost blind, had suffered a couple of minor strokes and was back for therapy. She was such a delight. Within a minute, she could tell she was my first client and told me I'd do fine.

A semester passed and my experience at the Center was unforgettable. I felt like I was making a difference. That summer, I worked with two clients. At the end of the term, both told me how I was a natural at this, that they enjoyed their therapy hours with me and that they noticed much progress. It really felt like I was doing God's work. The next semester, I signed up for the aquatic version of this course and got to work with another client in a therapy pool. Under the direction of the aquatics program director, Dr. Mai Jara, I felt confident in different aquatic therapeutic techniques and methods. Before I knew it, I had applied and was accepted to the master's program in Adapted Physical Activity (APA).

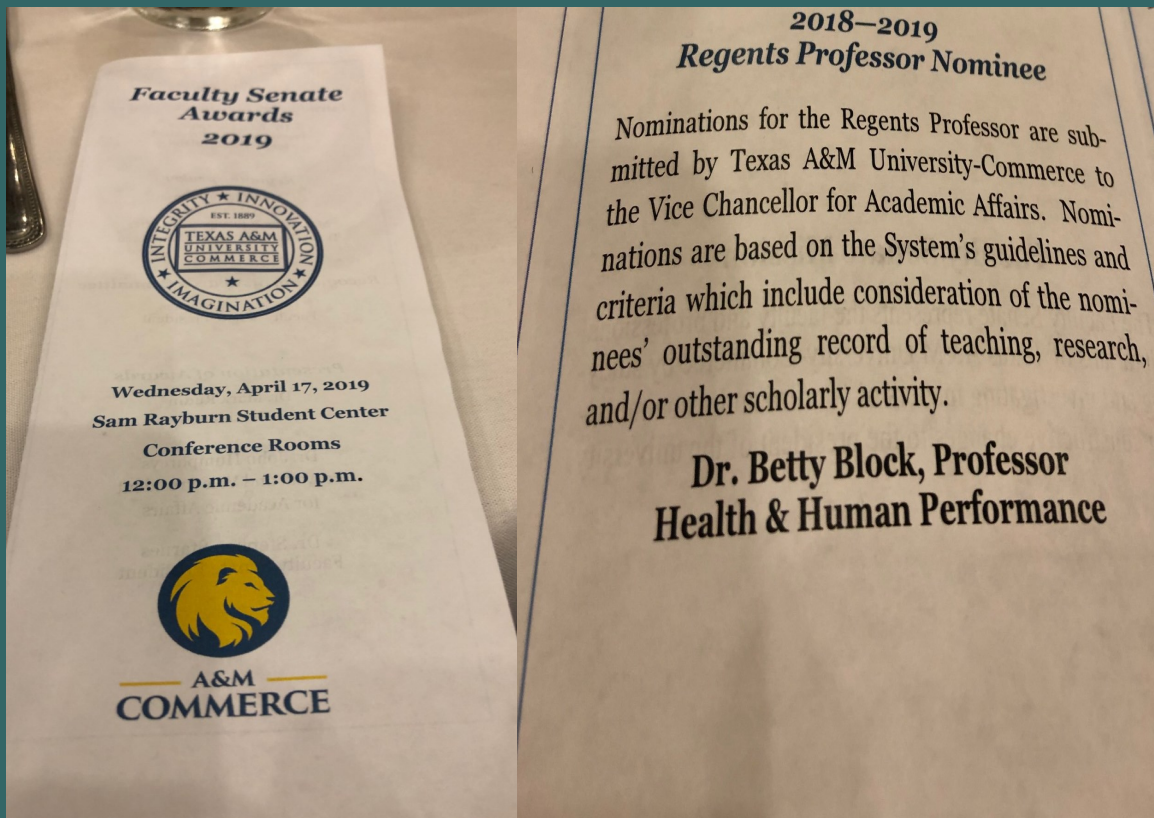
When I tell people what APA is, I am often faced with the question, “well, how is that different that physical therapy?” Although it may sound quite similar, there are several differences. One of the biggest differences is that as an APA specialist, my job is to teach people with physical disabilities how to incorporate the five components of adapted exercise (cardiovascular, muscular endurance and strength, flexibility, fine motor skills and balance and proprioception) into their everyday lives through exercise. My job is to teach someone with a disability how to go into any gym and be able to use the equipment there to help them reach their physical fitness goals. But my job is so much more than that. Like anyone in our field, my job is to help my clients remember how much potential they have. My job is to remind them that the sky's the limit. In Kinesiology in general, we try to teach our students the importance of physical activity and how it should be implemented into our daily lives. Why should that be different when teaching someone with a disability? Physical activity, no matter what your ability is, is important. Some people can run better or faster than others. Some people can lift more, some people can shoot 3-pointers and others can do a bicycle kick and score a goal. But everyone wants to find what they excel in. Why not help them find that niche? Once they do, they can work at it,

Dr. Leora Gabay
College of the Canyons and Los Angeles Valley College



We Say Congratulations and Well Done!

Dr. Betty Block for being Nominated as a 2018-2019 Regents Professor, the Highest Honor for a faculty member in the Texas A&M University System.



Dr. Betty Block (pictured right, in the Grey), President of NAKHE, nominated by Texas A&M University Commerce at the 2019 Faculty Awards Luncheon for the highest honor that can be bestowed on a Texas A&M University System faculty member (any institution within the A&M system), the 2018-2019 Regents Professor. Betty is pictured with NAKHE President Elect, Dr. Tara Tietjen-Smith, who won the Professional Service Faculty Award at the luncheon on April 17.



Best Practices for Online Masters in Athletic Administration Programs

There is a growing need for graduate education for teachers/coaches at all levels. For some, obtaining a Master's degree is a stepping stone to furthering their careers (e.g., graduate assistants working their way up to head coaching positions in college athletics, head coaches at the high school level desiring to be Athletic Directors, etc.). To demonstrate this point, since 2009 nearly 90% of Athletic Directors at the DI level have earned advanced degrees (Wong, 2014). For others, the strenuous economy warrants a salary raise and a Master's degree affords them this bump in pay (Di Carlo, 2014).

Regardless of the motivation of the student, the growing need for continued education combined with the increase in online degrees offered across the world has led to the need for high-quality, rigorous, and situationally-aware graduate programs in athletic administration. The purpose of this article is to provide best practices from a thriving online Masters' with a concentration in Athletic Administration program that can be applicable to other similar online programs with this student population.

This student body is unique from others in several ways. While many graduate students across disciplines are full-time employees working 9-5 jobs, the situation for teacher/coaches is unique. First, during the sporting season in which a teacher/coach has coaching responsibilities (which may be year-round if multiple sports are coached, summer excluded), it is not uncommon for a coach to work from 6am – 9pm (if not later) many days of the week (Westfall, Martin, & Gould, 2018). Add to this the abundant travel for competitions and the time afforded for working on a graduate degree quickly disappears.

Second, the ability of this student body to travel to a face-to-face graduate program one or two nights per week is also not possible (see previously explained work-requirements). With limited university options for a degree specifically focusing on Athletic Administration, the likelihood that a teacher/coach can find a face-to-face program within a reasonable commute is unlikely for many.

As such, online programs are well-suited for this population. The ability to attend a university across the country without ever having to physically attend relieves much strain to this population. Furthermore, the flexibility of an online program allows for this group to work around their schedules (provided the program is structured in a manner that supports this). Having built the necessity of the online program for this population, what are strategies that meet the demands of a rigorous Master's degree program while taking into consideration the unique challenges associated with full-time teacher/coaches?

Strategies and Best Practices

Structure of courses and assignments

Given the more than full-time workload of teacher/coaches, online graduate programs should avoid 'busy work' assignments and weekly due dates. Rather, the emphasis should be on high quality assignments that are readily applicable to the student's current workplace environment. For example, I have had students tell me that they were able to immediately implement the concepts learned in their Finance and Economics in Sport course to better their athletic program's fundraising efforts. Similarly, students have reported that they were able to improve their athletic team's goal setting during their Sport Psychology course. The manner in which an assignment is constructed can assist with this. As an example, in my courses the students will research the academic literature and review it on a given topic. Then, they are to find ways to practically apply what they learned from the research to their current workplace to improve it. This is a perfect blending of theory to practice.

Within each assignment, consider offering multiple options to better suit the specific needs of each student in the course. For example, in a Sport Marketing course, I offer several different options for the main Module 4 assignment. For students who already have a strong marketing presence within their program, they can interview the person responsible for said marketing to compare and contrast their ideas and strategies to the research for bridging of the theory to practice gap. Alternatively, students can critique their current athletic department's marketing efforts for areas of strength and weakness and provide strategies (based on the research) to improve going forward. These alternatives allow for each student to conduct an assignment that best suits their current needs, as opposed to making everyone do the same assignment regardless of the uniqueness of their situation.

As athletic directors need to have both strong written and verbal skills, course assignments should also be tailored to improving these areas. For written assignments, the structure should adhere strictly to some guidelines (e.g., APA formatting) with no deviation. One of the main benefits students report to me after they have completed the degree is how much their writing has improved throughout their time with us. Professors should spend time critiquing the writing and holding these students to a very high standard. Also, oral presentations should be a part of the structure of the courses. Whether they be PowerPoint presentations with voiceover or in front of a camera, speaking should be a strong component of each course offering. Just as my students tell me that they rarely ever wrote papers in their undergraduate degrees, they also report rarely giving public speeches.

Deadlines and due dates

Rather than having due dates of Friday by midnight for this student population, due dates and deadlines should be by Sunday at midnight. Many teacher/coaches may not have any real time to work until their weekends. As such, modules should have final due dates of at least three weeks from the start of the module to allow for the chaos of the student's job to flex with the coursework.

Course offerings

Courses should be offered more heavily in the summer terms. In our program, students can take up to 60% of their courses in the summer. Again, this is strategic to the needs of this student population. While many teacher/coaches still have summer camp and workout responsibilities, their teaching load is reduced. Furthermore, the option of offering a Winter-mini course also helps the student to work around their chaotic schedules. This largely depends on the individual department's faculty availability, but given the specific needs of this student population, it is something that should be considered.

References

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Dr. Tony Rosselli

Associate Professor

Coordinator of the Athletic Administration Graduate Program

Texas A&M University-Commerce



NAHKE Online Magazine is Here!!!!

As you may have noticed this edition of the NAHKE Newsletter has changed and we are now publishing on-line five times per year and we want your help! Please consider writing a piece for the Opinion and Thought Section, The Journey (My personal Story) Section, or the Best Practices Section! Perhaps you have an idea for a new section. Want to join the Online Magazine Staff, just say the word! Anne and I would love to have you. Also, we are always looking for assistance on the Marketing Committee, let Donna Woolard know if you are interested in serving as an assistant with the webpage or let Tim Baghurst know if you would like to help out with social media.

Many Thanks,
Clay



2020 Annual NAKHE National Conference

January 8-11, 2020



Timothy Baghurst

Conference Planner 501-613-8913

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Miramonte Indian Wells Resort & Spa Indian Wells, California

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Air Transportation

Miramonte Indian Wells Resort & Spa is within easy reach of a variety of airports. Palm Springs International Airport is serviced by major airlines including Alaska Airlines, America West, American Airlines, Continental Airlines, Delta Airlines/Skywest, and United Airlines. Round-trip transportation per person from Palm Springs International Airport to the resort ranges from \$60-\$80 per person, depending upon the mode of transportation.

Ground Transportation

Palm Springs is a two-hour drive from Los Angeles, Orange County or San Diego, via the Interstate 10 Freeway.

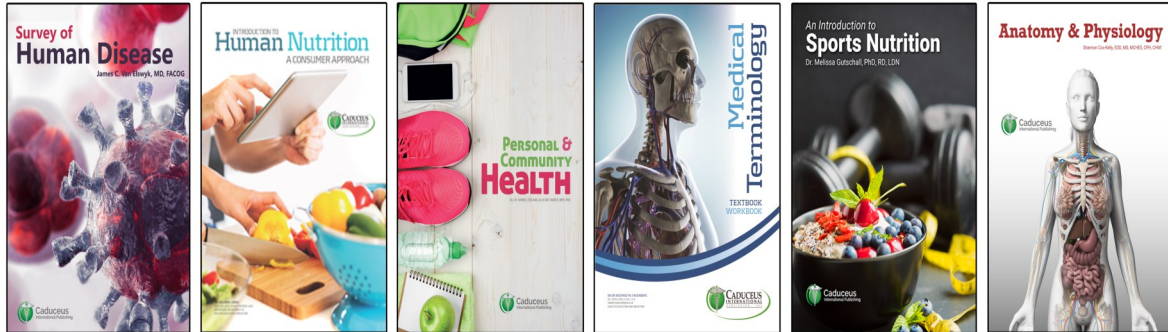
Conference Registration Rates & Fees from the 2019 Conference Listed Here

Conference registration rates and fees have not been set by conference planners.

The 2019 rates and fees are provided for information only.

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To Learn More about the 2019 Annual Conference recently held in Savannah, the upcoming 2020 Conference in California, and especially to gain additional information about all of our programs and opportunities, like us on Facebook and be sure to go to our Website!

<https://www.facebook.com/nakhe2>



<https://www.nakhe.org/>

I belong to NAKHE & here's why!

with Jamie Gilbert

Athens State University

1. HOW DID YOU HEAR ABOUT NAKHE?

At the beginning of my doctoral coursework, I served as a graduate teaching assistant at West Virginia University. During my time at WVU, I became familiar with NAKHE and its mission through my department chair and dissertation committee chair, Dr. Valerie Wayda. I am finishing my first year as assistant professor at Athens State University (Athens, AL). My position at Athens State University is interdisciplinary and all encompassing; my colleague and I teach all courses under the kinesiology umbrella. Joining an interdisciplinary organization with the first-class reputation that NAKHE has seemed like a logical choice. I attended my first conference in January of 2019 in Savannah, GA and loved every minute.

2. WHY DID YOU FIRST JOIN? I place a great deal of value on collaborating with fellow academic professionals. I knew that NAKHE was the best fit for myself and my department at Athens State University due to its welcoming nature, its attention to detail to ensure that presenters and participants are continually learning in all domains of kinesiology, and its commitment to excellence in the field. My first conference was a true

learning experience, and the networking opportunities provided by NAKHE during sessions and social events has been invaluable.

3. WHY DO YOU COME BACK? I enjoy the learning that takes place, the networking opportunities, and the chance to serve on committees with fellow academic professionals. The welcome vibe of the NAKHE family ensures that new attendees are welcome with open arms, challenged, and ready to collaborate. The interdisciplinary nature of the organization is imperative to me as a professor at a small institution. I enjoy the variety of disciplines and knowledge presented at conferences and the networking opportunities that NAKHE provides

4. WHAT ARE YOUR EXPECTATIONS FROM MEMBERSHIP AND PARTICIPATION? My expectation is to continue attending and presenting at NAKHE conferences. Regardless of the academic discipline of members, I always felt welcomed engaging in any conversation, whether academic or non-academic with the members of NAKHE. I would love to continue my membership with NAKHE by becoming involved in a leadership role in the near future. NAKHE is truly an organization that

helps professors in their first five years of service to feel as if they have a strong support system outside of their own university.

5. WHAT CAN YOU SAY TO OTHERS ABOUT WHY THEY SHOULD BECOME INVOLVED: NAKHE is truly academic and interdisciplinary. Quite often those of us who wear many hats in our field need a place to collaborate with fellow kinesiology professionals. If this is you, then NAKHE is a great fit. Fellow professionals at NAKHE make you want to think outside the box to enhance yourself as a professional.

6. CLOSING MESSAGE: A sense of community, knowledge, friendship, and continual learning is what NAKHE represents to me. An interdisciplinary organization with high integrity at its finest.



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