

NAKPEHE ANNUAL CONFERENCE



Leadership for the Future of Higher Education

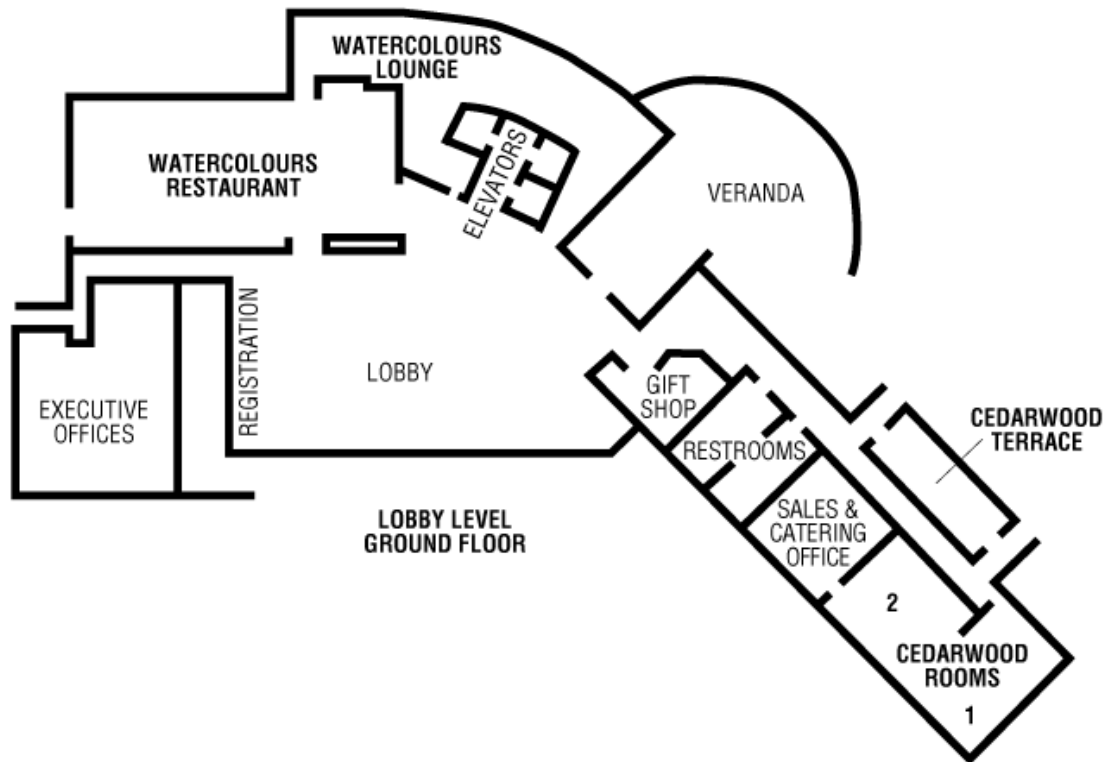
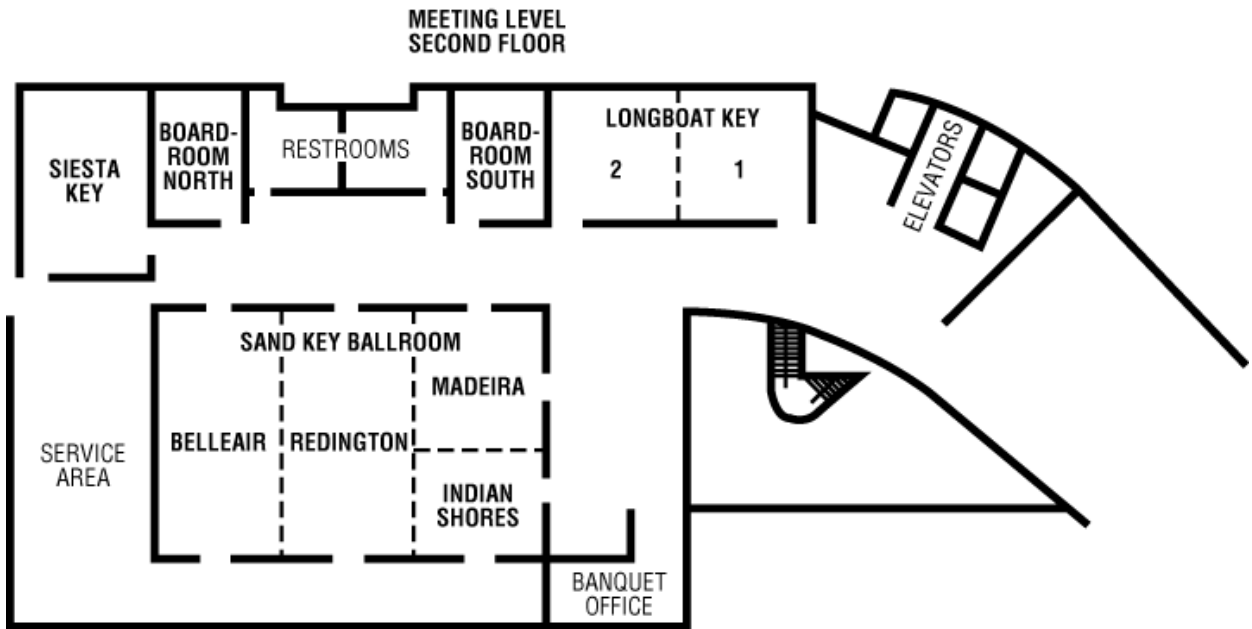
**National Association for Kinesiology and
Physical Education in Higher Education**

January 3-6, 2007

Marriott Suites Sand Key

Clearwater, Florida

Map of Hotel Rooms



Greetings



It is my pleasure to welcome you to beautiful Clearwater Beach for NAKPEHE's Annual Conference. Vice President Jimmy Ishee has prepared an excellent program in concert with Steve Estes, who has coordinated the concurrent leadership-based program. In my judgment, the ultimate value of a conference such as ours is based upon the quality of presentations. If this is correct, we will have an excellent conference!

The theme of this year's conference, selected by Jimmy Ishee in conjunction with the Future Directions Committee, is opportune. Leadership is a term that can be interpreted quite broadly. The need for leadership at every level has never been greater than it is now. Speakers will be addressing this critical issue, as well as others, through the conference.

Last year it became apparent that we lacked a vision for the association. As Bob Christina pointed out quite eloquently, we can't have a true mission without having a true vision. Accordingly, I appointed a select committee to help us articulate what we perceive our role to be. We should have various opportunities to discuss this during the course of the conference.

We are honored to have Dr. Cheryl J. Norton, President of Southern Connecticut State University, serve as our keynote speaker. Dr. Norton has been chair of a Department of Human Performance, Dean, Provost and is now President of Southern Connecticut State University in New Haven. I am particularly delighted with her selection, since "Southern" is my alma mater.

I look forward to seeing old friends as making new friends in Florida. NAKPEHE has a long history of being an organization that welcomes new people and new ideas into the fold. Enjoy your time in beautiful Clearwater and thank you for helping to make NAKPEHE such a great association.

Mel E. Finkenberg
President, NAKPEHE



Welcome to Florida



As Vice-President of NAKPEHE, I would like to welcome you to Clearwater, Florida and the 2007 annual conference of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE).

This year's conference will draw attendance of leading professionals from all over the United States. Academic scholars from higher education will address this year's conference theme "Leadership for the Future in Higher Education: Scholarship, Administration, Policy, Preparation for the Professions, and Meeting Society's Needs."

This conference is an excellent opportunity for you to meet NAKPEHE members from all over the country, share the views of leadership development, and create an opportunity for networking and collaboration. As always, NAKPEHE extends a warm welcome to all our colleagues who share our interest in improving leadership in kinesiology and physical education in higher education.

I would like to thank our presenters, lecturers, and keynote speaker, Dr. Cheryl Norton, for their contributions. I look forward to what promises to be a most stimulating and enjoyable conference.

A handwritten signature in black ink, appearing to read "Jimmy H. Ishee".

Jimmy H. Ishee
Vice-President NAKPEHE

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Program at a Glance

Wednesday, January 3	Thursday, January 4	Friday, January 5	Saturday, January 6
		7:00 – 8:15 AM Past-Presidents Breakfast (Invitation only)	7:30-8:30AM NAKPEHE Business Meeting
	8:00 AM – 12:00 PM Concurrent Sessions	8:30 – 10:00 AM KEYNOTE ADDRESS Dr. Cheryl J. Norton, President at Southern Connecticut State University	8:45-11:00AM Concurrent Sessions
		10:15 – 12:00 PM Concurrent Sessions	11:15 - 12:15 PM Hally Beth Poindexter Young Scholar Presentation
		12:15 – 2:30 PM AMY MORRIS HOMANS LECTURE Dr. Diane Gill, Professor at the University of North Carolina at Greensboro Luncheon and NAKPEHE Awards	12:30 – 2:00 PM SARGENT LECTURE LUNCHEON Dr. Thomas L. McKenzie, Professor Emeritus at San Diego State University
	1:00 – 4:30 PM Concurrent Sessions	2:45 – 5:45 PM Concurrent Sessions	2:15 – 5:15 PM NAKPEHE Board Meeting
		4:00 – 5:00 PM Town Hall Meeting	4:30 – 5:30 PM Poster Session
	4:00 – 10:00 PM NAKPEHE Board Meeting	5:00 – 6:00 PM NAKPEHE Committee Meetings	5:00 – 6:00 PM <i>Quest</i> Editorial Board Meeting
	NAKPEHE President Mel Finkerberg Presiding	6:00 – 6:45 PM Doctoral Poster Session	
		6:45 – 8:00 PM Delphine Hanna Lecture Dr. Mike Metzler, Associate Dean at Georgia State University	
		8:00 – 9:00 PM Reception/Doctoral Poster Recognition	

2007 NAKPEHE

Conference Program

Marriott Suites on Sand Key
Clearwater, FL

January 3-6, 2007

Wednesday, January 3

4:00 - 7:00 PM **Conference Registration** 2nd Floor Lobby

4:00 – 10:00 PM **NAKPEHE Board Meeting** Longboat Key
NAKPEHE President Mel Finkenberg Presiding

Thursday, January 4

8:00 AM – 5:30 PM **Conference Registration** 2nd Floor Lobby

8:00 AM – 12:00 PM **Concurrent Sessions**

Room: Longboat Key

- 8:00 - 8:30am The Preparation of Leaders: Toward a Training Technology or Jousting at Windmills?
Tom Sharpe, University of Las Vegas (Cancelled)
- 8:30 - 9:00am Disability Rights In Higher Education: Application to Kinesiology Program Accreditation
Standards, Classroom and Activity Accommodations.
*Rhonda Folio, J. P. Barfield, Pat Jordan, & Christy Killman, Tennessee Technological
University*
- 9:00 - 9:30am Department Chairs: Promote and Support Health Education as more than an “Insurance Policy”
for PETE Majors!
Betty Jones & Lisa Angermeier, Indiana University – Purdue University Indianapolis
- 9:30 - 10:00am Leading on Campus through Faculty and Staff Wellness: Increasing Program Visibility and
Meeting Society’s Needs
Lisa Hicks, University of Indianapolis

Room: Longboat Key

- 10:30 - 11:15am Problem Employees and Their Affect on Leadership for the Future in Higher Education
*Bill Stobart, John Oppliger, Pittsburg State University, Patrick Wempe, & Ron Dewlen,
Henderson State University*
- 11:15 - 12:00pm Hiring Problems Affecting Higher Education Leadership in the Future
*Bill Stobart, John Oppliger, Pittsburg State University, Patrick Wempe, & Ron Dewlen,
Henderson State University*

Room: Siesta Key

- 8:00 - 8:30am Dispositions and Resiliency: Developing Student Leaders
Shawn Ladda, Jeff Cherubini, Tedd Keating, & Lisa Toscano, Manhattan College
- 8:30 - 9:00am Training Leaders for Leadership or the Discipline?
*E. Newton Jackson, Robert Lyons, Johnson C. Smith University, Brian Hickey, Florida A&M
University, & Abigail Mobley, Florida Memorial University*

- 9:00 - 9:30am The Teacher Academy: An Embedded Professional Development Model for In-service Physical Education Teachers
Carol Ryan & Mary Kirk, Northern Kentucky University
- 9:30 - 10:00am Future Directions in Implementing Developmentally Appropriate Strength and Conditioning Methods for Physical Educators and Youth Sport Coaches
Jason G. Langley, Sean M. Bulger, & Robert L. Wiegand, West Virginia University

Room: Siesta Key

- 10:30 - 11:00am Pragmatism, Purpose and Play: Struggle for the Soul of Physical Education
Andrew Hawkins, West Virginia University
- 11:00 - 11:30am Results of a Student-Led CHD Risk-Factor Screening and Counseling Program on a University Campus
Glenna Bower, Stephanie Bennett, Julie McCullough, & Lisa Cagle, University of Southern Indiana
- 11:30 - 12:00pm Effective Internships for Pre-professionals in Health Science Studies and PETE
Karen Fredenburg, Baylor University

Room: Madeira

- 8:00 - 8:30am Leading with Emotion: Applying the Theory of Emotional Intelligence to Benefit the KPEHE Professional.
Jennifer VanSickle & Lisa L. Hicks, University of Indianapolis
- 8:30 - 9:00am The Irony of Teaching - Learning in the Affective Domain in Physical Education Higher Education
Brett Holt, Mississippi State University
- 9:00 - 9:30am Profiling Anxiety in Physical Education: a Template for Physical Educators
Alison Murray, University of New Mexico
- 9:30 - 10:00am A Comprehensive Approach to Technology: Enhancing our Profession, Now and in the Future
Don Rainey, Robert Pankey, & Renee Rainey, Texas State University

Room: Madeira

- 10:30 - 11:00am Where Have all the Pedagogists Gone?
B. Ann Boyce, University of Virginia, & Linda Rikard, George Mason University
- 11:00 - 11:30am Should We Be Training for More Than Teaching?
Ruth Ann Nyhus, Central Missouri State University, Julie A. Derry, University of St. Thomas, & D. Allen Phillips, Emeritus - University of Northern Colorado
- 11:30 - 12:00pm Physical Activity Practitioners as Health Care Professionals
Betty Block, Georgia College & State University, & Steve Estes, East Carolina University

12:00 – 1:00PM**Lunch Break****1:00 – 4:30 PM****Concurrent Sessions**Room: Longboat Key

- 1:00 - 1:45pm Leadership: Holding Steady with the Power of Silence and Making Words Count
Melinda Campbell, Meredith College
- 1:45 - 2:30pm The Neglected Challenge to Academic Administrators: Budgeting for Success
Gordon Schmidt, William Paterson University
- 2:30 - 3:15pm Philosophy in Action: Preparing Leaders for the Future
John Charles & Kelly Charles, the College of William and Mary
- 3:15 - 4:00pm Kinesiology and Physical Education Departments in University Tables of Organization
John Massengale, University of Nevada-Las Vegas, & Steve Estes, East Carolina University

Room: Siesta Key

- 1:00 - 1:30pm Developing a Global Perspective in Kinesiology Faculty
William Freeman, Campbell University
- 1:30 - 2:00pm Leadership and Cultural Diversity in Kinesiology and Physical Education: Why the Need for Concern?
Camille O'Bryant, Cal Poly State University

- 2:00 - 2:30pm The Relative Importance of Fitness and Physical Education Programs in National and International Government, Business, and Educational Sectors
Carla Murgia, Delaware State University
- 3:00 - 3:30 pm Seeing and Valuing Diversity in Film: An Approach to Kinesiology and Physical Education
Jason Lee, Jennifer Kane, Richard Kane, University of North Florida, & Dan Drane, University of Southern Mississippi
- 3:30 - 4:00pm International Physical Educators' Views on Mentoring Women: Discovering Important Skills for Success
Glenna Bower, University of Southern Indiana, & Mary A. Hums, University of Louisville
- 4:00 - 4:30pm School Counselors as Advocates for Students with Disabilities: Implications for Fostering Successful Inclusion in General Physical Education
Daniel Webb, North Carolina A&T State University, & Tammy T. Webb, Professional Counselor

Room: Madeira

- 1:00 - 1:30pm Mentoring Students to be Effective Leaders
Jack Kern & Paul Calleja, University of Arkansas
- 1:30 - 2:00pm Enhancing the Teaching Skills of Undergraduate Physical Education Majors through Lifetime Activity Courses
Brian Hickey, Florida A&M University
- 2:00 - 2:30pm Preparing Undergraduates for Leadership Roles in Meeting the Issues Facing Today's Society
Robert Lyons, Jr., Indhu Gopal, Robert Lindsey, Johnson C. Smith University & E. Newton Jackson., Florida A & M University
- 3:00 - 3:30 pm Physical Education and the Transformational Experience
Ross Friesen, Park Lockwood, & Roy Wohl, Washburn University
- 3:30 - 4:00pm A Multidisciplinary Approach to Implementing Physical Activity Guidelines
Amy Sidwell & Julie Jahn, West Virginia University
- 4:00 - 4:30pm Factors Influencing Academic Achievement of Transfer Student Athletes at NCAA Division II Institutions
Mike Reynolds, Ouachita Baptist University

- 4:00 – 5:00 PM** **Town Hall meeting** Belleair/Redington
- 5:00 – 6:00 PM** **NAKPEHE Committee Meetings**
- 6:00 – 6:45 PM** **Doctoral Poster Session**
- 6:45 – 8:00 PM** **Delphine Hanna Lecture** Longboat Key
Dr. Mike Metzler, Associate Dean,
Georgia State University
"Looking for (and Finding) Today's Pioneers in Kinesiology and Physical Education"
- 8:00 – 9:00 PM** **Reception/Doctoral Poster Recognition** Longboat Key
Light hors d'oeuvres provided

Friday, January 5

- 7:00 – 8:15 AM** **Past-Presidents Breakfast** Watercolour Restaurant
(Invitation only)

8:00 AM – 4:00 PM **Conference Registration** 2nd Floor Lobby

8:30 – 10:00 AM **Keynote Address** Belleair/Redington
 Dr. Cheryl J. Norton, President,
 Southern Connecticut State University
 "Everything I Know About Leadership, I Learned from Sweating"

10:15 – 12:00 PM **Concurrent Sessions**

Room: Longboat Key

10:15 - 11:15am Panel Presentation: Administration in the Contemporary University

11:15 - 12:00pm Program Leadership in the (Post)Modern Research University
Don Hellison, University of Illinois at Chicago, & Sy Kleinman, Ohio State University

Room: Siesta Key

10:15 - 10:40am Strategies for Assessing Academic Advisement
Alan Lacy, Illinois State University

10:40 - 11: 05am IUPUI Summer Health/Wellness Institute: Professional Development for Today's Educators
Lisa Angermeier & Elizabeth Jones, Purdue University

11:05 - 11:35am Dispositions and the Development of Effective Non-Teaching Physical Education/Kinesiology Majors
Trey Morgan, Wiley Piazza, & Thomas Palmer, Northern Kentucky University

11:35 - 12:00pm Types of Sport Children Participate in: Competitive Sports versus Lifetime Sports
Wenhao Liu, Slippery Rock University

Room: Madeira

10:15 - 10:40am A Model for Expanding Professional Preparation: Community Youth Sport Development
Tom Martinek, Tammy Schilling, Cameron Wright, & Pia Diggs, University of North Carolina at Greensboro

10:40 - 11: 05am Promoting Students in Leadership through Service-Related Activities
Carol Wood, Salisbury University

11:05 - 11:35am Capstone Course Design in Physical Education Teacher Education: Facilitating Integration, Reflection, and Transition
Sean Bulger, West Virginia University

11:35 - 12:00pm Capstone Experiences: Assessment/Evaluation Challenges in Sport Management Internships
Glenn Miller, Baylor University

12:15 – 2:30 PM **Amy Morris Homans Lecture** Belleair/Redington
 Dr. Diane Gill, Professor,
 University of North Carolina at Greensboro
 "Integration: The Key to Sustaining Kinesiology in Higher Education"
 Luncheon and NAKPEHE Awards

2:45 – 5:15 PM **Concurrent Sessions**

Room: Longboat Key

2:45 - 3:30pm Hitting the Ground Running: And Sometimes the Ground is Downhill
Mike W. Metzler, Georgia State University

3:30 - 4:15pm "Where the Rubber Hits the Road": The Challenges of Being a Chair in Academe
William Sparks, Washburn University

4:15 - 4:45pm Leading the Department in the 21st Century
Jim Stillwell & Don Maness, Arkansas State University

4:45 - 5:15pm Leadership in Kinesiology for the 21st Century: Development across the Career
Doug Hochstetler, Penn State University

Room: Siesta Key

- 2:45 - 3:15pm Accreditation in Kinesiology in Higher Education: Resistance is Futile Part I
Alison Wrynn, CSU-Long Beach, Shane Frehlich, & Shane Stecyk, CSU-Northridge
- 3:15 - 3:45pm Accreditation in Kinesiology in Higher Education: Resistance is Futile Part II
Greg Letter, Adelphi University, Michelle Magyar, CSU-Long Beach, & Doug McLaughlin, CSU-Northridge
- 3:45 - 4:15pm Leadership at Its Best --Combining Administrative Duties with the Faculty Position
Charlie Goehl, Elmhurst College
- 4:15 - 4:45pm Fair Leadership among Faculty Searches
E. Newton Jackson & Robert Lyons, Johnson C. Smith University
- 4:45 - 5:15pm Successful Institutional Partnerships Provide Curriculum Enrichment and Leadership Skill Development for Students in the Department of Kinesiology
Bill Forbes, Towson University
- 5:15 - 5:45pm Are There Values Learned by Playing Sports?
Brad Coyle, University of Louisiana - Monroe

Room: Madeira

- 2:45 - 3:15pm Using a Web-Based Approach to Teaching Functional Kinesiology
Robert Pankey, Don Rainey, Renee Rainey, Texas State University, & Jim Woosley, Texas A&M University
- 3:15 - 3:45pm Using Assessment and Technology to Document Teaching Effectiveness
Jacalyn Lund & Rachel Gurvitch, Georgia State University
- 3:45 - 4:15pm Mobile Computing: Convergence of Administration, Faculty, Students, and Instruction
Jeff Briggs & Glen McNeil, Fort Hays State University
- 4:15 - 4:45pm Using the Climbing Wall to Break Down Barriers
Mike Reynolds, Ouachita Baptist University
- 4:45 - 5:15pm Ethical Dilemma: What Should We Do?
Jacalyn Lund, Georgia State University, Leah Fiorentino, Armstrong Atlantic State University, & Ann Boyce, University of Virginia

4:30 – 5:30 PM **Poster Session** 2nd Floor Lobby

5:00 – 6:00 PM **Quest Editorial Board Meeting** Cedarwood 1

Saturday, January 6

8:00 AM – 12:00 PM **Conference Registration** 2nd Floor Lobby

7:30 – 8:30 AM **NAKPEHE Business Meeting** Siesta Key
Breakfast Buffet – *ALL MEMBERS INVITED*

8:45 – 11:00 AM **Concurrent Sessions**

Room: Siesta Key

- 9:00 - 9:45am Developing a Culture of Quality Improvement: The Year of the Department
Jeff Briggs, Fort Hays State University
- 9:45 - 10:30am Encouraging faculty Scholarship in HPER: The Futuristic Role of the Department Chair at the Comprehensive University
Gib Darden, Coastal Carolina University
- 10:30 - 11:00am The Oxford University Roundtable: An Incredible Academic Experience!
Charles W. Ash, Kennesaw State University

Room: Madeira

- 9:00 - 9:30am Attitudes Toward Physical Activity of Sixth, Seventh, and Eighth Graders: Examinations by Grade and Gender
Wenhao Liu, Slippery Rock University
- 9:30 - 10:00am Team Handball for Secondary Physical Education Teachers: Computer-Based Video Instruction for Rules of the Game
Kemal Makasci Utah Valley State College & Rustu Sahin, Hacettepe University, School of Sport Sciences and Technology, Ankara - Turkey
- 10:00 - 10:30am Implications for Physical Education Teacher Educators from Children's Views on Constructivist Games Teaching
Joan Fry, William Paterson University
- 10:30 - 11:00am Situational Leadership Applied to Kinesiology Programs
Brian Lyons & Steven Frierman, Hofstra University

11:15 - 12:15 PM Hally Beth Poindexter Young Scholar Presentation Belleair/Redington

12:30 – 2:00 PM Sargent Lecture Luncheon Longboat Key

Thomas L. McKenzie, Professor Emeritus
San Diego State University

“The Preparation of Physical Educators: A Public Health Perspective”

2:15 – 5:15 PM

NAKPEHE Board Meeting
NAKPEHE President

Madaira

General Session Abstracts

IUPUI Summer Health/Wellness Institute: Professional Development for Today's Educators

Lisa Angermeier & Elizabeth Jones, Purdue University

The Health/Wellness Summer Institute is a week-long intensive course designed using the Coordinated School Health Program as a framework to update current and pre-service health and physical education teachers on issues in health education. The Indiana University Purdue University Indianapolis (IUPUI) Department of Physical Education, with the endorsement of the Indiana Department of Education, began offering the Health/Wellness Summer Institute in June 2002. The attendance at the IUPUI Institute during the five years that it was offered included current physical education teachers who wished to add a health endorsement to their existing teaching license, health and physical education teachers who needed a credit-bearing course for license renewal and pre-service teachers who desired more marketability. The framework for the Institute was the Centers for Disease Control's (CDC) Coordinated School Health Program (CSHP). This model encompasses eight existing components of schools to promote health and wellness for students, faculty and staff at K-12 institutions. The eight components are health and physical education, health services, school environment, counseling services, nutrition services, staff health promotion and family and community involvement. These entities' efforts are coordinated to more efficiently and effectively improve the health of those affiliated with schools. The first day of the Institute was spent teaching the CSHP model. The following days focused on the eight components. Guest speakers were invited to share their expertise. For example, a school counselor and school nurse spoke about their roles and responsibilities related to CSHP. The assignments for the course were based on the needs of the students. The major project (due two weeks after the Institute's completion) was using the CDC's School Health Index assessment tool in their respective schools to evaluate the strength of the CSHP. There are numerous outcomes from the Institute. Our department generated more credit hours in the summer. We provided a valuable service to teachers for license renewal or additions. More importantly the students built relationships that continued beyond that week. The connections that were developed between pre-service and current teachers were invaluable. Many of the "traditional" physical educators were able to see the importance of their role in promoting health in schools. They realized their importance beyond the gymnasium. With each consecutive year teaching this Institute, lessons were learned. The location of the institute was crucial to its success. Ensuring basic needs such as adequate, affordable parking and food and computer access were important. In planning the content of the course, being mindful of the need for lively speakers and interesting topics with adequate processing time was vital. This Institute grew out of a desire to generate additional credit hours, but it developed into something more meaningful for our pre-service teachers, current teachers and the state of health and physical education in Indiana.

Physical Activity Practitioners as Health Care Professionals

Betty Block, Georgia College and State University, & Steve Estes, East Carolina University

In this presentation we will explore ways of understanding relatively newly developed physical activity professions with the older, more established health care system, paying particular attention to the culture of physical activity practitioners as health care professionals. The exploration will begin with an introduction to professions as not only professional practice, and technical knowledge, but also as a moral framework that is conveyed through narrative knowing. Alasdair MacIntyre's (1984) *After Virtue* argues that professions such as personal fitness training, group fitness specialist, kinesio-therapist, etc., can be understood as a practice, where professionals not only possess technical knowledge but also live by a moral framework that compares standards of excellence to technical efficiency. We will provide a practical link to the process of narrative knowing and link it to the culture of health care by engaging participants in personal reflection and dialogue. Knowledge of technical standards as well as professional practice integrity is passed from senior practitioners to their junior colleagues through the formalized education process, but is more powerfully conveyed through personal narratives informed by professional experience and subsequent reflection and introspection. A case for this process is made in Polkinghorne's (1988, 2004) argument for narrative knowing, a process that validates the shared experiences of professionals such as nurses, teachers, social workers, and psychotherapists, and the case can be made that physical activity professionals can similarly pass along these shared experiences. Polkinghorne (2004) argues that "...effective practices of care require that practitioner actions are decided by ... situated and timely judgments...in which practitioner and person served are engaged in face-to-face interaction." This shared body of knowledge of effective practice constitutes the tradition of excellence that is indicative of the practice itself, and also provides the feelings of satisfaction that inspires initial membership in the practice and motivates its members to achieve excellence. The traditions of excellence and membership in the official culture are conveyed through narrative knowing. Viewed this way newly emerging physical activity professions can be seen as a human performance endeavor where professional practitioners strive for excellence through participating in a tradition of physical activity training as health care that has as its mission the betterment of the individuals served. The presentation will provide faculty, physical activity professionals and other health care practitioners the opportunity to share their narratives and define the standards of excellence that are indicative of excellence in the practice of physical activity training. Attendees will participate in an analysis of individual narratives with other practitioners that will create an occasion for self-reflection and dialogue relevant to reconciling individual and cultural beliefs, motives, goals, and values.

International Physical Educators' Views on Mentoring Women: Discovering Important Skills for Success

Glenna Bower, University of Southern Indiana, & Mary A. Hums, University of Louisville

Women's involvement in sport is growing on a daily basis. This growth is by no means strictly a North American phenomenon. The Brighton Declaration (International Working Group on Women in Sport, 1994) resulted from the first international conference on women in sport which brought together sport policy and decision makers. The aim of this document was to "...develop a sporting culture that enables and values the full involvement of women in every aspect of sport" (International Working Group on Women in Sport, 1994, Aims section, ¶1). Organizations such as the International Working Group on women in Sport (IWG) and the International Association for Sport and Physical Education for Girls and Women (IAPESGW) have sponsored conferences and produced documents urging the continued development of women's sport on the international stage. On the international level, women are becoming more and more involved, but are still under-represented in all leadership positions in sport (Döll-Tepper, Pfister, & Scoretz, 2005). This under-representation is apparent from statistics and studies but does not provide a complete picture covering every segment and level of sport (Pfister, 1998; Hartmann & Pfister, 2003; Combrink, 2004). In general there are several strategies sport organizations can use to increase the number of women involved in sport on an international level. One way is to interview women leaders about the knowledge and skills important to be successful within physical education. Therefore the purpose of this study was to determine what knowledge and skills were important for success of international physical educators. A phenomenological research design was chosen to examine the knowledge and skills important for success within international sport. A group of successful women leaders from a wide variety of colleges/universities were contacted at the International Association of Physical Education and Sport for Girls and Women (IAPESGW) conference for the study (N = 5). This research study relied on three in-depth interviews. The researchers used a constant comparative method of analysis to discover themes and categories for knowledge and skills important for success within international physical education settings. Study findings provided valuable information about mentoring women in leadership positions within physical education departments in an international setting. Interviews from the women in IAPESGW were shared from a personal life history perspective to the present and provided an understanding about the knowledge and skills that will help provide young women with a better chance of obtaining a leadership position within sport.

Results of a Student-Led CHD Risk-Factor Screening and Counseling Program on a University Campus

Glenna Bower, Stephanie Bennett, Julie McCullough, & Lisa Cagle, University of Southern Indiana

Coronary heart disease (CHD) is the leading cause of death and premature, permanent disability for the United States population (American Heart Association, 2004). Research had identified CHD risk factors in college students and indicated they are at risk for CHD (Thomas, Baker, & Davies, 2003; Spencer, 2002). Research has also illustrated that even though students know about CHD risk factors, their behaviors do not lead to a low-risk lifestyle. Students are inactive, consume too much alcohol, smoke, eat unhealthy (leading to obesity, higher cholesterol levels), and experience a considerable amount of stress which put them at a higher risk for heart disease (Cardoso, 2004; Expanded Reporting, 2001, 2004), all of which are major risk factors students can do something about before they get older and it is too late. Universities provide an excellent opportunity to reach college students by providing them with CHD risk-reduction information. There were two purposes for this study. The first purpose was to provide normative data on CHD risk factors in a sample of college students. This data would add to the limited studies measuring CHD risk factors in college students. The second purpose was to pilot a student-led CHD risk-factor screening and counseling program coordinated by the Physical Education Department and the College of Nursing and Health Professions. The program was effective in providing accurate assessment utilizing trained students to coordinate and perform the screening. Data were collected from students enrolled in fitness and wellness courses offered through a university physical education department located in the Midwest (N=537; 25 sections). The four-year public institution has an enrollment of about 10,000 students and grants Associates, Bachelors, and Master degrees. Data were also collected from key administrators (N=5) who provided information and documents needed to substantiate whether the department supported a low-risk CHD lifestyle for students on campus. Data were collected through a survey instrument, interview, and document mining. Descriptive statistics were used to summarize frequency data for this study. The interviews and document mining were analyzed through qualitative analysis. The session will introduce a student-led CHD risk factor screening and counseling program that could be implemented by other collaborative departments on other university campuses.

Where Have All the Pedagogists Gone?

B. Ann Boyce, University of Virginia, & Linda Rikard, George Mason University

A shortage of teachers in the US has been predicted for some time. This prediction also holds true for retiring physical education - teacher educators (pedagogists), who represent the leading edge of the baby boomers (Castle & Arends, 2000). A shortage of pedagogists will have profound effects on PETE programs in higher education (Murray, 2006). The need to fill faculty vacancies with qualified doctoral level teacher educators/pedagogists may not be attainable based on the number of doctoral candidates completing degrees in doctoral programs in the US. A survey by Woods, Goc Karp and Feltz, (2003) indicated that only 10.3% of doctoral students are specializing in pedagogy and that the position need in higher education was at 22% thus creating a great need for teacher educators in colleges and universities. Additionally, there are concerns about the long-term impact of a teacher educator shortage on the quality and quantity of K-12 physical education programs. PETE faculty are essential to the future of physical education in PK-12 school settings (Siedentop & Locke, 1997). This presentation will cover issues related to the job market for pedagogists (results of a recently completed survey [Boyce & Ricard, 2006]), the Shape of the Nation Report 2007, and the reasons for the shortage of doctoral students in pedagogy.

Mobile Computing: Convergence of Administration, Faculty, Students, and Instruction

Jeff Briggs & Glen McNeil, Fort Hays State University

Technology enhanced teaching-learning environments will grow substantially over the next decade as the academic community, students, and employers continue to expect the educational process to employ technology comparable to that in the world of work. Increasingly, institutions must incorporate technology in a way that provides students with opportunities to develop, apply and enhance the technical skills expected in selected professions. Mobile Computing, a generic term describing the application of small, portable, and wireless computing and communication devices, provides benefits that should enhance the teaching-learning process as a component of structured coursework as well as the routine aspects of university life. Enhanced opportunities in communication and efficiency, as well as discipline specific technical applications should be a result of an advanced technology initiative. The purpose of this program will be to focus on one institution's efforts to implement mobile computing throughout campus and incorporate mobile computing into the educational environment. Areas of discussion will include the development of a foundation for an electronic campus environment, specific institutional mobile computing initiatives, implementation issues associated with the various mobile computing initiatives, and practical applications, success stories, and pitfalls. The success of a mobile computing initiative will be determined by the extent to which the technology is accepted and eventually implemented by faculty members. As with any innovation, a mobile computing initiative will not be universally accepted. Some faculty members will readily identify ways in which technology can enhance course delivery and communications, whereas others will actively resist change. One of the challenges in implementing a mobile computing initiative is managing the expectations relative to imbedding the technology within the teaching-learning environment. The presence and application of technology in the classroom will be uneven within given courses and across curricula. A mobile computing initiative does not guarantee that technology will be fully incorporated into existing coursework, it only makes it a possibility. Integration of mobile computing technologies into the teaching-learning process is dependent on the willingness of faculty to embrace the opportunities presented by expanded technologies as well as the level of technical support available to faculty and students involved in such an initiative. Although the blend of mobile computing technology into the learning environment will necessitate additional training for institutional personnel and potentially shift expectations for instructional delivery, possibilities are limitless for improved efficiencies and applications as appropriate technologies are employed and technical competencies are articulated.

Capstone Course Design in Physical Education Teacher Education: Facilitating Integration, Reflection, and Transition

Sean Bulger, West Virginia University

The senior year experience represents a critical developmental period as students prepare to make the difficult transition from college to the world of work (Gardner & Van der Veer, 1997). In addition to the usual social and academic pressures associated with college life, students completing their plans of study are faced with new challenges (e.g., applying theoretical content, relocating to a different geographic region, searching for full-time employment, starting a new job, continuing education beyond the classroom). Academic programs can formally address many of these transitional concerns by including required capstone courses. The primary intent of most capstone courses is described in the following learning objectives: (a) to integrate and bring successful closure to the undergraduate experience; (b) to provide regular opportunities for self-reflection regarding one's professional readiness; and (c) to facilitate the students' transition to post-college life (Cuseo, 1997). These courses are also used to establish more meaningful and permanent relationships with graduating students. In the related literature, capstone courses have been found to incorporate a range of instructional formats including portfolio development, alumni networking, leadership training, service learning, educational travel, oral presentations, major individual/group projects, comprehensive exams, and so forth (Henscheid, 2000). The purpose of this presentation will be to describe capstone courses used to address the previously listed learning objectives within an undergraduate and graduate physical education teacher education program. Pre-service teachers at the undergraduate level enroll in a capstone course while completing student teaching. The course is conducted in a seminar format which uses the job search and selection process as a conceptual framework for engaging students in a meaningful discussion regarding the significance of their undergraduate experience. The students are engaged in a number of teaching-learning activities including: (a) develop an employment portfolio and complete a mock job interview; (b) write weekly self-reflective journals and progress reports; and (c) conduct a school orientation and informational interview with a school administrator. In-service teachers completing course work at the graduate level enroll in a professional issues capstone course that immediately precedes their final oral presentation to the faculty. In keeping with the standards set forth for advanced teacher preparation in physical education (NASPE, 2001), this capstone course focuses on collaboration, reflection, leadership, and professionalism. A highly student-centered approach is employed in which graduate students are charged with organizing and delivering presentations at a professional issues themed academic conference. The graduate students engage in the following activities: (a) participate in a pre-conference Nominal Group process to identify the most relevant professional issues; (b) prepare a presentation abstract that addresses a professional issue; (c) deliver a conference presentation; (d) serve as an expert responder and questioner for other presentations; and (e) attend a post-conference summary and awards presentation. The students also participate in a series of focus group discussions regarding their graduate school experience and write a professional development plan that highlights current professional strengths, weakness, and plans for continued growth. Student evaluation data for both courses will be shared along with suggestions for future directions regarding capstone course development.

Are There Values Learned by Playing Sports?

Brad Coyle, University of Louisiana - Monroe

What are the values learned by people who become involved in sport competition? When a person becomes involved in sport competition, certain types of behaviors are expected and demanded. In some sports, proper etiquette and dress are required. What types of values can be learned through sport participation? This presentation will identify organizations such as the National Collegiate Athletic Association (NCAA) and the Citizenship Through Sports Alliance Focus on Respect (CTSAR) that promote positive values and virtues athletes have gained by being involved in sport competition.

Successful Institutional Partnerships Provide Curriculum Enrichment and Leadership Skill Development for Students in the Department of Kinesiology

Bill Forbes, Towson University

The Towson University (TU) College of Health Professions (CHP) has implemented institutional partnerships that have been very instrumental in providing curriculum enrichment and leadership skill development for Majors in the Department of Kinesiology. The CHP has been quite successful in the development of two unique partnerships in the Baltimore Metropolitan area. The first is with the Heart Institute at St. Joseph Medical Center (SJMC), a nearby hospital. The TU/SJMC partnership was formed in 1996 with the development of a phase III Cardiac Rehabilitation Program that we call LIFEWORx and a Faculty/Staff Wellness Program available to all full-time employees of both institutions.

Both the LIFEWORx and Faculty/Staff Wellness Programs have been extremely successful. The programs began with a combined membership of approximately 60 participants and an annual budget of \$15,000 in 1996 and have grown to nearly 600 participants with an annual budget approaching \$250,000 in 2006. Staffing and Wellness Center time requirements have also substantially increased since the inception of the Wellness Center. Initially, a few TU faculty and SJMC staff worked part-time to provide 15 hours of programming per week in conducting the LIFEWORx Program. Presently, the equivalent of 5.5 full time staff is required to maintain programming for both programs for a total of 65 weekly hours of operation in the Wellness Center.

Our newest partnership, starting in January 2005, is with the Baltimore County Department of Aging (BCDA). The BCDA operates 19 senior centers throughout Baltimore County and serve as community focal points for programs, activities and services for county residents age 60 and older. In 2004, they approached the CHP about opening, staffing and operating fitness centers in several of their larger senior centers. In early 2005 the College of Health Professions entered into an agreement with the BCDA to open and staff fitness centers and to conduct fitness and wellness programming for their members in 6 of their 19 senior centers. TU provides all of the staffing and programming components for each center. Each center also has its own fitness facility that is equipped with new, state-of-the-art equipment designed to improve cardiovascular fitness, flexibility, strength and muscular endurance of older adults. All senior fitness center participants receive a fitness assessment, an individualized exercise prescription, a thorough exercise orientation and “hands-on” assistance as they progress in their program.

The BCDA and SJMC partnerships were developed with the primary goal of providing valuable “learning laboratories” for students in the CHP. For example, the Exercise Science students are able to develop important clinical skills and bridge the “theory-to-practice” gap as they complete weekly rotations in the Wellness Center and the BCDA Fitness Centers. Those who enroll in Exercise Science Internships can complete 120 hours of practical experience during the semester in either the Wellness Center or a BCDA Fitness Center. The students are ultimately exposed to all of the major programming components of conducting comprehensive wellness and cardiac rehabilitation programs, including: fitness and health risk assessment; writing exercise prescriptions; designing exercise programs; medical consultations; coronary risk assessment, and intervention; emergency management procedures; and, program outcomes assessment.

The students are also exposed to various class and real-life professional experiences in the centers that assist them in learning the leadership skills that are important in their profession. As they complete rotations, they are leading clients in assessments, consults and exercises orientations. They are involved in several assignments requiring teamwork, leadership and management skills. For example, working in teams, they organize, prepare and present educational lectures in the Wellness Center and complete other group assignments that foster the development of leadership skills.

Details regarding the methods for improvement of the student’s clinical and leadership skills will be presented in detail in this conference presentation.

Effective Internships for Pre-Professionals in Health Science Studies and PETE

Karen Fredenburg, Baylor University

Experiential learning provides university students an opportunity to apply their academic skills to the realities of their chosen professional. The importance of learning through experience was well articulated by John Locke (1690) when he argued that, "No man's knowledge here can go beyond his experience". The significance of this adage is evident in universities' efforts to provide pre-professionals with meaningful field-based experiences. Students in Health Science Studies are required to complete an internship experience for 3 (150 contact hours), 4 (200 contact hours) or 6 hours (300 contact hours) credit. Our internship program has been labeled as 'one of the best at this university' by the dean of the graduate school program. Students regard this program as a positive link between their university experiences and their career aspirations. They consistently applaud the 'forced' opportunity to become more informed about their future careers; they enjoy the chance to apply knowledge and skills from their university experience; and they marvel at the privilege of learning new skills which are difficult to develop in the typical classroom setting. The initial purpose of this session will be to discuss the structure of the internship program, present artifacts from this program, and explore the strengths and weaknesses of the current program. In addition, this session will discuss possible implications for those involved in teacher preparation. Can some of the successes of non-teacher preparation internship programs be applicable in PETE? Recent findings of the second study in the Education Schools Project series (Levine, 2006) concluded, "aspiring teachers emerge from college woefully unprepared for their jobs". While the study identifies numerous problems, which contribute to the 'chaos' of teacher preparation, it repeatedly criticizes the gap between the university and the real world. The universal practice of placing seniors in student teaching positions is envisioned as the best means of preparing effective, lifelong educators, but is plagued with criticism and controversy. What is an appropriate educational setting, what is the optimal length of time, what constitutes proper oversight, how can collaboration be established and maintained? These are questions without easy answers. The second purpose of this interactive session will be to discuss and compare our Health Science Studies internship program with our PETE program. The overall goal of this session is to find common ground for improvement in the preparation of our physical education teachers.

Developing a Global Perspective in Kinesiology Faculty

William Freeman, Campbell University

The greatest problem in developing a global perspective in kinesiology and physical education is that faculty members' real-world knowledge is limited by their institutional focus and personal experience. As a result, American academics generally are unable to understand the situations and problems of others even within their own state and nation, such as (a) private vs. public institutions, (b) small- and medium-sized vs. large institutions, and (c) the different philosophies and goals of other institutions. They are also unable to understand the situations and problems of academic programs in other nations, including (a) national philosophies and goals of higher education, (b) governmental oversight vs. free-enterprise controls, (c) the career paths intended by graduates of other nations, and (d) the evolution of curricular structures in other nations. Finally, most American faculty lack an understanding of international trends in the broad field of which they are a far smaller part than they realize. A number of possible activities can provide solutions for these shortcomings in international consciousness and knowledge. Three examples of such activities are attending international conferences, summer travel and sabbatical research. First, participation in multi-discipline (as opposed to single-discipline) international conferences, such as the European College of Sport Science or the variously-named quadrennial Commonwealth Conferences held before the Commonwealth Games of the nations of the old British Empire and Commonwealth. These are examples of umbrella groups and conferences, as was AAHPERD in the old days, though in their case they attract scholars in every domain of the field from a large number of nations. The 2006 ECSS in Lausanne had 1500 papers and research posters presented in three days. A noticeable trait from almost 20 years of such conferences is the growth of Chinese participation and the opening of Chinese markets in the field. Second, summer travel and investigation can combine vacation time with faculty contacts or simply observation of one or more foreign programs. The business-related part of such study travel is tax-deductible. Third, sabbatical study can be planned around projects that involve multi-national or cross-cultural investigations of programs or trends. Aspects of this topic directly involve the largely-vanished study of comparative physical education that once was required by the more respected doctoral programs. The International Society of Comparative Physical Education and Sport (ISCPES) biennial conferences serve just this purpose, requiring that all presentations deal with topics that are multi-national. Without participation in multi-national multi-discipline conferences it is difficult for an American academic to have any real global perspective on the field.

Physical Education and the Transformational Experience

Ross Friesen, Park Lockwood, & Roy Wohl, Washburn University

Physical Education majors are trained to be leaders upon graduation for various positions within the field. Leadership skills are essential for students planning to work in the areas of teaching, coaching, fitness, sport management, and athletic training. Washburn University recognized the need for leadership training and as a result, has started an Institute for the Study and Practice of Leadership, with the objectives of providing the knowledge and skills necessary to implement an effective leadership process in government, business, not-for-profit, educational, and civic settings. As a result of the Leadership Institute, Washburn University has taken this one step further, with the development of the Transformational Experience. All students will be required to complete at least one of the following transformational experiences prior to graduation: scholarly or creative activity, community service, leadership, or international education. This presentation will describe how a Health, Physical Education and Exercise Science department is developing and instituting leadership skills and the transformational experience into its courses.

Implications for Physical Education Teacher Educators from Children's Views on Constructivist Games Teaching

Joan Fry, William Paterson University of New Jersey

This paper highlights the implications for physical education teacher educators derived from elementary school students' perspectives on a newly-introduced constructivist approach to games teaching. A Singaporean government-mandated curriculum innovation was evaluated from the viewpoint of the pupils. Children (n=304) were surveyed about a games unit taught through an 'understanding' approach by student teachers on practicum. They were asked on an open-ended questionnaire about the nature of the GCA, the module focus, the aspects of the lessons seen as most and least enjoyable, the significance of what was learnt and specifics of what they learnt during the lessons. The data were analyzed using Fullan's (1992) four images of students and educational innovations (indifference, confusion, escape from boredom and heightened interest and involvement in learning). This presentation will outline the teaching approach, briefly highlight the children's perspectives, and discuss ways to void children being indifferent to something new in their curriculum or interpreting it as either confusing or merely an escape from the boredom of the everyday, rather than their experiencing the deep change policy makers and teachers desire when they are committed to an innovation.

Based on those interpretations by the children, suggestions for introducing this constructivist approach to games teaching in physical education teacher education pedagogy are offered. These include enhancing teaching fundamentals such as managing time and making practice meaningful, as well as developing teaching strategies more central to social constructivism such as asking contextualized questions and facilitating small-group work.

Leadership at Its Best --Combining Administrative Duties with the Faculty Position

Charlie Goehl, Elmhurst College

At Elmhurst College Faculty leadership opportunities are available to all. Whether it is in a traditional faculty role or a faculty administrative track, a faculty member can be a leader in many ways. Elmhurst College is a school of 3,000 students located 20 miles west of Chicago. Elmhurst has 22 academic departments, and offers both undergraduate and graduate degrees. There are 118 full-time faculty positions. The Department of Kinesiology offers majors in Physical Education, Exercise Science, and a Health Education minor. The presentation will address to all the opportunities that faculty in the Department of Kinesiology have to enhance their leadership skills. Opportunities are available throughout the College, Department and in Coaching.

Departmental	Coaching
Majors Club	Clinics
Accreditation	Conference and National Committees
Major and Course Development	Camps
Assessment and Curriculum Review	Community Relations
Mentoring of Student Research	
Developing Student Teaching/Clinical Site	
Advising	
Mentoring of Faculty	
College-Based	
Committees and Councils	
Collaborative Teaching and Research	
Advisory Committees	
Service Learning	
International Travel	
Faculty Forums	
Faculty Mentoring	
Assessment	
Faculty Athlete Representative	
Faculty Fitness	
Advising	
Special Programs	

Pragmatism, Purpose and Play: Struggle for the Soul of Physical Education

Andrew Hawkins, West Virginia University

The essence of leadership involves imagining where a constituent group should go, knowing how to get there, and then by example, instruction, and persuasion, moving the group toward that goal. The cynical antithesis of leadership is to determine which way a constituent group is already going, and then to position oneself at the forefront of that movement. The former is genuine leadership; the latter is pretentious. Current trends in physical education seem dangerously close to the latter. Pragmatic, even utilitarian, inclinations have begun to shape much of what takes place in physical education teaching, and in the disciplines which support it. Typical of North American culture, material concerns have much to do with these trends. Physical health concerns, which are increasingly correlated with lifestyle choices, are manifested in rising healthcare costs. Childhood obesity is a foreboding cloud on the next generation's horizon, promising a deluge of disease and dysfunction. Physical education's response to these trends has been to advocate for lifestyle changes, increased physical activity being integral to the remedy. Leaders have seen opportunity knocking, a potential boon, not just to survival, but to professional prosperity and reputation. We seem to have hitched our wagons to these trends; they are where the money is, and prestige and influence usually follow money. This paper challenges the wisdom of this pragmatic, utilitarian trend as it tends to define leadership development in our profession. While there are several problems with these developments, chief among them is the loss of meaning for our enterprises. The inadequacy of pragmatism in establishing meaning for our professional activities is the central critique of this paper. Michael Polanyi's understanding of the development of meaning (Polanyi & Prosch, 1975), rooted in his theory of personal knowledge (Polanyi, 1958), is the basis for the critique. Polanyi's observation is that knowledge has a "from-to" character, that we attend to our world from a subsidiary to a focus. To change the relation between the subsidiary and the focus is to deprive each of their meaning. This paper will describe and illustrate Polanyi's theory, apply it to the current pragmatic dispositions of our profession, and argue that such utilitarian approaches turn subsidiaries into foci, ultimately destroying meaning for our enterprises. This paper then proposes a reorientation of the profession toward a concept which has the capacity to capture a more genuine sense of professional meaning: play. I argue that play is more than a mere dimension of our profession; it is the essence of it, the focus to which all other dimensions are subsidiaries. As such, play alone is able to thoroughly humanize our profession, that is, to provide experiences which fully engage what it means to be human. Play must thus be considered a central concern, even the central concern, in leadership development for our profession. Without it we may gain professional prestige and prosperity but lose our professional souls.

Enhancing the Teaching Skills of Undergraduate Physical Education Majors through Lifetime Activity Courses

Brian Hickey, Florida A&M University

The purpose of this presentation will be to discuss how lifetime physical activity classes offered at the collegiate level can afford physical education majors the opportunity to hone their teaching skills prior to executing their student teaching responsibilities. From an academic standpoint, physical activity is an essential element of the human condition and therefore should be an integral component of the collegiate education experience. To this end, physical educators have both the ability and responsibility to enrich the lives of their students. This may be accomplished through creating experiences, imparting knowledge and developing skills that will motivate students and enable them to infuse physical education activities into their daily routines. When quality professional instruction is coupled with the aforementioned goals and objectives, students should exhibit lifelong positive lifestyle changes such as increased self esteem and self confidence, an appreciation for goal setting and competition as means by which to maximize performance. In practice lifetime physical activity classes are typically have a large enrolment and a wide range of skill level. The combination of these two factors may hamper the educational experience for some of the students. However, by tapping into the knowledge of upper division undergraduate physical education majors, the quality of the class may be enhanced appreciably. Furthermore, the education of the undergraduate physical education major may be augmented by through the delegation of some responsibility and a one-on-one environment with a faculty member. In summary, the utilization of a student assistant may positively contribute to an environment that allows students to balance their academic load in a manner which is both fun and healthy.

Leadership in Kinesiology for the 21st Century: Development Across the Career

Doug Hochstetler, Penn State University

Quality leadership is the hallmark of any successful institution. From the corporate world to youth league sports, organizations that shine do so, in part, because of outstanding guidance. Leadership is certainly an invaluable component in our field of Kinesiology and Physical Education. At the helm of innovative departments, colleges, and universities, one finds individuals dedicated to the success of the overall unit mission and vision. This leadership does not develop automatically, however, so an intentional plan to develop leaders is crucial. Our discipline faces both potential challenges as well as opportunities in relation to the broader culture. Graduates from our Kinesiology programs enter the work force as teachers, coaches, administrators, physical therapists, personal trainers, fitness club managers, and so forth. We face challenges and opportunities within higher education as well, with ever-expanding curricula, increased class sizes, and shrinking budgets. We need to ask then, how will we develop leaders equipped to address these challenges and opportunities, both now and in the future? This presentation will examine strategies for developing leadership across the educational lifespan, from undergraduate and graduate students through the junior faculty, tenured faculty, and emeritus faculty ranks. In the span of the presentation I will address several key tenets of leadership and examine them in light of one's professional career in higher education. My guiding question to address will be how we can best support individuals throughout their professional life, so that they might succeed in providing leadership for our discipline. I will describe a framework for developing leadership through two aspects, one relational and the other conceptual. The first is mentorship – developing relationships with those individuals in our programs and departments. The second aspect involves a broad understanding of human movement and global culture. By formulating tactics to support individuals, throughout their educational and professional careers, we increase our chance of improving our discipline for future generations.

The Irony of Teaching - Learning in the Affective Domain in Physical Education Higher Education

Brett Holt, Mississippi State University

The affective domain of learning in physical education focuses on feelings, values, social behavior, and attitudes as they relate to human movement. Physical Education Teacher-Educators encourage their pre-service teachers to both write objectives and assess learning in the affective domain. However, there exists an irony in that most of these college level Teacher-Educators are not writing or assessing affective objectives within their own college level classes. How, then, can college level physical educators "lead by example?" The presenter will discuss the five levels and seventeen identified categories of affective learning and provide examples of how they have been used in both college level activity and major classes. Then, the presenter will demonstrate how to write objectives for affective learning in college level physical education classes. The main course of action, however, is not teaching toward affective objectives, but rather holding college students accountable for learning in the affective domain, just as we request our student and pre-service teachers to hold k - 12 children accountable for learning within the affective domain. The presenter will provide information on how this can be done in college level physical education classes by presenting five identified steps to evaluating and measuring affective learning. The affective domain is important to the learning of both children and adults. Therefore, college level physical education teachers should not neglect teaching for affective objectives or assessing whether or not they have been met. Hopefully, Physical Education - Teacher Educators realize the importance of affective learning and what they can do to include affective objectives within their own classes or units.

Training Leaders for Leadership or the Discipline?

E. Newton Jackson , Robert Lyons, Johnson C. Smith University, Brian Hickey, Florida A&M University, & Abigail Mobley, Florida Memorial University

In higher education the fundamental purposes are educating the mind while training the student for a potentially career earning profession. Physical Education has expanded to such far reaches as biomechanics, teacher education, sport management, adapted, and many others to now give an appearance of huge confusion outside and within the discipline/fields of study. There has been a very large debate that still lingers over the identification or name of what was once physical education. Many programs across this nation are still revamping their identity and name. What is our purpose? Are they numerous? The foundation of any academic program is the number of quality students that enroll and in a specified time frame, graduate. Are the faculty members of today preparing the students to become leaders within our profession? What are the qualities of leadership within this large and expanded discipline of physical education? The purpose of this session to explore varied perceptions of the discipline and the role of name identification plays on the recruitment of students, visibility among other university faculty and self identification and value associated the name, physical educator. Can such an educator lead a unit beyond the department level? What skills are associated with leading and being respected as an equal academician within the institution? The session is intended to generate dialogue and quite possibly stirring debate among those attending. Clearly, there are not definite right or wrong sides of these perspectives, but far too often little if any dialogue is presented on such aspects of our profession.

Mentoring Students to be Effective Leaders

Jack Kern & Paul Calleja, University of Arkansas

A good role model is deemed critical toward the development of future leaders in any field. Quality mentoring is often identified as a key component in the growth of a pre-service teacher. It would only seem natural that good mentoring skills be a necessary quality for those working in a teacher preparation program. Preservice teachers need to also be trained to be receptive to mentoring. In many cases, mentoring isn't officially received until the pre-service teacher enters their student teaching or internship semester. Even there, the mentoring process can often be disorganized or unfocused. This presentation will outline the importance of mentoring in a P-12 teacher education program in Physical Education, while also examining the mentoring process. With greater emphasis on collaborative intraschool relationships, the importance of training mentors and mentees to provide direction and receive guidance would be discussed. Mentoring isn't a 'one size fits all' process, so the importance of exposing students to various mentoring styles is crucial. One outcome of an efficient mentoring system would be the development of effective leaders. Throughout the undergraduate experience, opportunities exist to facilitate student involvement in leadership activities, including departmental clubs, summer camps, professional organizations, or voluntary public service. These leadership opportunities provide a stable base for future P-12 Physical Education mentors.

Strategies for Assessing Academic Advisement

Alan Lacy, Illinois State University

The purpose of this presentation will be to present a rationale for the importance of good academic advisement and suggest strategies for assessing effective advisement practices. The primary purpose of academic advising is to assist students in the development of meaningful educational plans. It must incorporate student learning and student development in its mission and must enhance overall educational experiences (NACADA, 2006). Good academic advisement is crucial to student satisfaction, student success, and the effective delivery of a program curriculum. Assuming that academic advisement is valued and important, it should be assessed in appropriate ways. The following questions will be addressed in relation to the assessment of academic advisement:

- What are the components of effective academic advisement?
- What are potential sources of assessment for academic advising?
- What type of techniques can be used to assess advising?
- How and when should academic advisement be assessed?

In many institutions, there is centralized advisement until a certain point in the student's academic career, typically after a major is declared. At this juncture, advisement transitions to the departmental level. This presentation will be targeted at advisement at the departmental level rather than advisement of the general student population. In most situations, advisement is done by faculty in the department. Sometimes, certain faculty members are given advisement assignments, while others are not. In other departments all faculty share the advisement responsibilities equally. At some institutions, full-time departmental advisors are employed which means that faculty do no formal undergraduate advising. Regardless of the advising system, a systematic way of assessing academic advisement is necessary and important. However, the assessment of advisors is often an overlooked part of performance evaluation. Advisors cannot improve their advisement practices without evaluative feedback. Student satisfaction with advisement cannot be accurately ascertained without a well-designed process to collect data on this issue. As advisement may play into personnel decisions, a sound assessment system is necessary to make fair and equitable decisions. Thus, the focus of this presentation will be on assessment strategies that can be used to gather data from different assessment sources in order to create an effective evaluation system.

Reference: September 28, 2006 from http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardsForAdvising.pdf.

Dispositions and Resiliency: Developing Student Leaders

Shawn Ladda, Jeff Cherubini, Tedd Keating, & Lisa Toscano, Manhattan College

With the theme of the NAKPEHE conference this year of “Leadership for the Future in Higher Education: Scholarship, Administration, Policy, Preparation for the Professions, and Meeting Society’s Needs,” it is imperative to focus on developing our student’s potential in leadership as they are our future force in the profession. An important teaching tool is the assessment of dispositions. Within the Department of Physical Education and Human Performance at Manhattan College the faculty has been in the process of developing a disposition tool for our students and faculty. We strongly believe that reinforcing positive dispositions and students getting feedback about where self and faculty perceive their strengths and challenge areas are important in developing leadership skills. The session will include discussion about the development of this tool and how it is used in the program. In addition to examining dispositions, having students more aware of resiliency factor(s) heightens their awareness for leadership potential. Current information related to resiliency, education, and leadership will also be presented. Finally, examples of leadership opportunities for students in the Department will be discussed. For example, students are organized to present at conferences, guest speakers are brought into the college, and many students are active in a personal training program called JasperFit.

Future Directions in Implementing Developmentally Appropriate Strength and Conditioning Methods for Physical Educators and Youth Sport Coaches

Jason G. Langley, Sean M. Bulger, & Robert L. Wiegand, West Virginia University

The perceived importance and base of knowledge in strength and conditioning has expanded greatly in recent years. At the highest levels of competition, year-round, individualized training programs have replaced required in-season training. These programs are often developed by certified strength and conditioning coaches and incorporate training innovations that meet the various physical and motivational needs of the elite athlete. This approach is also used on university campuses and is more common in high schools than ever before. The appropriateness of these innovations, however, needs to be examined more closely as related to youth sport. Despite position statements by the National Strength and Conditioning Association (NSCA, 1996) and National Association for Sport and Physical Education (NASPE, 2004) that establish guidelines for resistance and aerobic training for youth this very important information in many instances does not reach physical educators or coaches teaching and working with young athletes. Physical educators and coaches without specific expertise or training may implement strength and conditioning methods that are not suitable for youth. Professionals at this level may mistakenly rely on their own experience, qualified strength coaches at nearby colleges and universities or packaged programs when designing, implementing and assessing their training programs. The purpose of this presentation is to highlight the future direction of strength and conditioning in youth sport in light of these challenges. The key discussion points will include: (a) commonly held misconceptions of physical educators, youth sport coaches, parents and student-athletes regarding strength and conditioning; (b) reducing risk through proper instruction and adequate supervision; and (c) suggestions for preparing pre-service physical educators and coaches to provide safe and effective training opportunities. A discussion of the most recent trends: core, balance, functional, explosive and plyometric training as well as “old school” beliefs will frame common misconceptions. For example, many physical educators and coaches still ignore total body physical development or believe this type of training may actually have a negative impact on skill development or flexibility. This belief may lead to giving students misinformation that is based on personal bias rather than documented research evidence. Presenters will use digital video to demonstrate developmentally appropriate training methods for young athletes that are creative and enjoyable. Kinesiology and physical education programs in higher education must play a role in breaking the cycle of misinformed physical educator/coach – athlete – misinformed physical educator/coach. This can be achieved by: (a) creating opportunities that prepare pre-service teachers for certification exams; (b) conducting in-service training for current physical educators and youth sport coaches; and (c) using alternative curricular models which would benefit from the use of these training methods, such as Sport Education.

Seeing and Valuing Diversity in Film: An Approach to Kinesiology and Physical Education

Jason Lee, Jennifer Kane, Richard Kane, University of North Florida, & Dan Drane, University of Southern Mississippi

This working paper draws from diversity theory and research to identify the dimensions of cultural diversity through examining perspectives pertaining to valuing diversity, understanding ways of managing diversity, and having an appreciation for the implications of such issues in Kinesiology and Physical Education. Diversity education focuses on differences in individual composition based on various factors. Depending on the circumstances being addressed, diversity factors include aspects of life such as gender, race and ethnicity, age, and religion. Certainly, the aforementioned factors play a significant role in fields pertaining to Kinesiology and Physical Education. These fields however have particular diversity issues that are commonly not addressed in other educational fields and organizational environments. This work is designed to show how the use of film can be implemented in a commanding way as a means of teaching diversity. Film has proved to be a valuable educational tool. It allows viewers to experience strong visual and auditory images in a powerful, yet comfortable form. Film scenes will be identified and analyzed to show various aspects of diversity and the relevance and application to Kinesiology and Physical Education. Through the analysis and demonstration of a variety of enjoyable, yet educationally sound film scenes, pertinent issues pertaining to the diversity and social stratification concerns impacting the field will be considered. The scenes come from a variety of film mediums including fictional live-action films, documentaries, and animated films. The provided examples will exhibit differences in physical abilities, physical appearance, and mental abilities, as well as classic diversity classifications such as social class, gender and race/ethnicity issues. Furthermore, special attention will be given to adaptive physical education components as well. Films selections to be discussed include: *Super Size Me*, *Robots*, *Chicken Little*, *Simon Birch*, *The Ringer*, *Radio*, *Million Dollar Baby*, *Bend It like Beckham*, *Glory Road*, *Guess Who*, *Remember the Titans*, *School Ties*, *Greatest Game*, *Ever Played*, *Emanuel's Gift*, *Disney's- America's Heart & Soul*, and *Murderball*.

Attitudes Toward Physical Activity of Sixth, Seventh, and Eighth Graders: Examinations by Grade and Gender

Wenhao Liu, Slippery Rock University

Attitudes toward physical activity (PA) are key aspects of affective domain in physical education, and grade and gender are frequently reported factors related to children's attitudes toward PA. While some studies have been done investigating the issue for elementary school children, the studies dealing with secondary school children's attitudes are less available. The purpose of this study was to compare middle school children's attitudes toward PA between groups categorized by grade and gender. The Children's Attitude Toward Physical Activity (CATPA) inventory (Schutz, Smoll, Carre, & Mosher, 1985), which consisted of eight subdomains of PA, was administered to 65 (34 boys and 31 girls) sixth graders, 52 (17 boys and 35 girls) seventh graders, and 82 (40 boys and 42 girls) eighth graders in a middle school. The two-way multivariate analysis of variance indicated no interaction between grade and gender (Wilks $\Lambda = .94$, $F_{(16, 372)} = .71$, $p > .05$), and no significant main effect of grade (Wilks $\Lambda = .94$, $F_{(16, 372)} = .80$, $p > .05$). The main effect of gender, however, was significant with Wilks $\Lambda = .85$, $F_{(8, 186)} = 4.25$, $p < .001$, $\eta^2 = .15$. Specifically, two of the eight subdomains of the CATPA were significantly different between genders. The boys obtained significantly higher mean score than did the girls (19.45 vs. 16.99, $F_{(1, 193)} = 11.73$, $p < .001$, $\eta^2 = .06$) in Vertigo subdomain (experiencing danger, fast speed, etc.), whereas the girls obtained significantly higher mean score than did the boys (18.24 vs. 14.69, $F_{(1, 193)} = 15.87$, $p < .001$, $\eta^2 = .08$) in Aesthetic subdomain (experiencing beauty, grace, etc.). When the mean scores on the eight subdomains were ranked, it was found that the rankings for the top five subdomains with the most positive attitudes (Health & Fitness: Value, Social Continuation, Health & Fitness: Enjoyment, Social Growth, and Cathartic) and the subdomain in the seventh place (Ascetic) were the same for both boys and girls; the only difference in the ranking was that Vertigo and Aesthetic were ranked 6th and 8th for the boys, but 8th and 6th for the girls. The results indicate that middle school children's attitudes toward PA are relative stable across sixth, seventh, and eighth graders, and that both boys and girls hold the most positive attitudes toward the health/fitness and social values and benefits of PA, which are the most important values and benefits of PA recognized. However, attentions should be led to the differences in attitudes between genders. That is, boys may tend to like physical activities with Vertigo component (mountain bike, skateboard, football, etc.), whereas girls prefer physical activities with Aesthetic component (dance, gymnastics, figure skating, synchronous swimming, etc.). These differences should be taken into account when physical education curriculum and extracurriculum are designed.

Types of Sport Children Participate in: Competitive Sports versus Lifetime Sports

Wenhao Liu, Slippery Rock University

Although *competitive* sports have occupied the physical education classes and after-school organized sports programs, *lifetime* sports are encouraged for school students due to their carryover effect. It is reported that a considerable portion of the nation's secondary school emphasize lifetime sports now (Darst & Pangrazi, 2002), but the condition in after-school sports programs remains unclear. This study was intended to examine types of sport (competitive sports vs. lifetime sports) provided and the number of participants in these sports in after-school organized sports programs. The Self-Administered Physical Activity Checklist (SAPAC) (Sallis et al., 1996) was administered to 187 (86 boys, 101 girls) middle school students, and the participants were asked to report physical activities in which they participated on previous afternoon, and also specify any organized sport(s) in which they got involved. For the participants who would report no participation in any organized sports, four reasons were provided further: no participation in organized sports was because (a) my skill level is not high enough, (b) I have problems with transportation, fee, or equipment, (c) my favorite sport is not available, and (d) I have no time. The results indicated that 32 boys participated in seven organized *competitive* sports (gymnastics, basketball, baseball, football, soccer, hockey, and wrestling) but there was no a single boy participating in organized *lifetime* sports, and that 49 girls participated in eight organized competitive sports (gymnastics, basketball, softball, soccer, lacrosse, and volleyball) but only 14 participated in two organized lifetime sports (dance and swimming). In addition, when the mean scores of time (minutes) and energy expenditure (METs) spent in competitive sports and lifetime sports were compared for the entire sample, including those who did not participate in organized sports, it was found that both boys and girls spent much larger number of minutes and METs in competitive sports than in lifetime sports: (a) minutes for boys – M : 65.38 for competitive sports vs. 27.42 for lifetime sports, $t = 4.63$, $p < .001$; (b) METs for boys – M : 6.46 vs. 2.96, $t = 4.11$ $p < .001$; (c) minutes for girls – M : 77.52 vs. 23.03, $t = 6.01$, $p < .001$; and (d) METs for girls – M : 7.96 vs. 2.31, $t = 5.80$, $p < .001$. The findings indicate a continuously dominant position of competitive sports in students' after-school PA, and much more participation in organized *competitive* sports than organized *lifetime* sports contributed to this situation. After examining the self-reported reasons for those who did not participate in organized sports, 19 boys and 11 girls indicated that their favorite sports were lifetime sports (tennis, racquetball, rollerblade, weight lifting, swimming, martial arts, mountain bike, and aerobic boxing/kicking, etc.) that were not provided via after-school organized sports programs. It is suggested that more organized lifetime sports be provided so school students have more opportunities to participate in lifetime sports after school.

Using Assessment and Technology to Document Teaching Effectiveness

Jacalyn Lund & Rachel Gurvitch, Georgia State University

Assessment is a vital part of the instructional process as it provides an indication of teaching effectiveness. Both teachers and university professors use technology to enhance the learning environment in schools and universities (McKenzie & Croom, 1994). It is important to note that not all assessment and technology facilitates learning. If used properly, both can be effective ways for teachers to reflect on and measure student achievement. Inappropriate use of assessment and technology can actually make them a pointless addition to the lesson or worse, a waste of time. Instructional alignment can circumvent this misuse of potential valuable instructional tools. This session is designed to examine ways to match appropriate assessments and technology with learning outcomes. The first part of the session will focus on selecting assessments that match learning outcomes. Using assessment effectively in a lesson involves a complex series of interrelated decisions involving the teaching context, instructional format, lesson content, and the information that the assessment measures. Whereas this may seem to be a relatively simple feat, there is much misuse of assessment. The second part of this session will explain how to use technology for assessment and lesson reflection. Integration of technology into a lesson can measure public school students' performance and understanding of specific psychomotor skills or game tactics as well as affective domain components. Video editing helps teacher candidates evaluate their teaching performance during formative assessments as well as provide documentation of the achievement of important teaching standards. This session will show how both assessment and technology can be used effectively in physical education lessons.

Ethical Dilemmas: What Should You Do?

*Jacalyn Lund, Georgia State University, Leah Fiorentino, Armstrong Atlantic State University
& Ann Boyce, University of Virginia*

Faculty and administrators in higher education run into many ethical dilemmas over the course of their careers. Having a high ethical standard is laudable, but how does one handle those individuals who set the bar at different levels or those who interpret problems differently than you? Another consideration that further complicates the handling of ethical dilemmas is the fact that some universities have different policies while other institutions have no policies at all. The purpose of this interactive session is to present some of those ethical dilemmas that confront people during their careers and then discuss possible solutions or courses of action with the panel and members of the audience. The presenters will offer several ethical dilemma scenarios for discussion. For example, how does a department head or dean deal with a faculty member who has plagiarized a doctoral student's work? Another ethical dilemma might address the issues surrounding the "borrowing" of a colleagues work without and passing off as their own. After a brief introduction, members of the audience will be invited to share some of their insights related to how they might handle these dilemmas based on their experiences and from their respective institutional perspectives.

Situational Leadership Applied to Kinesiology Programs

Brian Lyons & Steven Frierman, Hofstra University

While there exist many definitions of leadership, most focus on the ability to influence others in facilitating the achievement of personal and organizational goals. Effective leaders must remain mindful of the Program Development Cycle and the Organizational Triad as they exercise their influence. The degree to which a leader can influence others may be called administrative power, and power may be legitimate, referent, positional, informational/technological, coercive or rewarding. Leaders can manifest an Autocratic, Democratic, or an Anarchistic style. Each of these styles has strengths and weaknesses, and effective leaders often transition among the various styles according to exigent situational factors. Paul Hersey has developed a two dimensional model designed to explain effective leadership behavior. He asserts that the interaction between task behavior and relationship behavior ultimately determines appropriate leader action. Leaders may adopt tactics that reflect commanding or telling, guidance or selling, participation, or delegation. The telling tactics reflect an Autocratic Style, the selling and participation tactics reflect a Democratic Style, and the Delegation is more of an Anarchistic approach. Successful leadership, therefore, is not contingent upon leadership style, but rather on the appropriate matching of style with situational factors. Examples from Athletics, Physical Education, and Fitness Management will be provided in a case study format so that those attending the discussion will have the opportunity to see how the model works. Ultimately, the goal of the presentation is to get current and future leaders to grasp the concept that no single style of leadership will be effective all of the time. Often, as individuals rise up and get promoted within an organization, their situations change. People, being creatures of habit, often rely upon leadership strategies, tactics, and skills that proved to be successful in the past. However, if the situational factors have changed, the old practices may be ineffective.

Preparing Undergraduates for Leadership Roles in Meeting the Issues Facing Today's Society

Robert Lyons, Jr., Indhu Gopal, Robert Lindsey, Johnson C. Smith University & E. Newton Jackson Jr., Florida A & M University

This presentation will expound upon the leadership active learning theory practices that are employed in the classroom. The active learning theory and its benefits will be discussed as well as discussing the current state of leadership in physical education. These leadership practices are meant to enhance the leadership abilities, skills and knowledge of undergraduate students in physical education. Moreover, attention will be given to identify the relevant leadership skills of today's physical education leader. The presenters will also highlight their successful and innovative active learning practices in an attempt to reveal how these practices enhance the leadership skills of their students both past and present. Furthermore, the issue of continuous leadership development among physical education majors will be discussed.

Team Handball for Secondary Physical Education Teachers: Computer-based Video Instruction for Rules of the Game

Kemal Makasci Utah Valley State College & Rustu Sahin, Hacettepe University, School of Sport Sciences and Technology, Ankara - Turkey

The purpose of the presentation will be to provide detailed information about the international rules for Team Handball by utilizing computer-based interactive instruction rather than traditional instruction. It is imperative that secondary physical education teachers know and correctly interpret the international game rules for Team Handball in order to provide correct and effective teaching progressions to encourage the developmentally appropriate behaviors within fair-play for fundamental skills and strategies through well-designed drills. The game of Team Handball will be introduced via an interactive computer-based DVD designed to train secondary physical education teachers, coaches, and referees. The instructional DVD strives to increase the knowledge and awareness in the United States of this primarily European sport. The international rules and regulations of Team Handball, including referee signals with corresponding real game examples will be the focus of the presentation. Real game situations accompany instructions and descriptions of specific situations on the court that will give a practical understanding of the rules of the game. Video segments of professional athletes and youth players will be presented at real speed, slow motion, and as still images to help the teacher recognize the rules and distinguish between the correct and incorrect behaviors.

A Model for Expanding Professional Preparation: Community Youth Sport Development

Tom Martinek, Tammy Schilling, Cameron Wright, & Pia Diggs, University of North Carolina at Greensboro

Within the last decade there has been an influx of school and non-school programs that seek to meet the diverse needs of youth. Shifting social conditions, such as economic hardship, the growing gap between rich and poor, disparate funding of public schools, and the growing elitism and privatization of non-school sport programs make it unlikely that the majority nation's youth will receive quality physical activity opportunities. Clearly, both school and non-school physical activity programs are required to address the needs of all youth effectively. Likewise, non-school programs, such as those offered through Boys and Girls Clubs, YWCA's, YMCA's, Municipal Recreation Departments, and others require well-prepared physical activity professionals to provide leadership, innovation and dedication in enhancing the lives of all youth. The need for qualified and dedicated individuals to work in and lead these programs has increased dramatically. A recent national study of programs offered through non-profit agencies suggested that approximately 15,000 new professionals are needed each year to fill community service job vacancies. Consequently, there is a need to expand teacher education programming so that it can also prepare young people to be effective practitioners in various youth serving agencies where sport is taught. The Department of Exercise and Sport Science (ESS) at the University of North Carolina at Greensboro (UNCG) has positioned itself to do this through systematic education and development of service-oriented physical activity professionals. That is, it has expanded its mission in professional teacher education to prepare competent, socially responsible physical activity practitioners for work in other settings outside the gyms of traditional school physical education programs. The purpose of this program will be to describe an expanded model of professional preparation which focuses on the development of the capacity of young people to lead and teach in community youth development programs. The program concentration entitled Community Youth Sport Development offers exercise and sport science students an option to study in a non-licensure program designed to prepare them to teach and work in community-based youth serving agencies. Students gain competencies in teaching, program design, implementation, and evaluation, funds development, community collaboration, volunteer and staff management/supervision, addressing social inequalities, and cross-cultural awareness. This concentration runs parallel to the k-12 licensure program with no requirement for licensure. Specifically, we will offer: a) rationales for expanding professional preparation to a broader context of teaching physical activity, b) a description of UNCG's professional preparation program in Community Youth Sport Development, c) commentaries from UNCG preservice students who are being prepared in community youth sport development, and d) guideposts for those professional educators starting similar programs. A symposium format will be used where each participant will be responsible one of these aspects of the program. Our goal is to both inform and encourage other university professionals to consider similar expansions in their own professional training programs.

Capstone Experiences: Assessment/Evaluation Challenges in Sport Management Internships

Glenn Miller, Baylor University

The internship experience can present sport management students with an opportunity to evolve from learning career-related skills in the classroom to the application of these skills in a management-oriented environment. The challenge for sport management instructors is to determine how to best assess that evolution. Studies support the fact that students who participate in internships, when compared with students who do not participate in internships, exhibit significantly higher grade point averages, are more likely to be employed upon graduation, and describe greater job satisfaction (English & Koeppen, 1993, Gault, Redington, & Schlager, 2000, Knouse, Tanner, & Harris, 1999). Despite the internship being one of the most critical components of professional preparation for Sport Management students, current evaluation criteria and methods are as varied and diverse as the respective programs. Previous North American Society for Sport Management (NASSM) sessions have revealed that major differences exist among the many programs as to what criteria should be included in the evaluation process. Therefore, effective assessment/evaluation of this capstone experience would seem to be of vital importance. The purpose of this interactive session will be to identify and discuss current evaluation criteria and methods utilized by sport management faculty to assess student internship experiences. Discussion will focus on the different assessment techniques as well as address the problems practitioners are facing in accurately assessing student internship performance. Cuneen and Sidwell (1994) recommend: (a) having students keep weekly schedules and logs, (b) midterm and final evaluations, (c) projects and/or portfolios, (d) self-evaluation, (e) on-site visits by faculty, and (f) exit interviews. Cuneen and Sidwell (1994) further state: "The final grade should reflect a mix of subjective and objective evaluations of student learning" (p. 52). Steir (1999) suggests similar methods as well as having students participate in exit interviews. Are these clearly the best and most effective methods of evaluating student internships? Does the site supervisor have a part in the evaluation process and, if so, what are the criteria she/he uses to assess student effectiveness? What are legal considerations for the internship evaluation process? Are expectations of sport management internships equal to or exceeding expectations of the student teaching experience in sport pedagogy (undergraduate)? This session will probe these issues as well as consider differences in expectations for undergraduate vs. graduate internships. As the field of Sport Management continues to gain stature in the academic arena, faculty and program coordinators must determine meaningful assessment criteria which will ensure quality field-based experiences. Sport Management instructors should be working towards agreement, if not consensus, regarding internship evaluation.

Dispositions and the Development of Effective Non-Teaching Physical Education/Kinesiology Majors

Trey Morgan, Wiley Piazza, Thomas Palmer, Northern Kentucky University

Dispositions are the personal attributes that combined with sound knowledge and skills allow a professional to be effective. Dispositions in Higher Education are most often associated with teacher preparation. However, this concept can and should be applied to non-teaching kinesiology and physical education professionals as well. This presentation will focus on three primary areas: A. Defining dispositions, B. Exploring the relevance to non-teaching professionals and C. Application to student and professional development. Dispositions represent the attitudes, values and beliefs (non-cognitive attributes) a professional has regarding themselves, their profession and their clients. The concept of dispositions is based in perceptual psychology. Perceptual psychology functions on the premise that people behave in terms of how the world appears to them. Therefore in order to understand human behavior, it is necessary to understand their perceptions (Wasicsko 2003). Perceptions can be identified, measured and then analyzed. A person's beliefs and attitudes can provide useful and consistent information regarding characteristics of effective and non-effective practicing professionals (Wasicsko 2003). The role of dispositions for the non-teaching/clinical major within "Physical Education/Kinesiology" is evident. Non-teaching majors may include professional roles such as athletic trainer, wellness director, exercise physiologist and cardiac rehabilitation specialist. Each of these shares several basic similarities with teaching professionals; similar didactic and clinical education structure, and they must incorporate their extensive background of knowledge and skills into daily strategies to bring about change (physical, emotional or intellectual) within their clients. Identifying and fostering the dispositions of the non-teaching student has practical implications for developing effective leaders. A concise well defined dispositions construct could be utilized in conjunction with the traditional facets of education (didactic and experiential). Data from a preliminary study investigating the dispositions of practicing Certified Athletic Trainers will be used to provide insight into the similarities of teaching and non-teaching kinesiology professionals.

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The Relative Importance of Fitness and Physical Education Programs in National and International Government, Business, and Educational Sectors

Carla Murgia, Delaware State University

Almost 20 years ago the corporate world of the United States identified a relationship among physical activity, decreased absenteeism, decreased health costs, and overall sense of well-being. As a result independent corporate fitness initiatives began to surface. In some instances fitness trainers were brought on site for the noon hour and/or after-hours activity programs. In other instances, pharmaceutical companies such as Merck, Sharp, and Dohme built Health and Wellness Centers and hired full-time staff to oversee the onsite activities. Indeed, it appeared that corporate America unlocked the mystery of well-being, thus increasing productivity and decreasing health care costs.

There is increasing evidence that the role of fitness and physical activity toward the development of a healthier global society is being recognized, promoted, and supported at the national and international level. It has been documented that the incidence of childhood obesity has reached epidemic proportions in much of the world, particularly the United States. In adults obesity rates and associated morbid diseases have increased by more than 60 percent in the last 10 years. As a result a national multi-level initiative called The Steps to a Healthier US Cooperative Agreement Program (Steps Program), which is coordinated by the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention (CDC), has been instituted. In addition, state legislative bodies have approved pilot programs that mandate required minimum minutes of physical education and/or fitness activity per week.

At the international level two major governing bodies have initiated programs to support physical education delivery and physical activity. In 2003 the United Nations General Assembly designated 2005 as The “International Year of Sport and Physical Education”. It proclaimed that the year should provide a unique opportunity to show the positive values of sport and its vital role in society. The proclamation stated that fundamental values, such as respect for rules, opponents, referee decisions and the environment, have much in common with those embodied in the UN Charter. The proclamation continued that lack of activity leads to illness, such as obesity and cardiovascular disease, causes deficiency in the development of bone and muscular systems, and other debilitating diseases. The UN General Assembly identified physical education, not only as a means to promote and achieve health, but also as: a tool for peace, a channel of communication, a potential for contribution to development. The other international body, the International Olympic Committee’s Sport for All Commission has dedicated its professional meetings to the identification of the need for physical activity and exploration of implementation of the WHO global strategy on diet, physical activity, and health. This commission has addressed issues that focus on maturing, culturally diverse, and special populations; social, cultural, behavioral, and political perspectives; socio-cultural integration and equity; needs of developing countries; government strategies; sport as a civic movement; and the building of strategic coalitions. It is clear that programs in physical education have and will continue to provide a significant influence on policy in business, education, and government.

Profiling Anxiety in Physical Education: a Template for Physical Educators

Alison Murray, University of New Mexico

In this mixed methods case study, three students of a nearby New Mexico school district participated in an exploratory method to ascertain their respective levels of somatic anxiety, cognitive anxiety and self confidence within physical education. With the provision of assent and consent, the middle and high school students visited the university to learn how to fill in, and practice with an adapted version of the CSAI2.2 (Swain & Jones, 1992). Following an instructional and modeling period, each one then led the cohort in answer response as to demonstrate understanding for the researcher. Once comprehension was ascertained, the group then asked any questions regarding how, where and when to fill these out. Each was provided a packet with color-coded inventories which corresponded to the three identified occasions which were:

a) their favorite school class, b) their least favorite, c) physical education or elected physical activity. Parents were also debriefed personally on the process and provided a packet. The students then took the packets to their respective school and were provided a ten day window in which to complete the series. Upon completion, the students returned to university with their results. The researcher debriefed each one and with each student; created an anxiety-performance profile. The students got to see these and ask questions in both a formal and informal setting, again with consent and assent. This research sought to provide physical educators with a simple, yet methodical manner in which to learn how to create an optimal learning environment for the respective student. The reciprocal nature of the approach appears at the case study level, to empower the student due to the value and integral importance of their input and participation, which the author contends, can also assist in creating an optimal level of multidimensional anxiety. Ideally all physical educators ought to invest time and effort to seek how to provide a learning environment compatible for the student. Of equal importance is the regulation developed by the students. This tool is a valuable one that may be used by them in other aspects of their lives.

Should We Be Training for More Than Teaching?

Ruth Ann Nyhus, Central Missouri State University, Julie A. Derry, University of St. Thomas, & D. Allen Phillips, Emeritus - University of Northern Colorado

Most teachers do not take themselves seriously as leaders and most teacher preparation specialists either have not or do not know how to instill the importance of leadership for teachers. At this time teacher preparation does not emphasize leadership! We train to teach! Physical education teacher education programs train to teach, but we do not train students to also be leaders in the school, community and world. Concerted efforts of new practicing physical education teachers are more directed to teaching and coaching and thus they do not understand how to take advantage of leadership opportunities. Yet, University faculty perceives future teachers as leaders. As one student stated, "I want to know how to make one's mark in the school, community and the world". Is this the case, or did the individual not have the tools or skills necessary to be a leader in education? Because our students feel unable to deal with multiple situations in the schools and communities, we need to address leadership within the undergraduate PETE programs. First, second and third year teachers have stated that they do not know how to deal with the following situations in the schools or how to facilitate change. They do not understand how to: 1) start an appropriate curriculum in an established school with "old school" physical education; 2) work with parents whose children are obese; 3) work with children from broken homes; 4) work with children who are depressed; 5) work with the community on children's inactivity; 6) work with the community concerning children's obesity levels; 7) work with diverse populations; 8) work with parental situations concerning their children; 9) bring in and implement new teaching methodologies; and 10) bring in and implement new software (assessment, management, etc.) and computer /internet technology. Students in physical education teacher education programs need to be exposed to having a vision beyond teaching and coaching for their profession. They need exposure to leadership roles and the importance these skills play in becoming an effective teacher. Our pre-service teachers need skills, tools and hands on application to "see" the big picture. With proper guidance and instruction they will learn "how" to make one's mark in the school, community and the world. Whether it be in physical education teacher preparation classes, major's clubs, or all major's meetings, it behooves teacher preparation specialists to provide experiences and activities for students that will develop skills and practice situations to be good and effective leaders. Activities should include: 1) Panel Discussion with "New Leaders in Physical Education"; 2) Attend a workshop on leadership skill development; 3) Interview Parents to see how they would want a physical educator to handle issues; 4) Interview high schools with an anonymous survey about how they would like teachers to handle sensitive issues with students; 5) Respond to scenarios through Blackboard™ discussion groups; 6) Address Professionalism (Manners – Etiquette, Dress, Interviewing every single day, Networking, Classroom Presentation, Work with Career Services) 7) Provide Service Learning Opportunities (Creating Opportunities – through the Major's Club for Leadership, Tennis Shoe Collection-Learning to organize and follow through, Collection for Katrina) 8) Bring in speakers – who are recognized for their excellence in leadership; 9) Role Play situations; 10) Offer Current Issues sections; 11) Offer community service opportunities; 12) Offer family events or parent fair to enhance physical activity within the community; 13) Expand the curriculum to involve nutrition counseling, fitness counseling and application of behavior change; 14) Create a brochure on Health Related Fitness to help facilitate knowledge for parents and guardians; 15) Work hands on with community partnerships with schools; and 16) Offer current events and critical events workshops. The real challenge is for faculty to study and research leadership to find ways to prepare future physical education teachers to be leaders.

Leadership and Cultural Diversity in Kinesiology and Physical Education: Why the Need for Concern?

Camille O'Bryant, Cal Poly State University

As mentioned in the call for proposals, the theme for the 2007 NAKPEHE conference is: Leadership for the Future in Higher Education: Scholarship, Administration, Policy, Preparation for the Professions, and Meeting Society's Needs. The objectives of this presentation are to: provide an overview of the current state of social and cultural diversity among faculty and administrators in physical education and Kinesiology departments in the United States, to discuss implications of the lack of social and cultural diversity among leaders in physical education and kinesiology departments, and to identify specific strategies for increasing social and cultural diversity in physical education and Kinesiology departments in the United States. As many of us already know, the social and cultural diversity of the United States is increasing due to immigration patterns. It is imperative that contemporary leaders - faculty, staff, and administrators - in physical education and Kinesiology departments consistently examine their own attitudes about the importance of social and cultural diversity as well as work with their peers to identify appropriate and realistic strategies for attracting more people from socially and culturally diverse groups to consider careers in physical education and Kinesiology.

Using a Web-Based Approach to Teaching Functional Kinesiology

Robert Pankey, Don Rainey, Renee Rainey, Texas State University, & Jim Woosley, Texas A&M University

In this presentation we will discuss the advantages, barriers, software, hardware and strategies utilized in developing and offering a web-based class in Structural Kinesiology. During the past decade, there has been a tremendous growth in the area of technology associated with the fields of Kinesiology, Biomechanics, Exercise Physiology and Health. One needs to look no farther than the televised Olympics to see that sophisticated analysis of movement and acquisition of technology have played a significant role in helping viewers understand how movement is developed and learned. Our Department of Health, Physical Education and Recreation at Texas State University has seen a significant increase in the number of majors entering this field in the past decade. The increases in students taking classes in HPER, both traditional and non-traditional, coupled with the need to provide more technological resources for our majors has encouraged the faculty to offer Functional Kinesiology in a different format. It was also imperative that our University was able to support our efforts in the area of technology-based learning. In the Spring and Fall of 2006, we provided our first web-based class in Kinesiology. Students were required to 1) attend daily lectures over the internet, 2) do the majority of their assignments and laboratory experiences on the computer by viewing lectures, downloading labs and 3) performing experiments and inputting data into our web sites from the Biomechanics Laboratory and other designated laboratory sites. Other than taking tests and viewing lectures on our Kinesiology web site, students in class were required to perform lab assignments, capture digital images and movies, make evaluations, and input their findings on the web. Word processing and Statistical manipulations were required to calculate data and provide reports on the experiments being performed. Most importantly, the students in this class were able to better acquire similar learning experiences that were provided in the traditional "supervised" lab environment. The professor's primary role in using web-based learning for teaching functional kinesiology was to create an environment suitable for learning. The professor allowed for interaction with students not only in a laboratory setting, but also through internet communications with site-based video streaming, chat rooms and email. This web-based approach can benefit a large class, but also small groups of students working together on laboratory assignments. The interactive learning process may also be useful for women and minority students who feel behind in their computer skills and collaborative learning experiences. The web-based course in Kinesiology for small-group interactions combined with computers for analyzing skills, movement and physical experiments have been shown to be most effective in increasing interest and knowledge in our field.

A Comprehensive Approach to Technology: Enhancing our Profession, Now and in the Future

Don Rainey, Robert Pankey, & Renee Rainey, Texas State University

Texas State University has over the past two years been involved in a comprehensive program that exposes our University and community to advanced exercise technology equipment through a collaborative effort with Polar USA. This presentation will emphasize how the integration of technologies can provide numerous opportunities for preparing students for their professions as well as enhancing faculty and student scholarly endeavors. Additionally, we will suggest protocols that might be used administratively that could be used to initiate and implement these programs. In the summer of 2005, the Department of Health, Physical Education and Recreation (HPER) at Texas State University-San Marcos (TXSTATE) joined forces with Polar to furnish their Physical Fitness and Wellness (PFW) classes with heart rate monitors so students will be able to track and evaluate their fitness levels more accurately. Since that time the program has been expanded to include a much larger population including both University and community opportunities. Some areas that have benefited are pedagogy, general studies fitness programs, exercise physiology curriculum, community fitness interventions, and athletic programs. Teacher preparation programs are now training our students how to use a variety of technology, which includes heart rate monitors, hand-held computers, and software, which allow them to generate reports. All of these skills are intended to provide students with the knowledge and experiences to maximize their student teaching. TXSTATE will provide access to these technologies to increase the collaborative efforts between the University and the public schools. Our graduate teaching assistants are currently using all of this technology while teaching our university activity classes. Their expertise is being called upon to provide teacher in-services that are designed to train public school teachers. Through these collaborative efforts, both graduate students and faculty are generating scholarly opportunities to collect data that will enhance the profession. We furnished our university PFW (activity) classes with programmable heart rate monitors enabling our students to track their intensity levels during all forms of physical activity. It is worth noting that these efforts have provided some significant diagnostic information to identify students who may be at risk. This new technology has proven beneficial in helping to provide new direction in our exercise physiology curriculum. Currently we are revising the curriculum to have a better and more frequent utilization of technology to improve student education. The community is realizing the many benefits of this technology as well. Through our HPER department we are currently engaged in a program that is evaluating Hispanic women and exercise retention. Additionally, we have annual summer youth fitness camps, which allow for the tracking of children's fitness and intensity levels. Lastly, the comprehensive use of this technology has expanded to include many of our varsity athletic programs in an effort to improve their fitness and performance. The success of the program is in part due to numerous promotional endeavors, letters of recommendations, individual testimonials that speak to the significance of technology, and creative funding endeavors. All of which has allowed the university and the administration to embrace this endeavor.

Factors Influencing Academic Achievement of Transfer Student Athletes at NCAA Division II Institutions

Mike Reynolds, Ouachita Baptist University

As a faculty advisor for many transfer student athletes majoring in Kinesiology and Leisure Studies, it appeared to me that a significant number of these individuals were experiencing “significant” academic difficulties at our university. These academic struggles seemed to precipitate a downward spiral of (1) low grades (2) loss of athletic eligibility (and athletic aid) but most significant (3) dropping out of our institution without graduating. In visiting with colleagues at other NCAA Division II institutions, they shared similar experiences in dealing with transfer student athletes. This study was designed in two parts: (1) to discover the graduation rates of transfer student athletes at National Collegiate Athletic Association Division II institutions in Arkansas and (2) to determine which cognitive and noncognitive variables might predict academic achievement for transfer student athletes. Academic Achievement can be defined in a variety of ways (i.e. grade point average, hours passed, and persistence). For the purposes of this study the term refers to achieving a first semester grade point average of 2.00 and passing 12 semester hours. If a transfer student athlete maintains academic achievement, they would remain athletically eligible and would “eventually” graduate. The graduation rates were determined and analyzed by ethnicity, gender, and sports teams. Cognitive and noncognitive data were collected from a sample of 57 transfer student athletes. The information collected from the study group was analyzed using multiple regression and logistic regression techniques. There were five major findings of this study. First, transfer athletes at the NCAA Division II institutions graduate at a rate significantly below NCAA Division I transfer and freshmen athletes and NCAA Division II freshmen athletes. Second, graduation rates differ significantly by gender and ethnicity. These differences were consistent with the literature reviewed. Third, the number of transfer student athletes is increasing. Over the period of the study, the enrollment of transfer student athletes increased by 37%. Fourth, the noncognitive variable “coping with bureaucracy, discrimination, and prejudice” showed a statistically significant relationship with grade point average. This finding documents the value of orientation programs for transfer student athletes. Fifth, transfer student athletes’ first semester grade point averages and hours passed declined significantly when compared to their transfer grade point averages and transfer hours passed. This “transfer shock” experienced by transfer student athletes is consistent with the literature reviewed for the study. Results of study will be useful to Kinesiology and Leisure Studies instructors who advise transfer student athletes. The presentation will provide useful information related to “what works” guidance in the achievement of academic success.

Using the Climbing Wall to Break Down Barriers

Mike Reynolds, Ouachita Baptist University

As educators in the fields of kinesiology, physical education, recreation, and/or leisure studies, we realize the importance of experiential education and service learning opportunities for our students. We are constantly searching for activities that actively engage students in an authentic experience that will have benefits and consequences (i.e. experiential education). We are also seeking activities that promote civic responsibility, encourage lifelong civic engagement, and strengthen community (i.e. service learning). Individuals working with the disabled are seeking activities that empower, enrich, enable, and enhance the quality of life of persons with a disability (PWD). They are also looking for activities that promote outreach, integration, and inclusion in a “community” for PWD. The purposes of this presentation will be to document how the climbing wall was used to (1) “break down” barriers between persons with a disability (PWD) and students majoring in kinesiology and leisure studies (2) present experiential education and service learning opportunities for university students (3) empower, enrich, enable, and enhance the quality of life for persons with a disability (PWD) (4) create a WIN/WIN situation for educators and individuals working with PWD. Students enrolled in Adapted Physical Education Methods class conducted climbing wall activities for persons with a disability (PWD) from the Arkadelphia Human Development Center (AHDC). These activities consisted of six, one hour sessions over a period of four weeks. Students assisted the PWD with fitting and buckling the harness, spotting, belaying, and in the selection of a climbing route. The intent of the above mentioned activities were to “break down” barriers between PWD and students in class. The climbing wall experience can be defined as a experiential education activity. Students were “actively engaged n an authentic experience that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking (Kraft & Sakofs, 1988). The wall climbing activity can also be classified as a method of service-learning. This experience integrated meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen community (National Commission on Service-Learning, 2006). The results of the climbing wall experiences were documented through video recordings, student reflection journals, and PWD responses. The recordings, reflections and responses will be included in the NAKPEHE Conference presentation.

The Teacher Academy: An Embedded Professional Development Model for In-service Physical Education Teachers

Carol Ryan & Mary Kirk, Northern Kentucky University

The purpose of this presentation will be to share the specifics of the professional development, Teacher Academy Model, which was implemented during 2005 for physical education teachers in Kentucky by the physical education teacher education faculty at Northern Kentucky University. Based on the premise that “one-shot” professional development workshops are not effective in changing teacher behavior, the “teacher academy model” involved motivational incentives, teacher accountability, and both “embedded” and “continuous support” professional development for the participants. The NKU Professional Development Teacher Academy consisted of a one week summer workshop in which participants received a stipend, a variety of resources, content, and teaching strategies to integrate fitness education into their physical education program. Participants were required to integrate content, resource materials, and instructional strategies, which were the focus of the workshop, into the standards-based unit plans, which they began to develop during the workshop, and to teach the unit plan to their classes during the school year. Following the workshop, participants continued to communicate with, and receive feedback on their unit plans from the workshop instructors via email. In the end of February, participating teachers were, required to attend a week-end follow-up session, in which they learned to edit, prepare, and present a digital video of the implementation of their unit plan. Student reflected on, and shared what they learned and implemented with their classes with other participants. Based on the success of the teacher culminating presentations, and the enthusiasm of the participants, this model holds much promise for insuring that teachers utilize and implement content and strategies learned in professional development workshops, to impact student learning.

A Multidisciplinary Approach to Implementing Physical Activity Guidelines

Amy Sidwell & Julie Jahn, West Virginia University

Physical activity guidelines have been established in order to give practitioners guidance on helping their constituents adopt healthy lifestyle behaviors. A plethora of guidelines exist which provide exercise recommendations for a variety of populations. Typically those guidelines have come from sources such as The American College of Sports Medicine, The President's Council on Physical Fitness and Sports, the Centers for Disease Control and Prevention, and most recently from the American Heart Association. According to the American Heart Association, "Colleges and universities should provide professional preparation programs that produce teachers who are highly qualified to deliver evidence-based PE and health education programs (Pate, Davis, Robinson, Stone, McKenzie, & Young, 2006)." The purpose of this presentation will be to: (a) describe the commonalities of these physical activity guidelines (b) discuss the preparation of physical educators for implementing physical activity guidelines, and (c) discuss how teachers can be instructed to work with non-traditional partners to meet the needs of their shared communities. Two case studies will be presented, which show the successful collaboration between multidisciplinary teams to help achieve physical activity guidelines. A school-based case study focusing on Grundy Center, Iowa will highlight how physical educators in one small town served as the facilitators for a comprehensive community effort to promote health-related fitness. A second case study which focuses on a community-based physical activity program in Morgantown, West Virginia will demonstrate how physical educators can work with non-traditional partners in their communities, such as physicians, the media, health departments, business, and industry.

Leading with Emotion: Applying the Theory of Emotional Intelligence to Benefit the KPEHE Professional.

Jennifer VanSickle & Lisa L. Hicks, University of Indianapolis

Quality leadership is key in running a successful Kinesiology, Health, or Physical Education (KHPE) Department department. With the plethora of leadership styles and theories that exist, how does a professional in these areas know which strategies will help him/her be more effective? The session will introduce participants to the theory of emotional intelligence, which has demonstrated benefits to leaders in the business world, and will discuss ways KHPE professionals might use Emotional Intelligence to enhance their ability to lead others. In his book *Leadership for the Twenty-First Century* (1991), Rost articulates a definition of leadership that states that leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. In order to influence and affect change, leaders must be able to create and enhance individual and group relationships. Relationships are characterized by emotion. The effective leader is one who can accurately assess and manage the emotions inherent in relationships. This ability to assess and manage one's own emotions and the emotions of others is the essence of Emotional Intelligence. Although it was not intended as a leadership theory, research has demonstrated the benefit of Emotional Intelligence to leaders in a wide variety of industries, including education. A Hay McBer (2000) study of the heads of forty-two schools in the United Kingdom discovered that when the leader of the school was flexible in leadership style and demonstrated a variety of emotional intelligence competencies, the teachers' attitudes were more positive and the students' grades higher. However, when the leader relied on fewer Emotional Intelligence competencies, teachers tended to be demoralized and students underperformed academically. Competency research in over 200 companies and organizations worldwide suggests that about one-third of this difference in leadership competency is due to technical skill and cognitive ability while two-thirds of the difference is due to emotional competence (Goleman, 1998). The search firm Egon Zehnder International analyzed 515 senior executives and discovered that those who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in either relevant previous experience or IQ (Cherniss, 2003). If Emotional Intelligence shows benefit for executives and companies worldwide, how might knowledge of this theory benefit professionals in Kinesiology and Physical Education? The purpose of this session is to offer participants a chance to discover what research says about emotional intelligence and leadership, to determine their own personal level of emotional intelligence, and to uncover practical methods for applying the theory of emotional intelligence to their current situation.

School Counselors as Advocates for Students with Disabilities: Implications for Fostering Successful Inclusion in General Physical Education

Daniel Webb, North Carolina A & T State University, & Tammy T. Webb, Professional Counselor

Over the past decade, within the United States (U.S.) public schools there has been a significant increase in the number of students with disabilities who have been included in general education contexts (Parrish, 1999). In particular, more so than any other curricular, the general physical education (GPE) has served as the context whereas a majority of students with disabilities have been included. However, within the GPE context, there exist limited qualified personnel, support staff, and resources to support GPE teachers as a means to foster the successful inclusion of students with disabilities. Thus, in addition to providing a safe instructional context, GPE teachers have been required to take on multiple responsibilities (e.g., solicit parental support, serve on IEP teams, make referrals) beyond teaching as a means to ensure quality program services. Similarly, school counselors have been required to take on multiple responsibilities (e.g., consultation, therapeutic counseling, write referrals) due in part to the increased inclusion of students with disabilities in U.S. public schools (Baker, 2000). Albeit different contexts, essentially, GPE teachers and school counselors have taken on the additional responsibility of advocacy for students with disabilities. In that light, the purpose of this presentation is to share empirical-based best practices pertaining to how GPE teachers can utilize the services of school counselors as a means to increase advocacy to foster the successful inclusion of students with disabilities. Moreover, audience participation will be solicited to identify practical school-based best practices that are currently used by GPE teachers to foster the successful inclusion of students with disabilities in GPE contexts.

Promoting Students in Leadership Through Service-Related Activities

Carol Wood, Salisbury University

Core values and institutional mission statements value civic and personal engagement. Instilling the value of life-long learning and civic engagement is an expected outcome that many liberal arts institutions hope to foster during a student's matriculation through university life. In professional schools, dispositions for future physical education professionals are outlined by professional education units, conceptual frameworks and accrediting bodies. Although, professional dispositions often align with professional codes of ethics, dispositions desired for future physical educators often value that students become engaged in life-long service-related activities. The purpose of this presentation will be to share how physical education undergraduate majors clubs can be used as a conduit to promote leadership opportunities. Strategies will be provided about how undergraduates are recruited to perform a variety of service activities. Topics of discussion will include how majors are engaged in activities that range from assisting, planning and implementing community and on-campus sponsored events.

Accreditation in Kinesiology in Higher Education: Resistance is Futile

Alison Wrynn, T. Michelle Magyar, CSU-Long Beach, Shane Frehlich, Shane Stecyk, Doug McLaughlin, CSU-Northridge, & Greg Letter, Adelphi University

Higher education in the 21st century faces numerous pressures; political, social, and economic to name but a few. What is rarely questioned, however, is the need for advanced degrees in the modern world. But who will provide these degrees and how will they be evaluated? It seems as if accreditation, accountability, and assessment are the “triple crown” of higher education today. In order to meet the standards of accreditation set for our institution, or individual programs, we must be held accountable—to establish our accountability, we must assess what we are doing. Departments of Kinesiology are also facing these pressures. We are accountable to our universities by standard measures of assessment so that the university can meet its broader assessment and accreditation standards. Kinesiology, however, also faces pressures within the Department to meet accreditation standards set by a variety of subdisciplinary groups within the larger field of Kinesiology. The accreditation of Physical Education Teacher Education (PETE) programs has been with us for decades through the NCATE process. Athletic Training has had a certification/accreditation process in place for more than 30 years, although it is now in a state of flux as the accreditation has moved to a new group and there will be a demand for degrees in Athletic Training independent from Kinesiology. Increasingly other subdisciplines within Kinesiology are facing the pressure to become accredited. Sport Psychology has been struggling with accreditation for more than 2 decades. Sport Management is examining a move from approval of programs to accreditation. Recently, exercise science and exercise physiology have joined the accreditation discussion via a decision to include these subdisciplines under the CAAHEP accreditation list. Colleges and universities support the accreditation process in Kinesiology for a variety of reasons. For example, they might feel that it brings greater accountability and prestige to the program and the university. In some universities the accreditation report of an individual program is accepted in lieu of the university-required program review report. This presentation will examine why professionals in the broader field of Kinesiology should be concerned about this zealous push towards accreditation. Contemporary concerns with the accreditation process will be presented and analyzed by providing a perspective that cuts across all of the subdisciplines of Kinesiology.

Administrative Session Abstracts

The Oxford University Roundtable: An incredible Academic Experience!

Charles W. Ash, Kennesaw State University

An invitation to attend the Oxford University Roundtable provides the opportunity to interact with colleagues in higher education from around the world on a specific topic of interest. I was very fortunate to be invited and attend the week-long session held at Lincoln College at Oxford University in Oxford, England in April, 2006 on the topic of “Nutrition and Health”.

This presentation will include the background on the formation and mission of the Oxford University Roundtable; the format of the “Nutrition and Health” sessions; the diversity of attendee’s; and an academic reflection on the incredible aura of living, learning and exploring the Oxford University campus and city.

Developing a Culture of Quality Improvement: The Year of the Department

Jeff Briggs & Glen McNeil, Fort Hays State University

The Year of the Department (YOTD) is an ongoing strategic initiative for orchestrating change and aligning people, systems and culture at the basic unit level at Fort Hays State University. A primary focus of the YOTD initiative is to develop a “culture of quality improvement” and an understanding of the institutionalized Academic Quality Improvement Program (AQIP) by helping faculty understand “educational quality processes” at the departmental level, how these quality processes are parts of what they do, and how these processes are an essential part of academic citizenship and institutional quality management.

Specific goals and objectives of the YOTD initiative include:

- To make quality improvement activities relevant to the individual faculty member
- To demonstrate to faculty “how to do quality improvement” on processes that are pertinent to them and their departments
- Breaking down walls/silos, working across support units, extending feedback from quality processes to all stakeholders and campus academic support units
- To facilitate departmental familiarization and understanding of educational quality processes, to improve the ability of departments to participate as members of the state and institutional performance loop, and ultimately to encourage departments to work as collectivities/teams

In addition, the focus is on improving the quality of the processes faculty use to design, implement and assess curricula which will eventually educate students and facilitate the role of faculty leadership in institutional change efforts, e.g. internationalization of the campus and the curriculum, educating citizens for democracy (ADP), mobile computing, undergraduate research, reinvention of course development processes, enhancing access and retention of minority students, marketing academic and co-curricular excellence, participation in global educational partnerships and similar opportunities aimed at institutional transformation.

The purpose of this program is to share a method for working toward the development of a “culture of quality improvement” that extends across departments and aligns with departmental, institutional, and state goals and objectives.

Leadership: Holding Steady with the Power of Silence and Making Words Count

Melinda Campbell, Meredith College

What does it take to listen? To hold steady? To make your words count? This program session will focus on exploration on these powerful aspects that are central part of leadership. Silence, as one of life's great teachers, "reveals what we have not yet become and teaches the public self in us what to speak." (Chittister, 2001). Without silence, it is difficult to know what is really going on- even in ourselves and especially in the world of noise that consumes our daily grind. The development of this quality arises from powerful mixes of awareness, humility, and courage that over time deepen into wisdom. Conversations about leadership as an activity and not a product are emphasized. Ways to enhance our capacity to assist others in making progress on behalf of our organization are a central theme of this presentation and one of our ultimate goals as kinesiology leaders. This grist for the mill (give-and-take) session presents a model for understanding and an opportunity for reconsidering the scope of our personal contributions in leadership settings as well as the significance of our presence and absence in fostering progress in the ranks.

This session involves key points on listening, discovering your own power, finding authenticity and integrity, inspiring commonality among diversity, modeling behaviors for others, and revealing specific case examples where listening really works.

Join in an interesting thought provoking session on exploring the power of presence and the inspiration it evokes.

Philosophy in Action: Preparing Leaders for the Future

John Charles & Kelly Charles, the College of William and Mary

The premise of the conference is that we should be preparing leadership for the future in higher education. The challenge is to find ways to promote leadership by engaging our students in the kind of systematic reflection and critical thinking that will lead to appropriate and effective action. The role of philosophy in this process is of paramount importance. The first part of this presentation introduces a curriculum model that locates philosophy centrally in our emerging field. The ensuing discussion is much less focused on the formal content of philosophy than upon the process of philosophical decision-making. Rather than talking about philosophy, the focus of this presentation is how to do philosophy by actively engaging in critical thinking. Techniques that have been found to be useful in the philosophy classroom are analyzed and ways to use these approaches within and beyond the traditional parameters of the study of philosophy are synthesized. The presentation is designed to be helpful for teachers from all sub-disciplines in our field who would like to promote critical thinking and leadership skills in their students.

Encouraging Faculty Scholarship in HPER: The Futuristic Role of the Department Chair at the
Comprehensive University

Gib Darden, Coastal Carolina University

The expectations of scholarship, research, and publication are no longer limited to faculty at Research I universities. Faculty members at regional, comprehensive universities are increasingly expected to maintain a scholarly agenda. Since many faculty choose to teach at a comprehensive university to avoid the “publish or perish” requirements of the larger universities, a large responsibility of the department chair is to not only prepare faculty meet these new expectations, but to align their efforts with current and future trends in the ever-widening area of “scholarship”. This presentation will provide a look at the futuristic, but realistic role of the department chair in promoting faculty scholarship within the balanced requirements of the comprehensive university. Specifically, the presenters will provide a chair’s “top 10” for encouraging faculty scholarship in tomorrow’s academic climate.

Through examples, success and failure stories, and literature-based strategies (e.g. Bensimon, et al., 2000; Feingold, 1997), the presenters will highlight the top 10 things chairs can do to promote faculty scholarship. These topics include, but are not limited to: Hiring and recruiting faculty; aligning with department, college and university expectations and evaluation; mentoring plans and strategies; scholarly writing plans and follow-up; collaboration barriers and principles; dissemination trends and strategies; the service-scholarship connection; establishing the scholarly agenda; the scholarship of teaching and learning, and the exploration of scholarly diversity. In the face of changing requirements and possibilities, attendees are encouraged to revisit the traditional role and actions of the department chair in promoting future faculty scholarship.

An underlying and recurring theme of the presentation is that although the expectations of scholarly activity may have increased, so too has the nature, diversity, and types of scholarship in which the faculty may engage. As an extension of Boyer’s *Scholarship Reconsidered* (1990), a variety of recent and futuristic trends has opened the door for increased scholarly production and dissemination within HPER. Futuristic chairs would be wise to recognize that traditional numbers-crunching research may or may not promote sustained scholarship for many faculty members. Resource limitations and the struggle to balance the teaching-service-scholarship trifecta will continue to restrict scholarly production among faculty unless departments and chairs respond with a revised set of strategies. It is hoped these strategies will help current and future chairs stimulate faculty members to prosper in HPER’s ever-changing scholarly environment.

Disability Rights in Higher Education: Application to Kinesiology Program Accreditation Standards, Classroom and Activity Accommodations

Rhonda Folio, J. P. Barfield, Pat Jordan, & Christy Killman, Tennessee Technological University

Section 504 of the Rehabilitation Act of 1973 (504, P.L. 93-112) and the American with Disabilities Act of 1990 (ADA, P.L. 101-336) are statutes intended to prohibit discrimination based on disability status and have direct implications for kinesiology programs. Both 504 and ADA protect students with disabilities from discrimination in the college/university setting. The field of kinesiology has experienced a tremendous growth in accreditation standards for degree programs. A common theme of recent accreditation standards is the identification of pre-requisite skills for student admission and matriculation. Traditionally, programs included academic achievement (i.e., grade point average) to distinguish between students that would and would not be accepted into a degree program. In addition to grade requirements, the practice now includes pre-requisite physical, cognitive, and affective skills for entry into a specialty program (e.g., athletic training, exercise science, teacher preparation). The concern with such requirements lies with the potentially discriminatory practices of eliminating potential students based on varying physical, cognitive, or affective abilities. In essence, programs may establish entrance “characteristics” that eliminate candidates based on atypical cognitive, physical, emotional, or affective functioning. Administrators must now determine how to respond if a student claims a pre-entry or accreditation standard prevents him/her from pursuing a chosen field of study. Athletic training, as a field, has grown tremendously in the past decade in part due to rigorous pre-entry standards. As intended, accreditation and technical standards should preclude individuals without sufficient skills from a profession; however, these standards should not disqualify an individual from pursuing a field of study simply because the presence of a disability. The need for administrators, therefore, is to respond correctly to a student complaint of discrimination by removing, adjusting, or supporting an accreditation standard. The purpose of this presentation is to describe current legislation specific to disability rights in higher education, document reasonable and unreasonable accommodations for students with disabilities, discuss degree program accreditation standards that can potentially discriminate against students with disabilities, and describe types of disability specific accommodations that have worked in practice.

Program Leadership in the (Post) Modern Research University

Don Hellison, University of Illinois at Chicago, & Sy Kleinman, The Ohio State University

Issues of fragmentation are often documented in *The Chronicle of Kinesiology and Physical Education and Higher Education* and *Quest*. Don Hellison, program director of the Urban Youth Leader Project (UYLP) at the University of Illinois at Chicago (UIC) discussed in *The Chronicle* how fragmentation at his university led to the movement of the UYLP to the College of Education. Lessons learned included "not take for granted those professional initiatives that one holds dear" and to watch out for administrators who have different priorities. Hellison's movement of the UYLP achieved mixed results, and as of 2007 the UYLP continues to dodge the program-elimination bullet.

Sy Kleinman developed Somatic Studies at The Ohio State University, and moved the program from a School of HPER to the College of Education. While the reasons for moving differed, the results are somewhat similar: moving from the historical home of "physical education" achieved some goals but made difficult program acceptance. In retrospect Kleinman sees his career as "35 years of swimming upstream, essentially arguing against much of the prevailing thinking and practice dominating physical education." Like Hellison, Somatic Studies continues to dodge the program-elimination bullet.

Hellison and Kleinman will narrate their experiences about the health of their programs in the (post)modern university, and will offer recommendations to other program leaders of how to "swim upstream" and maximize the possibility of successfully building a program that does not seem to fit well in environments that seems to favor empirically based programs.

Leading on Campus Through Faculty and Staff Wellness: Increasing Program Visibility and Meeting Society's Needs

Lisa Hicks & Jennifer VanSickle, University of Indianapolis

Strong leaders include program promotion to increase visibility on their campus. This presentation will describe how one university increased visibility for its Kinesiology program while meeting the needs of society at the same time! This program will describe how the Department of Kinesiology developed a simple, low-cost wellness program that promoted its department, enabled faculty and staff to benefit from wellness activities, provided opportunity for student leadership, and developed a sense of camaraderie through the entire university. Participant response statistics will be presented to demonstrate why this program was such a visible success.

The objective of this session is to describe how professionals in higher education used a wellness program to promote the Kinesiology Department in the university setting. With schools under pressure to decrease costs, the Physical Education/Kinesiology departments are often first thought of for elimination or reduction in force by the administration. Keeping the department in the forefront in the minds of the school, campus and administration is a key aspect to avoiding such situations. Using the University of Indianapolis "R U Indy Fit?" Program as an example, the audience will learn how to promote their program or department through a simple, low cost wellness initiative. This program gained invaluable visibility on campus, provided opportunity for student leadership, and allowed Kinesiology faculty to 'lead by example' in a wellness initiative. The program was extremely successful in the promotion of the Kinesiology Department on campus.

Department Chairs: Promote and Support Health Education as More than an “Insurance Policy” for PETE Majors!

Elizabeth Jones & Lisa Angermeier, Purdue University

The purpose of this presentation is to offer recommendations to Department Chairs and program directors regarding promoting and supporting health education as more than an “insurance policy” for PETE majors. Students who earn credentials to teach physical education and health education need to be prepared to meet the quite different instructional demands of these related subject areas. In academic units whose administration and faculty consist of mainly physical educators and few health educators, not just the students need to rethink the “insurance policy” mindset.

To enhance marketability of physical education teacher education [PETE] majors, programs often encourage pre-service students to gain teaching credentials in an additional content area or areas. Students frequently select health education as the content area for dual licensure, with physical education/health education teacher education [PEHETE] graduates garnering more interviews and offers than do students licensed in physical education alone.

Undergraduates for whom a career teaching physical education ranks as top priority may consider preparation in health education as an “insurance policy” for future employment. That attitude can lead to behaviors such as devoting less energy and effort into the health education courses and experiences than into the PETE courses and experiences. It is critical that undergraduates consider the importance of and demands associated with teaching health as part of the decision to pursue PEHETE rather than PETE, and to be held to the same standards of performance and accountability in both areas.

Recommendations will be offered for department chairs and physical education and health education faculty members. Topics to consider include resources, marketing, administration and faculty in PE and in HE keeping abreast of changes in their respective disciplines in the unit, scope and sequence of courses, meeting state and national standards, and adequate practicum opportunities in both content areas. The recommendations call for health educators to advocate for health as a partner in the PEHETE curriculum—and for physical educators to be open to rethinking the curriculum. The goal is for PEHETE graduates to be highly qualified and prepared for success in teaching both content areas. One recommendation will center on development of a “faculty PEHETE community of practice” to genuinely interconnect the two program areas.

Kinesiology and Physical Education Departments in University Tables of Organization

John Massengale, University of Nevada-Las Vegas, & Steve Estes, East Carolina University

Anecdotal evidence indicates that kinesiology and physical education departments do better – or worse – depending on the nature of the school or the college in which those departments are located. Historically and generally speaking, physical education departments were located in colleges of education. But as the discipline of physical education evolved into kinesiology, departments of physical education fragmented into professional, education, and science divisions that grew into their own colleges, were relocated into other colleges, or renamed themselves and changed their missions. Common locations for kinesiology and physical education departments now include Education, Health and Human Performance, Allied Health, and Professional Studies.

This session will discuss the results of a survey of kinesiology and physical education department chairs listing the names of schools and colleges in which their units are housed. The survey will document chairs' perceptions of the relative support they receive from being located in their particular school or college, and preliminary conclusions will be drawn from the observations of the chairs.

Hitting the Ground Running: And Sometimes the Ground is Downhill

Mike W. Metzler, Georgia State University

Faculty may have the "pleasure" of going to work on their first day as an administrator and wrestling with real and knotty issues dealing with personnel, curriculum, budget, legal affairs, and other university operations. Some of these problems have histories peculiar to personnel and universities. Yet there are commonalities that can be discussed, and which can aid other faculty and administrators as they assume new duties.

This presentation will use anecdotes to illustrate the principle that sometimes even the very first day on the job as an administrator brings real and unavoidable challenges. Yet real accomplishments may be achieved and a framework for future administrative productivity can be established with some planning and an anticipation of some of the types of problems new administrators can encounter.

The Neglected Challenge to Academic Administrators: Budgeting for Success

Gordon Schmidt, William Paterson University

The mystique of budgeting is often viewed as an unbearable task to those who are numbers-challenged. Department Chairs are almost always required to manage a budget, sometimes with larger resources, usually with limitations. Gmelch and Miskin (2004) describe the four roles of a chair of a department as Leader, Scholar, Faculty Developer, and Manager. It is in the latter role that most academics feign interest because of the tedium and attention to detail required to balance the books, keep up with current acquisitions and to project future expenditures. Make one mistake, however, and the chair may face an explosive situation.

Leaming (1998) pointed out that 79% of department chairs felt that their roles and responsibilities were expanding in the areas of personnel task management, legal issues, accountability to state, federal and national certification mandates, and budgetary constraints in fiscally challenging times. In the seven habits of successful chairpersons, Leaming points out that transparency is paramount. Chairpersons must be articulate and goal-oriented, knowledgeable about their positions and personnel, agents of change, appreciative of good work, honest, fair and consensus builders. Should a chairperson choose not to divulge budget expenditures or decisions related to finances, the implications could result in a crisis of leadership.

In June 2006, the Governor of New Jersey John Corzine announced a budget decrease from higher education in the amount of \$156 million. Calls from the union, faculty, students, and those with vested interests in tertiary education were countered by those who felt that academic matters were a lower priority than balancing the state budget. Cuts across the board became reality when the new academic year began and fewer resources were available.

Sources of funding traditionally come from university allocations dispersed amongst departments vying for more funds from the general coffers. Other resources available to some departments are laboratory fees, external fees, grants, donations, bequeaths, or beg-borrow (but please don't steal). In the perspective of initiating change, Roberto and Levesque (2005) identify four critical processes that include chartering, learning, mobilizing and realigning. For purposes of the present discussion, the realignment phase constitutes the strategic initiatives that a department may face despite years of financial stability.

This session, presented as a workshop for academic administrators, expands on theoretical budgeting alternatives and leadership initiatives that can be helpful in planning resourcefully with available funds. Participation will be encouraged by those in attendance at the seminar in order to generate ideas from a variety of experienced administrators.

"Where the Rubber Hits the Road": The Challenges of Being a Chair in Academe

William Sparks, Washburn University of Topeka

In the private sector, middle management is the beginning of an upward ascent within the corporate chain. Many times selected young professionals are targeted to fill specific roles during the hiring process. The initial assignments only serve to provide an exposure and integration into the culture of the organization. But in the final analysis these entry level management experiences serve as a platform to develop the competencies that become a part of the process to develop the confidence and competence required of a leader. The most important precursor to success though is a familiarity with the nature of the product of the service. A person must know the product or service being marketed. Therefore these initial exposures serve as stepping stones in developing the confidence and expertise necessary to serve the company at a higher level.

In comparison academe provides a more disjointed approach in developing a leader. Without a management background and only after completing comprehensive examinations and finalizing a written, highly documented dissertation, young scholars begin their entry into the culture of academe. Initial experiences include efforts to successfully maneuver through the shark infested waters of classes, meeting tenure requirements that include presentations, professional service, and the authoring of a plethora of esoteric papers that are authenticated through a critical analysis peer-review process.

The ability to foster development of new knowledges and to probe accepted precedents or beliefs is a part of the orientation into the world of academe. Although important, this process has little to do with the development of leadership skills. As leadership opportunities present themselves, those faculty who are interested, generally aren't prepared to meet the leadership challenges that lie ahead. These new leaders learn generally by accident where each day brings new and unrelated experiences where decisions are made based upon instinct or trial and error. This presentation will examine the unscientific process of developing new leaders in academe through the experiences of being a Chair.

Leading the Department in the 21st Century

Jim Stillwell & Don Maness, Arkansas State University

Today's department chair often times steps into a position not knowing the many roles they will be called upon to assume. These roles include those of being a leader, manager, teacher, scholar, recruiter, and visionary; just to mention a few. A chair's ability to adequately perform each of these roles will be affected by an array of contemporary trends. Among these trends are:

- Public attitude toward higher education
- Micro-management by legislators/central administration
- Shrinking financial support
- The "consumer" approach to higher education
- The changing student
- Shortage of qualified faculty
- Technology

Problem Employees and Their Affect on Leadership for the Future in Higher Education

Bill Stobart, John Oppliger, Pittsburg State University, & Patrick Wempe, Ron Dewlen, Henderson State University

Some departments of kinesiology and physical education in higher education have problem employees among their faculty. The problem may increase in the future due to a possible problem in hiring qualified personnel. A problem employee can cause morale problems, discontent among employees, and a general lack of collegiality in the department.

Problems may occur with a department's instructors and lecturers. Instructors and lecturers are often teaching courses in higher education strictly as a "secondary" phase of their primary job on campus. These employees usually have primary jobs as coaches, intramural directors, sports administration personnel, athletic trainers, etc. Most of these employees know that they must perform their primary job on campus in an exemplary manner but sometimes do not wish to become good classroom instructors. Some just do not put in the effort or have the expertise to teach in a classroom setting in higher education.

A lack of a terminal degree with some instructors and assistant professors may cause problem employees. Employees hired without a doctorate may cause substantial problems in some kinesiology and physical education departments. Many "new hires" are given a limited amount of time to acquire the degree. Many of these employees never go back to finish their doctorate, contributing to administrative problems in the department. For others, sabbaticals and leaves of absences for the return to their educational university for additional doctoral work can cause additional problems for the department in hiring replacements.

Collegiality can be a factor in problem employees. Some employees simply don't get along with other faculty members. This can be caused by philosophical differences, pedagogical differences, or personality differences.

Differences in salaries among personnel can cause problem employees. Salaries may differentiate due to negotiating skills of employees when they are hired, lack of a terminal degree or other qualifications, professional reputations among newly hired personnel, and other factors which make salaries unequal. For older professors, their initial starting salary decades earlier plus their yearly increase in pay may not keep up with the inflation rate of salaries which must be offered to acquire new personnel. It is often difficult to keep salary information from employees due to freedom of information laws and the publishing of public documents. Once employees discover that they are paid less than a colleague, problems occur.

Tenure can cause problem employees. Occasionally, once tenured, an employee may curtail their professional production. Some professors in higher education that receive tenure stop doing research, going to conferences, publishing articles, and resist service opportunities.

On-line courses may cause problem employees. Some employees may express a desire to teach only on-line courses and not want to set foot in a classroom again. Other employees, particularly the older professors, may not have the knowledge or desire to teach an on-line class.

Hiring Problems Affecting Higher Education Leadership in the Future

Bill Stobart, John Oppliger, Pittsburg State University, & Patrick Wempe, Ron Dewlen, Henderson State University

Hiring qualified personnel may become a problem in the future for departments of kinesiology and physical education in higher education. The need to hire professionals in the field of kinesiology and physical education may increase due to (1) the approaching retirement of many people in the field, (2) the desire of many professors to become administrators at the chair, dean, vice-president, and president levels, and (3) professors who leave academia to enter a private sector of the work force. Due to these situations, a greater need for new personnel will develop in the future. Those departments that will experience a need for new personnel may encumber many hiring problems when seeking replacement personnel.

Although hiring problems may be universal, the problems may manifest themselves more with small colleges and universities that usually do not receive a large number of applicants for open positions. Some small universities are currently experiencing a low numbers of applicants in certain specialty areas. They may not get even one qualified applicant. Many universities may be forced in the future to hire generalists instead of specialists. Many searches may result in a failure to find a qualified applicant.

Many candidates for positions in higher education may not have the necessary requirements. Most colleges and universities require a terminal degree for assistant, associate, and full professor positions. Undergraduate students appear to not be seeking advanced degrees at a pace that will allow replacements to be found for professors leaving the field. Doctoral degree granting universities may not be producing enough graduates with a doctoral degree to replace those faculty members who are retiring or simply leaving the field.

A typical search for a candidate for a position in higher education may result in a paltry list of potential candidates. A majority of applicants do not meet the desired qualifications for the positions. Among the few candidates who apply, several probably will not have acquired the desired qualifications including the acquisition of a doctoral degree.

Universities may experience a plethora of various problems with applicants. Many applicants may lack a doctorate degree including many candidates who are “all but dissertation”. Many foreign born applicants may have all the qualifications for the position but may have poor English skills. Some candidates may “inflate” their résumés or vitas. A number of candidates may have degrees from “paper mills”, universities featuring degrees using only on-line courses that may be hard to verify their credibility, and some may have degrees from foreign universities in which it is hard to verify the standards used in their course work.

Several solutions to the hiring problems in higher education may be tried. Some college and universities may have to hire more adjunct professors. Another solution may be to put retiring professors on “phased out” retirement, in which the professor teaches a limited load of classes and has no other duties such as committee work, research, and advising.

Posters Abstracts

Future Directions in On-Campus Collaboration: The Relationship between Professional Preparation in Teacher Education and the Basic Instruction Program

Sean Bulger, Amanda A. Metcalf, Derek J. Mohr, & J. Scott Townsend, West Virginia University

Physical activity instruction and participation programs have served an important purpose on college and university campuses dating back to the late 1800's (NASPE, 1998). Commonly termed Basic Instruction Programs (BIP), college/university physical activity programs are often the most visible component of departments of physical education or kinesiology (Evaul & Hilsendager, 1993). The quality of BIP courses can greatly influence the perceptions of students, faculty members, and administrators across campus. In accordance with the central mission of physical education, BIP courses are designed to encourage student attainment of healthy lifestyles through participation in lifetime sport, dance, and fitness activities (Davis, 1993). Despite the obvious contribution of these courses to the development of a liberally educated person, BIP programs often undergo scrutiny due to budgetary constraints and changing general education requirements (Miller, Dowell & Pender, 1989). Perhaps more significantly, researchers have expressed concern pertaining to the quality of instruction within the BIP (Evaul & Hilsendager, 1993; Housner, 1993; Poole, 1993). If the BIP is to remain a viable academic content area on college/university campuses, the involved faculty and staff must work continuously to address these fundamental instructional concerns, to incorporate innovative curricular approaches, and to model best practice in physical education teaching. One strategy for addressing these procedural concerns involves systematic collaboration among BIP and physical education teacher education (PETE) personnel. For example, several PETE programs have developed innovative approaches for using the BIP to provide pre-service teachers with field placements in the professional preparation curriculum. These mutually beneficial field placements serve the dual purpose of: (a) providing PETE students with quality, authentic practice teaching opportunities on campus and (b) reinvigorating the BIP through the infusion of new curricular approaches, instructional strategies, and increased accountability. The purpose of this presentation will be to describe how two PETE programs have incorporated field placements using the BIP. The presentation will address the following topics: (a) a general overview of the advantages and disadvantages associated with use of the basic instruction program; (b) different models for providing instructional supervision; (c) guidelines for preparing pre-service teachers to deliver a college physical activity course; (d) related administrative concerns such as course selection, facility scheduling, performance assessment; (e) addressing the National Standards for Beginning Physical Education Teachers (NASPE, 1995) within this instructional context; and (f) adhering to the Guidelines for Appropriate.

The Kinematics of Walking Gait of Youth with Down Syndrome.

Lauren K. Cavanaugh, Texas Woman's University, & Roxanne E. Seaman, Acadia University, Nova Scotia

The purpose of this study was to conduct a biomechanical analysis of walking gait in children with Down syndrome by observing their kinematics. Five children with Down syndrome, aged nine to fifteen, who were participants of the Sensory Motor Instructional Leadership Experience (S.M.I.L.E) program held at Acadia University participated in this study. Each participant was instructed to walk at their normal pace from one end of the lab to the other, approximately 360 centimeters. The participants underwent three trials, and data was collected through videotape, which was later digitized for each participant. Variables measured from the videotapes were hip, knee, and ankle angles in one walking phase. From these videos both the sagittal and frontal plane movements were analyzed. Qualitative biomechanical data from the participants were compared to that of typically developing individuals of the same age and similar research previously completed for individuals with Down syndrome. It was found that gait patterns differed among participants depending on their level of progression to a mature adult pattern, and the greatest differences existed in the movements of the ankle. At the ankle, participants either made initial ground contact with their heel or in a flat footed manner. Throughout the trials participants also differed in the amount of lateral rotation at the ankle. This study established a qualitative description of walking gait patterns for children with Down syndrome based on the findings from both typically developing individuals, individuals with Down syndrome, and video analysis of five children with Down syndrome. The variables measured were hip, knee, and ankle angle for both the right and left legs in right foot strike, left toe off, left foot strike, and right toe off.

Comparisons of Preferred Coaching Behaviors in High School Basketball. A Three-Country Study

Michael Crow, North Dakota State University

This study investigated the preferred coaching behaviors of high school basketball players (ages 16 – 19), and high school basketball coaches from the United States of America, Australia and Singapore, and in the following contexts (single gender male player, single gender female player, single gender male coach, single gender female coach – all on a per nation basis). As the objective of the study was to identify favored coaching behaviors that could enhance player performance, the 40-question Leadership Scale for Sport (Chelladurai & Saleh, 1978, 1980) was determined as the best assessment instrument to administer to the study's respondents. (Players n = 409; Coaches n = 132). Although previous studies, which used the Leadership Scale for Sport (Chelladurai & Saleh, 1978, 1980), have reported coaching preference differences between gender there were no prior studies existed that reported a comparative assessment of basketball player / coach coaching preferences, and on a multiple-nation basis. The purpose of the study was to expand the understanding of "accepted wisdoms surrounding the art of basketball coaching" at the high school level in an attempt to bridge communication gaps between players and coaches. Being that as it may, the intention of this research was to attempt to provide basketball educators with a greater awareness of player-preferred coaching practices of a sport characterized by assorted improvisations within a semi-structured and purpose-manipulated coaching environment (Cushion, Armour, & Jones, 2003). A predominance of small statistical differences between the respondents was evident amongst the respondents to the 40 question survey, which seems to suggest many similarities between basketball player and basketball coach behavior preferences. Despite the similarities suggested in the results of the study however, there were data that suggest differences in behavior preferences between players and coaches. Two prominent illustrations identified include, 1) all coaches across all 3 nations seldom allow their players to have input into game strategy, and 2) all respondent players indicated they preferred to be involved in game strategy. American male coaches and Australian female coaches had the statistically greatest preference for utilizing autocratic coaching styles whilst the American, Australian and Singaporean players of both genders indicated they prefer a democratic coaching style. In overall terms the extent of similarity or difference between coaching preferences among high school basketball players and their coaches is unclear and requires further investigation. There is however, one key implication for coach educators as they aim to bridge player/coach exchange-of-ideas gaps. As basketball players want more involvement in game strategy, coach education programs may want to consider methods of teaching its basketball coaches how to strategize in a more player-inclusive way.

Recognizing Muscle Dysmorphia Among Students and Athletes

Jean Kiernan, Georgetown College

Muscle dysmorphia is a disorder in which an individual becomes preoccupied with the notion that he or she is not muscular enough. Individuals with this disorder often become obsessed with working out and lifting weights to increase muscle size or gain a desired shape. This disorder is sometimes referred to as bigorexia or reverse anorexia nervosa and it is a very specific type of body dysmorphic disorder (BDD). The purpose of this study was to determine the prevalence of muscle dysmorphia characteristics among college football players. Specifically, this study investigated the prevalence of muscle dysmorphia characteristics among college football players. A secondary purpose of this study was to examine the relationship between year in school, playing position, supplemental use, and exercise dependence with the definition of muscle dysmorphia as described in this study. The Muscle Dysmorphic Inventory (MDI) was administered to 97 college football players. The survey consisted of 27 questions pertaining to diet, supplement use, physique protection, exercise dependency, size/symmetry, and pharmacology. Demographic information included year in school, position, height, and weight. The results of this study showed that majority of the subjects were at risk for developing muscle dysmorphia (80%). The statistically ($p < .05$) significant variables leading to muscle dysmorphia characteristics were diet, supplement use, and player position. Health educators, administrators, and coaches need to educate themselves regarding the health complications involved with muscle dysmorphia and its prevalence among college athletes. The prevalence of this disorder is increasing and it is crucial for educators, administrators, and coaches to be able to recognize the signs and symptoms of this devastating disorder.

The Efficacy of an Alternate Physical Education Program on Student Fitness

Ellen Rodgers & Brenda Wiggins, George Mason University

The purpose of this study was to assess the efficacy of an alternate elementary physical education program on the physical fitness of fifth grade students. Student fitness was assessed using measures of aerobic capacity (one mile run/walk), muscular strength and endurance (pull-ups, sit-ups), and flexibility (sit and reach). A convenience sample of fifty-eight students comprising one fifth grade physical education class from each of two suburban public elementary schools (taught by the same physical educator) was selected to participate in the study. The two classes were randomly assigned (by flip of the coin) to receive a control or experimental curricular intervention during the assigned physical education class period. All subjects who participated in the study attended a 40-minute physical education class two times a week for a four-month period. The control group participated in a traditional competitive sport-based physical education curriculum, where students engaged in track and field, football, and soccer. In contrast, experimental group members participated in a variety of cooperative recreational games focused on motivation, play, and movement, in preparation for lifelong activity. Both groups were pre- and post-tested using the aforementioned indicators in order to determine the efficacy of these alternate instructional methods. Additionally, participants were asked to discuss their extramural sports involvement, health status, perception of performance outcome, and enjoyment level. Initially, all data were collected and descriptively analyzed. Based on a series of t-Tests, the two groups were found to be comparable on key study variables before the intervention (i.e., using pre-test scores). The difference between an individual's pre and post-test score for each of the four fitness measures was subsequently calculated, and the series of t-Tests was repeated using the difference scores. There were no significant differences between control and experimental groups with regard to the sit and reach test [$t_{56} = .436, p = .6644$], mile run [$t_{52} = 1.02, p = .31$], and chin-up test [$t_{56} = .381, p = .70$] change scores. However, there was a significant difference with regard to the sit-up test [$t_{56} = -2.736, p = .0083$], where experimental group members experienced greater improvement over the study period. These findings confirm that this experimental curriculum resulted in comparable, if not enhanced, fitness performance, while anecdotal evidence suggests additional sociological and psychological benefit. In conclusion, it appears that a cooperative recreational games approach is an efficacious alternative to the traditional competitive sports-based physical education curriculum and a means of promoting physical activity during childhood and throughout the lifespan.

Joanna Davenport Doctoral Student Poster

Differences in Balance While Performing the Sit-To-Stand Between Overweight and Non-Overweight Women.

Vanessa Fiaud & Young-Hoo Kwon, Texas Woman's University

In recent years issues surrounding the consequences of being overweight have repeatedly been in national headlines. Excessive weight is defined as a Body Mass Index (BMI) superior to 25 kg/m^2 and has been identified as a primary risk factor for numerous health problems such as an increased risk of Type 2 diabetes, cardiovascular diseases (Yusuf et al., 2005), hypertension, certain types of cancer (World Health Organization, 2000), and osteoarthritis (Jadelis et al., 2001). Stair climbing and sit-to-stand have been identified as the most mechanically demanding tasks among daily living activities for all individuals (Riley et al., 1991). A person rises from a sitting position often in life: for example, standing up from a chair or a bus seat, getting out of a car, raising one's self from the bathtub or toilet. The inability to successfully perform the sit-to-stand task can lead to severe mobility impairments, including falling, loss of independent living, institutionalization, or even death of the individual from the sequelae of a hip fracture (Janssen et al., 2002). The sit-to-stand is a voluntary induced movement that requires the participant to put the body in a state of disequilibrium to regain balance and stabilize the movement. The biomechanical analysis of fundamental elements for the sit-to-stand task may show different patterns for overweight adults compared to healthy adults. The sit-to-stand movement involves the displacement of the center of mass of the body from a wide and stable base of support to an upright position involving a smaller base of support. The individual has to work against gravity to move the center of mass horizontally, to create disequilibrium, then vertically while maintaining balance to achieve the final stable position (Dubost et al., 2005). In this process, the person has to control the body momentum to successfully perform the movement. The sit-to-stand test is designated as a reliable assessment tool for functional mobility as it is an essential prerequisite to walking (Mazza et al., 2005).

The purpose of the study is to determine the difference in balance while performing the sit-to-stand between overweight and non-overweight women using the Balance Master equipment by Neurocom. Twenty females (age ≥ 18) gave written consent in accordance with the Institutional Review Board at Texas Woman's University. The participants were all free of injury at the time of the study. Anthropometric data including height, weight, circumference of waist and hips were recorded for each participant. The participants were assigned to two groups (overweight or non-overweight) according to their BMI. Three sets of three sit-to-stand trials were performed using the Balance Master[®]. The participant's knee angle between the thigh and the shank was at 90° . The participants were asked to perform the standing task as quickly as possible without losing their balance. The Mean Rising Index, the Mean Center of Gravity Sway Velocity, and the Left/Right Symmetry were identified as dependent variables. A Multivariate ANOVA was performed using SPSS 14.0[®].

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Self-Determination Across the Stages of Change – Insights into the Decisions Older Adults Make about Physical Activity

Janene M. Grodesky, NKU, Melinda Solmon, & Amelia Lee, Louisiana State University

Regular physical activity contributes to a healthier lifestyle and is critical for quality of life in older adults (ACSM, 1998). However, few adults sufficiently engage in it. Understanding why some older adults choose to be active and others do not can provide insight into ways to promote such behavior. A theoretical perspective that captures the motivations toward physical activity is needed for physical activity promotion in older adults. One framework that provides insight into health choices, such as engaging in physical activity, is Self-Determination Theory (SDT) (Deci & Ryan, 1985). Individuals who are self-determined are more likely to engage in a positive behavior such as physical activity. SDT distinguishes between four levels of self-regulation along a continuum: external, introjected, identified, and integrated. As individuals progress through these levels, behavior becomes more self-determined from not engaging (amotivation), to engaging because they have to (external); to engaging because they want to (identified). Because of the complexity of physical activity behavior change, integrating the SDT with a framework that seeks to understand decision-making about health behaviors will capture the motivations behind initiating and maintaining physical activity. The Stages of Change (SOC) (Prochaska et al., 1983) model has recently been integrated with the SDT. The five commonly studied SOC for physical activity is: precontemplation, contemplation, preparation, action, and maintenance (Cardinal, 1997; Marcus et al., 1993). The purpose of this study was to examine how levels of self-determination vary between inactive, initiating activity and active older adults. There were 152 participants between the ages of 60-79 years old (M age = 69.6); 44 men and 108 women, who were recruited from community centers and churches in a southern mid-sized city. They completed the Behavior Regulation Exercise Questionnaire (BREQ; Mullan et al., 1997) to assess levels of self-determination, and the Stages of Exercise Change Questionnaire (SECQS; Reed et al., 1997) to classify their activity levels. An ordinal logistic regression analysis was used to determine if scores on the four regulatory subscales (EXT, INTJ, IDT, INST) would predict level of SOC. The regression revealed that external (EXT) and identified (IDT) regulation were significant predictors for SOC ($p < .047$, and $p < .000$) respectively. EXT had a positive coefficient ($r = .353$) and an odds ratio of 1.42, suggesting that individuals who scored higher in this category were less likely to be in a higher exercise SOC. IDT had a negative coefficient ($r = -.943$) and an odds ratio of 0.39, suggesting that the probability that an individual would be in an earlier SOC was low. The IDT is the most significant in distinguishing inactive from active individuals, and is considered the “threshold of autonomy.” Consistent with theoretical predictions, results showed active individuals were more self-determined than inactive or initiating activity. Results suggested that practitioners trying to encourage older adults to become more active should focus on the values and benefits of physical activity to foster self-determined motivation.

Teaching Self Regulatory Skills for Physical Education. Beyond the Class.

Alison Murray, University of New Mexico

The development of a facilitative self regulatory program to exert influence upon motivation in the UNM Concert Choir through an adventure based learning curriculum. An eight week study was designed to introduce and develop the six dispositions of self regulation in a university level ensemble (Music 560). Fifty undergraduate and graduate male and female students participated in the study which was integrated into their weekly classes. Students were both music majors and non majors. Through a weekly segment with the researcher (25% class time) the class learned about self regulation, the dispositions of self regulated learning, and were provided task challenges in which these dispositions would be deployed in order to find solutions. An adventure based curriculum was adopted. Situational interest was increased through facilitated cooperative activities which challenged choir sections and the group as a whole. Self regulatory dispositions were tapped into to seek potential solutions for these challenges (Wittenburg & McBride, 2004). The six dispositions; planning, knowledge development, metacognition, proactive reflection, social efficacy and self efficacy were visited through challenges set across a curriculum engineered to stretch students physically, emotionally and cognitively. Challenge type activities were set through cooperative challenge and actual music required for class and performance. Dispositions were then tapped into through the catalyst of the music being rehearsed. Personal interest was measured prior to and following the study. The Intrinsic Motivation Inventory Instrument (IMI, Ryan, 1982) was adapted to include questions ascertaining the current level of topic interest in the class in order to measure intrinsic motivation and related items at the onset and then the culmination of this study. The inventory measured interest/enjoyment, perceived competence, effort/importance, pressure/tension, perceived choice, value/usefulness, and relatedness (Ryan, 1982). Students were evaluated on these items on Week 2 and Week 8 of the project. Inferential descriptive statistics illustrate an increase in topic interest, interest/enjoyment (intrinsic motivation), perceived competence and relatedness. Pressure /tension, a negative predictor of intrinsic motivation was observed to decrease. Value/usefulness decreased and relatedness increased.

All items were then statistically analyzed. Intrinsic motivation was observed to increase between measurements. Topic interest was found to improve significantly ($t=-1.7$, $p=.04952$). Interest/Enjoyment significantly increased ($t=-3.6$, $p=0.000522$). A large significance was found in Perceived Competence ($t=-5.8$, $p=1.07604E-06$). Effort/Importance significantly improved between tests ($t=-3.3$, $p=0.00139$). No significant difference was found in the negative indicator Pressure/Tension ($t=1.31$, $p=0.09989$). No significance was found in the item of Perceived choice ($t=0.16$, $p=0.43474$). No significant difference was found in the item of Value/Usefulness ($t=0.69$, $p=0.24628$). Finally no significant findings were observed in Relatedness ($t=-.904$, $p=0.18627$). Preliminary analyses offer physical education curriculum programs the prospect of teaching autonomy building skills to their students in classes and activities in which the student feels comfortable and values the subject matter. In so doing, and in working in tandem across departments, students will develop their self regulation and then be able to commit to physical education, having ascertained the benefits of such participation by themselves. We should not expect that all our students become intrinsically motivated to attend and participate in physical education. However, they can use their own awareness, scaffolded by other teachers in order that an attainable level of motivation be found, be this introjected or integrated as external motivation. There are other ways to approach our challenges. Health and wellness is a lifetime commitment. We should that our school offers support to our vital and unique subject matter.

National Association for Kinesiology and Physical Education in Higher Education - Leaders

National College Physical Education Association for Men (NCPEAM) – Presidents

1897 Edward Hitchcock	1924 J. Herbert Nichols	1951 Thomas McDonough
1898 Jay W. Seaver	1925 William H. Geer	1952 Fred Holter
1899 Dudley Allen Sargent	1926 Dudley B. Reed	1953 Elmer D. Mitchell
1900 William G. Anderson	1927 Allison W. March	1954 William Meredith
1901 R. Tait McKenzie	1928 Jesse Fiering Williams	1955 Seward G. Staley
1902 Paul C. Phillips	1929 Albert J. Prettyman	1956 Ernest Smith
1903 Watson L. Savage	1930 William R. LaPorte	1957 Arthur S. Daniels
1904 R. Tait McKenzie	1931 T. Nelson Metcalf	1958 John H. Shaw
1905 George L. Meylan	1932 Oliver F. Cutts	1959 C.O. Jackson
1906 George L. Meylan	1933 George E. Little	1960 Raymond Snyder
1907 Thomas A. Storey	1934 William L. Hughes	1961 Joy W. Kistler
1908 Thomas A. Storey	1935 Chester L. Brewer	1962 Richard Jamerson
1909 R. Tait McKenzie	1936 E. LeRoy Mercer	1963 Karl W. Bookwalter
1910 Amos Alonzo Stagg	1937 Walter J. Livingston	1964 John E. Nixon
1911 Amos Alonzo Stagg	1938 Harold S. Wood	1965 Arthur Weston
1912 Fred E. Leonard	1939 Lawrence C. Boles	1966 Richard J. Connelly
1913 William A. Lambeth	1940 Harry A. Scott	1967 Louis E. Alley
1914 James A. Naismith	1941 Oliver K. Cornwell	1968 Charles Kovacic
1915 Charles W. Savage	1942 E. Craig Davis	1969 David O. Matthews
1916 Charles V.P. Young	1943 Carl P. Schott	1970 Chalmer G. Hixson
1917 Joseph E. Raycroft	1944 Carl P. Schott	1971 Deane E. Richardson
1918 Joseph E. Raycroft	1945 Delbert Oberteuffer	1972 David C. Bischoff
1919 Edwin Fauver	1946 Allison W. March	1973 Vernon S. Sprague
1920 Edwin Fauver	1947 Carl L. Nordley	1974 Sheldon L. Fordham
1921 Fred W. Luehring	1948 Lloyd Jones	1975 Burris F. Husman
1922 Edgwin Fauver	1949 Louis Keller	1976 Wayne B. Brumbach
1923 James H. McCurdy	1950 Glenn Howard	1977 Fred B. Roby

National Association for Physical Education of College Women (NAPECW) - Presidents

1924-25 Lydia Clark	1943-45 Elizabeth Halsey	1961-63 Wilma Gimmestad
1925-26 Alice Belding	1945-47 Gertrude Manchester	1963-65 Leona Holbrook
1926-27 Mabel Lee	1947-49 Helen Hazelton	1965-67 Celeste Ulrich
1927-29 Mary Gross	1949-51 Irene Clayton	1967-69 Marion R. Broer
1929-32 Gertrude E. Moulton	1951-53 Pauline Hodgson	1969-71 Catherine L. Allen
1932-34 Ruth Elliott	1953-55 Laura Huelster	1971-73 Phebe M. Scott
1934-37 Rosalind E. Cassidy	1955-57 Ruth M. Wilson	1973-75 Ann E. Jewett
1937-41 Dorothy S. Ainsworth	1957-59 Lucille Verhulst	1975-77 Betty Spears
1941-43 Elizabeth Kelly	1959-61 Esther French	1977-78 Marianna Trezell

National Association for Physical Education in Higher Education - Presidents

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1979 Phebe M. Scott

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1991 Marianna Trekell

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1995 Lawrence F. Locke

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2000 Hally B.W. Poindexter

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1993 Linda L. Bain	1999 John M. Dunn	2005 Charles Ash
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Distinguished Scholar

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1995 Charles B. Corbin	2000 Karen P. DePauw	2006 Robert Christina
	2001 Shirl J. Hoffman	2007 John Massengale

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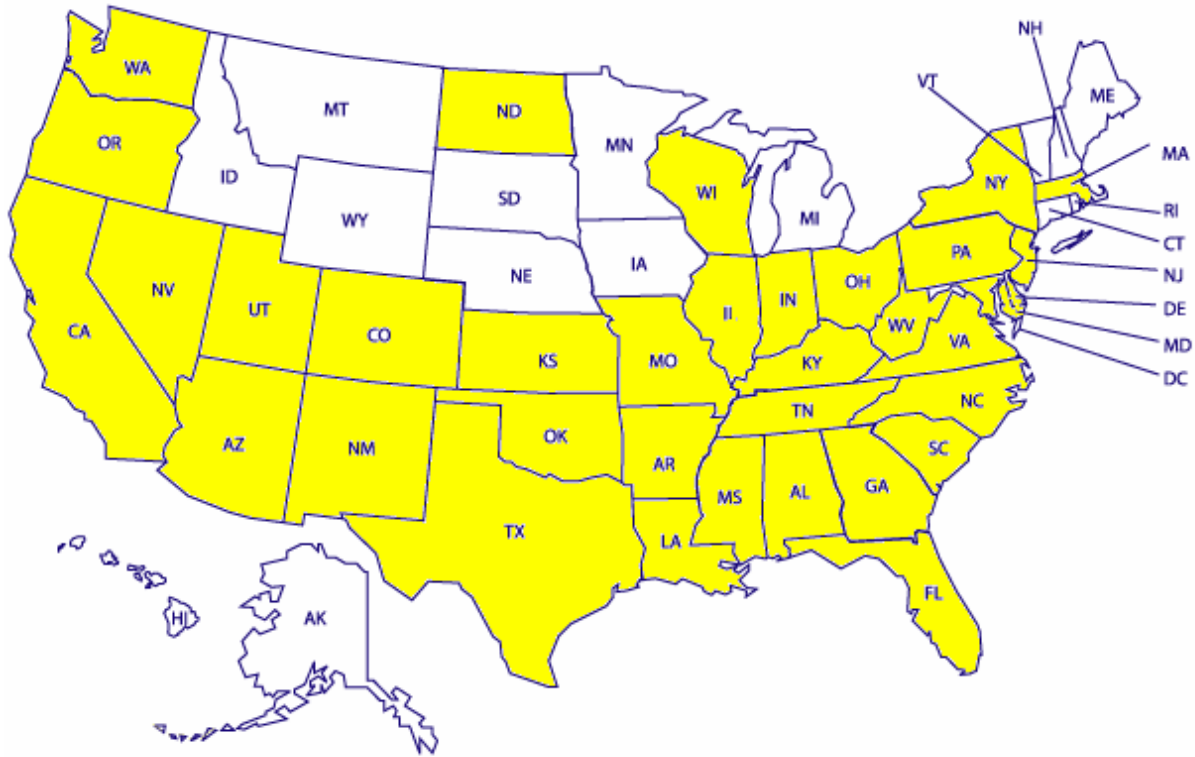
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