

NAKPEHE ANNUAL CONFERENCE

**Good
to
Great**

Success Stories in Kinesiology and Physical Education

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

January 6-10, 2010

Millennium Resort
Scottsdale, Arizona

Greetings



It is my pleasure to welcome you to this wonderful conference site in Scottsdale, Arizona for NAKPEHE's 2010 Annual Conference. The hard work of Vice President Alison Wrynn will be evident to all conference attendees. In concert with Conference Manager, Vanessa Fiaud, Vice President Wrynn has assembled a quality program designed to meet the needs of our vast array of professional identities. I am sure that you will enjoy the excellent program including the Administrative Pre-Conference Sessions coordinated by Shane Frehlich and Greg Letter. The high quality of the selected presentations should prove a valuable experience and contribute to the success of the conference.

The theme of this year's conference, selected by Alison Wrynn in conjunction with the Future Directions Committee, is timely as it focuses on the identification of the strengths of our collective programs. ***"Good to Great*: Success Stories in Kinesiology and Physical Education"*** was selected as the theme to help the association and the related disciplines focus on our collective achievements and celebrate our accomplishments. The intent was to reorient the focus on the positive in contrast to identifying a problem and then seeking solutions. We are glad that you have chosen to take part in this celebration of successful endeavors across our campuses and we hope that you will return next year to share your professional successes.

We are honored to have a keynote panel this year to share their perspectives on the successes we have reached across all of the disciplines. Their interactions should provide the impetus for a celebration of the successes we have seen in the field of kinesiology and physical education in the higher education setting. Dr. Don Hellison, Dr. Daniel Gould and Dr. Karen DePauw will speak with us on Friday morning in this capacity. Dr. Don Hellison is a professor at the University of Illinois at Chicago, Dr. Daniel Gould is a professor of Applied Sport Psychology at Michigan State University, and Dr. Karen DePauw is the Vice President and Dean for Graduate Education at Virginia Tech. We hope that you will also plan on attending the Distinguished Lecture sessions: the Delphine Hanna Lecture presented by Dr. Karen DePauw, the Amy Morris Holman Lecture presented by Dr. Jackie Lund, the Hally Beth Poindexter Young Scholar Lecture presented by Dr. Takahiro Sato from Hampton University and the Dudley Sargent Lecture presented by Dr. Robert Pangrazi.

I look forward to this opportunity to celebrate with old friends as well as making new friends in Arizona. I hope you have a chance to enjoy the beautiful area surrounding the conference venue and enjoy the fabulous weather. Thank you for your continued support of NAKPEHE and for sharing in our success story.

Leah Holland Fiorentino
President, NAKPEHE



WELCOME TO SCOTTSDALE!

I would like to welcome you to Scottsdale, Arizona and the 2010 annual conference of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE).

The theme of this year's conference, "***Good to Great*: Success Stories in Kinesiology and Physical Education***," focuses on discovering the strengths of our programs. The conference is an excellent time to meet with other Kinesiology leaders from throughout the country. We're very excited to have so many outstanding presenters on the program that will help us all focus on the good things we are doing every day in our programs. I look forward to an outstanding program!

Thanks to conference manager Vanessa Fiaud for all her assistance with organizing this year's conference.

A handwritten signature in black ink, appearing to read 'al m. wrynn'.

Alison M. Wrynn
Vice-President, NAKPEHE

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Program at a Glance

Wednesday, January 2	Thursday, January 3	Friday, January 4	Saturday, January 5
		7:00 – 8:15 AM Past-Presidents Breakfast (Invitation Only)	7:00-8:30 AM NAKPEHE Business Meeting
	9:00 AM – 12:00 PM Concurrent Sessions	8:30 – 10:00 AM KEYNOTE PANEL Dr. Karen DePauw, Dr. Daniel Gould, Dr. Don Hellison	8:45-10:45 AM Concurrent Sessions
		10:15 – 11:45 AM Concurrent Sessions	11:00 - 12:00 PM Hally Beth Poindexter Young Scholar Presentation
	1:30 – 5:00 PM Concurrent Sessions	12:15 – 2:30 PM AMY MORRIS HOMANS LECTURE Dr. Jacalyn Lund, Georgia State University Luncheon and NAKPEHE Awards	12:15 – 2:00 PM SARGENT LECTURE LUNCHEON Dr. Robert Pangrazi, Arizona State University
		2:30 – 5:45 PM Concurrent Sessions	2:15 – 4:00 PM NAKPEHE Board Meeting
	6:00 – 10:00 PM NAKPEHE Board Meeting NAKPEHE President Leah Fiorentino Presiding	5:15 – 6:00 PM Poster Session	6:00 – 7:00 PM <i>Quest</i> Editorial Board Meeting/ Committee Meetings
	6:45 – 8:00 PM Delphine Hanna Lecture Dr. Karen DePauw , Virginia Tech University	6:30 – 7:30 PM Past-Lecturers Reception (Invitation Only)	
	8:00 – 9:00 PM Reception & Doctoral Poster Recognition		

NAKPEHE officers

2009 President

Leah Fiorentino
University of North Carolina-Pembroke

Past President

Bill Forbes
Towson University

Vice-President

Alison Wrynn
California State University, Long Beach

Secretary

David Claxton
Western Carolina University

President Elect

Mike Metzler
Georgia State University

Vice-President Elect

Richard Oates
North Georgia College & State University

Executive Secretary/Treasurer

Ginny Overdorf
William Paterson University

10:45 AM – 11:45 AM**Concurrent Sessions**

Session 4

Superstition East

- ✓ Developing a Global Perspective in Kinesiology Faculty
Shane Frehlich, California State University-Northridge
- ✓ The Fort Hays State University Wellness Initiative: A Campus Success Story
Jeff Briggs & Jeff Burnett, Fort Hays State University

Session 5

Superstition West

- ✓ Developing Instructors: Mentor Programs Can Help!
Clive Hickson, University of Alberta
- ✓ Peer content-based Collaboration
Vanessa Fiaud, West Texas A&M University, & Allison Murray, New Mexico State University

Session 6

Lakeside

- ✓ University Faculty and Staff Wellness Needs and Interests
David Cutton, Northeastern Illinois University
- ✓ How do individual program accreditation standards impact the discipline of Kinesiology?
Shane Stecyk, California State University-Northridge

12:00 – 1:00PM**NAKPEHE Committee Meetings****1:30 – 3:00 PM****Concurrent Sessions**

Session 7

Superstition East

- ✓ Higher Education Instructional Activity Program Guidelines
Carrie Sampson-Moore, Massachusetts Institute of Technology
- ✓ The “MythBuster” project
Steve Burns, University of Central Missouri
- ✓ Children’s Previous Experiences, DDR Performance, and Physical Activity Levels
Tanjian Liang, University of Utah

Session 8

Superstition West

- ✓ Peer evaluation: the change from formative to summative
Michael Kernodle & Robert McKethan, Appalachian State University
- ✓ Out of Their Comfort Zone: Using the Transformational Experience in Physical Education
Park Lockwood, Washburn University
- ✓ Outcome Evaluation and Analysis of Two Short-Term, School-Based Physical Activity Intervention Programs
Wenhao Liu, Slippery Rock University

Session 9

Lakeside

- ✓ Moving from Good toward Great: Development of a Graduate Sport Pedagogy Program
Karen Fredenburg, Baylor University
- ✓ Contacts and Contexts: An Interrelational Phenomenon for Fostering Successful Inclusion in General Physical Education
Daniel Webb & Tammy T. Webb, North Carolina A & T State University
- ✓ Using an Adapted Physical Education Resource Manual to Increase Disability Awareness in Undergraduate PETE Students
Bethany Hersman, Wright State University

BREAK – 3:00-3:30 PM

3:30 – 5:00 PM**Concurrent Sessions**

Session 10

Superstition East

- ✓ Developing Leaders in Physical Education Classrooms
Jason Winkle, Indiana State University
- ✓ The Application of Professional Dispositions. Are They Necessary?
Ismael Flores-Marti & Ginny Overdorf, William Paterson University
- ✓ Teacher Preparation: Pushing Future Professionals from Good to G.R.E.A.T.
Dennis Docheff, University of Central Missouri

Session 11

Superstition West

- ✓ Climb to the Peak
Susan Bertelsen & Ruth Ann Nyhus, Metropolitan State College of Denver
- ✓ Taking the Time to Learn
Vanessa Mikan, University of New Mexico, & Allison Murray, New Mexico State University
- ✓ Good to Great: Using Place Based Education to Advance Kinesiology and Physical Education
Mike Reynolds, Ouachita Baptist University

Session 12

Lakeside

- ✓ Telling Our Story, Seeking Centrality, and Always Thinking Connections: The Approach Taken by George Mason University's School of Recreation, Health and Tourism During the Economic Downturn
David Wiggins, George Mason University
- ✓ Supporting the Survival of Beginning Physical Education Teachers
Debra Patterson, California State University Fullerton
- ✓ Leading by Example: The Ultimate Goal of Success
Steve Frierman, Hofstra University, & Brian Lyons, Southern Utah University

4:45 – 5:15 PM**Doctoral Poster Session Setup****Pavillion Terrace****5:15 – 6:00 PM****Doctoral Poster Session****Pavillion Terrace****6:45 – 8:00 PM****Delphine Hanna Lecture**

Dr. Karen DePauw, Vice President and Dean of Graduate Education Virginia Tech University
"A Journey of Many Dimensions"

8:00 – 9:00 PM**Reception/Doctoral Poster Recognition**

Light hors d'oeuvres provided

Friday, January 8**7:00 – 8:15 AM****Past-Presidents Breakfast**
(Invitation Only)**Squaw Peak****8:00 AM – 12:00 PM****Conference Registration****8:30 – 10:00 AM****Keynote Panel****“Good to Great*: Success Stories in Kinesiology and Physical Education”**

Dr. Karen DePauw, Vice President and Dean for Graduate Education at Virginia Tech
Dr. Daniel Gould, Professor of Applied Sport Psychology at Michigan State University
Dr. Don Hellison, Professor at the University of Illinois at Chicago

BREAK – 10:00-10:15 AM

10:15 – 11:45 AM Concurrent Sessions

- Session 1 Superstition East
- ✓ From good to great critical thinking in sport management
Robert Lyons, Johnson C. Smith University & E. Newton Jackson Jr., University of North Florida
 - ✓ NAKPEHE: Task Force for Future Marketing Efforts
Greg Letter, Adelphi University, Carrie Sampson Moore, Massachusetts Institute of Technology, & Robert Lyons, Johnson C. Smith University
 - ✓ Making the Leap: Connecting the Content with the Experience in Sport Management
Colleen McGlone & Gib Darden, Coastal Carolina University

- Session 2 Superstition West
- ✓ An Experiential Approach to Teaching in a Professional Preparation Program: What Works with Today's Kinesiology Majors
Amy Rady, William Paterson University
 - ✓ Creating lifelong learners in physical education through collaborative learning experiences
Kenneth Bias, University of Central Missouri, & Ruth Ann Nyhus, Metropolitan State College of Denver
 - ✓ Ambassadors, Advocates, & Activists: A Leadership Development Model for HPER Students
Jason Winkle, Indiana State University

- Session 3 Lakeside
- ✓ From Good to Great – One Step at a Time: Enhancing faculty research capacity
Mel Finkenberg, Steven F. Austin State University
 - ✓ Kinesiology Advisory Board: One Avenue To Determine The Brutal Facts For The Results You Desire
Lisa Hicks, University of Indianapolis
 - ✓ A Successful Partnership: Engaging Students in the Community
Wiley Piazza, Trey Morgan, & Gary Eippert, Northern Kentucky University

12:15 – 2:30 PM Amy Morris Homans Lecture Lakeside
Dr. Jacalyn Lund, Georgia State University
"Getting on the Right Bus"
Luncheon and NAKPEHE Awards

2:00 – 4:00 PM Conference Registration Lobby

2:30 – 4:00 PM Concurrent Sessions

- Session 4 Superstition East
- ✓ Classroom-Based Physical Activity Intervention in Pre-School African-American Children
Wenhao Liu, Slippery Rock University
 - ✓ Good to Great: Awesome Teaching at Your Fingertips
Robert McKethan & Michael Kernodle, Appalachian State University
 - ✓ The African American Experience in Physical Education and Kinesiology: Plight, Pitfalls, and Possibilities
Sam Hodge, Ohio State University & David K. Wiggins, George Mason University

Session 5 Superstition West

- ✓ A Transformative Approach to Alternative Licensure student in-service training in Physical Education
Alison Murray, New Mexico State University
- ✓ Achieving meaning and purpose through movement: Celebrating the SPIRIT of mind and body
Shawn Ladda, Deborah Adams, William Merriman, & Lisa Toscano, Manhattan College
- ✓ Fitness Improves Thinking: An Advocate’s Dream or Misguided Panacea?
Darla Castelli, University of Texas-Austin

Session 6 Lakeside

- ✓ Creating a Culture of Professionalism in your Physical Education Program
Valerie Wayda, West Virginia University
- ✓ Disciplined Thinking for Department Chairs
Doyle Carter, Angelo State University, & Joe Bell, Abilene Christian University
- ✓ Metawellness in Physical Education. The integration of metacognition through resistance training in obese secondary level physical education students
Alison Murray, New Mexico State University

BREAK – 4:00-4:15 PM

4:15 – 5:45 PM Concurrent Sessions

Session 7 Superstition East

- ✓ Exercise Science – Success Through Accreditation - trends and issues
Donna Terbizan, North Dakota State University
- ✓ High School Sport Academies: Implications for the Physical Education Profession
Daniel Balderson, University of Lethbridge
- ✓ Trends in Physical Education Activity Program in Higher Education
Carrie Sampson-Moore, Massachusetts Institute of Technology

Session 8 Superstition West

- ✓ Boyer’s Scholarship Reconsidered as a Faculty Evaluation Model for Sport Management
Linda Sharp & Dianna Gray, University of Northern Colorado
- ✓ Get on the Bus to SuccessTown: thriving Faculty Leads to Growth and Change in a Sports and Exercise Sciences Department
John Lubker, West Texas A&M University
- ✓ Successful Faculty Searches: Plan Your Work, Work Your Plan!
David Claxton, Western Carolina University, & Alan Lacy, Illinois State University

Session 9 Lakeside

- ✓ First Who...Then What: Trust – The X Factor
Brad Strand, North Dakota State University
- ✓ Linking Values to Philosophy
Michael Phillips, Tennessee Tech University
- ✓ Playing from the Same Sheet of Music: Aligning the University Supervisor and Mentor Teacher Internship Expectations
Paul Calleja & Jack Kern, University of Arkansas

6:00 – 7:00 PM *Quest* Editorial Board Meeting Squaw Peak

**6:30 – 7:30 PM Past Lecturer’s Reception
(Invitation Only)**

Saturday, January 9

8:00 AM – 12:00 PM	Conference Registration	Lobby
7:00 – 8:30 AM	NAKPEHE Business Meeting Breakfast Buffet – <i>ALL MEMBERS INVITED</i>	Lakeside
8:45 – 10:45 AM	Concurrent Sessions	
	Session 1	Superstition East
	✓ Conceptual physical education: The anatomy of an innovation <i>Charles Corbin, Arizona State University</i>	
	✓ Great to Good: Why “Some” Making the “Leap” Is Not Good Enough <i>Douglas McLaughlin, California State University Northridge</i>	
	✓ Teaching Marketing Principles To Enhance Revenue Development In High School P.E & Athletics <i>John Barnes, University of New Mexico</i>	
	✓ Greatness Ripples: Student impact outside the university <i>Deborah Buswell, Stephen F. Austin State University</i>	
	Session 2	Superstition West
	✓ Students Taking a “Wii” Bit of Leadership. The Effects of Selected Nintendo Wii Programs on Performance, Attitudes and Perceptions of Collegiate Athletes and Non-athletes. <i>Margie Miller, Washburn University</i>	
	✓ Lessons learned while transitioning a face-to-face college coaching class into an online format <i>Cathy Klein, Lincoln College, & Alfredo Martinez, University of New Mexico</i>	
	✓ Google Technology needs a seat on the bus! <i>Gary Eippert, Northern Kentucky University</i>	
	✓ Kinesiology and the Sacralization of Technology <i>Andrew Hawkins, West Virginia University</i>	
	Session 3	Lakeside
	✓ Good to great coaches: Examining sources of coaching efficacy in collegiate and high school coaches <i>Melissa Chase, Miami University</i>	
	✓ Good To Great- Motivational Behaviors of Elite Senior Athletes (An aging success story) <i>Vinson Miner, Utah Valley University</i>	
	✓ Traditional Tennis is Good; QuickStart is Great! <i>Ginny Overdorf, William Paterson University</i>	
	✓ Fitness for Life <i>Vanessa Mikan & Gloria Napper-Owen, University of New Mexico</i>	
11:00 AM- 12:00 PM	Hally Beth Poindexter Young Scholar Presentation (Superstition East & West)	
12:15 – 2:00 PM	Sargent Lecture Luncheon Dr. Robert Pangrazi, Arizona State University “Finding Relevance: Pursuing Achievable Outcomes for the Profession ”	Lakeside
2:15 – 4:00 PM	NAKPEHE Board Meeting	Squaw Peak

Keynote Session: Friday, January 8, 2010
8:30a-10a Lakeside Pavillion

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

Dr. Karen DePauw, Vice President and Dean for Graduate Education at Virginia Tech. Since her arrival at Virginia Tech, her major accomplishments include success in building a strong diverse graduate community, the establishment of the innovative Graduate Life Center (GLC), and the signature initiative known as Transformative Graduate Education (TGE). She is a member of the American Academy for Kinesiology & Physical Education. Her honors include the Mabel E. Lee award, Honor Awards from AAHPERD and Northwest District, Distinguished Scholar and Administrator awards from NAKPEHE, and Outstanding Professional award from APAC.

Dr. Daniel Gould, professor of Applied Sport Psychology at Michigan State University. Dr. Gould has served as President of the Association for the Advancement of Applied Sport Psychology (AAASP), is a fellow of the American Academy of Kinesiology and Physical Education and the Association for the Advancement of Applied Sport Psychology. He has also received the APA Division 47 award for Distinguished Contributions to Education and Training in Sport and Exercise Psychology

Dr. Don Hellison, professor at the University of Illinois at Chicago where the TPSR Alliance, co-directed with Gloria Balague, is the center for his work (tprs-alliance.org) on program development, delivery, and evaluation for underserved youth as well as the professional preparation of pre-service and in-service teachers and youth workers who work in these programs. These programs use taking responsibility as a framework for teaching physical activities in in-school and after-school programs. He has been recognized for this work most recently (2008) by receiving the Gulick Medal, the most prestigious award given by the American Alliance of Health, Physical Education, Recreation, and Dance. He also has been the recipient of the International Olympic Committee President’s Prize and five other national awards. His latest book is *Teaching responsibility through physical activity*, published in 2003 by Human Kinetics.

Amy Morris Homans Lecture



Dr. Jackie Lund is an Associate Professor and Chair of the Department for Kinesiology and Health at Georgia State University. After completing her undergraduate degree in physical education at Michigan State University, she taught school in Colorado for 16 years. During that time she earned a degree in physical education from the University of Northern Colorado. Upon completing her doctoral degree at The Ohio State University, she taught for 10 years at the University of Louisville. Dr. Lund taught at Ball State for 4 years prior to moving to Georgia State in 2004. Dr. Lund has taught several methods of teaching classes using the first-hand knowledge of schools gained as a physical education teacher. Additionally, she has taught classes in curriculum development, research methods, supervision, and assessment. Her research focuses on teacher effectiveness and specifically on using assessment to enhance instruction while teaching physical education.

Dr. Lund was a member of the committee that wrote the National Content Standards for Physical Education published in 1995 by the National Association for Sport and Physical Education (NASPE). Work with the assessment committee led to research on assessment practices and on using rubrics to assess in physical education. Dr. Lund has co-authored several books including *Performance-Based Assessment for Middle and High School Physical Education*, *Standards-Based Curriculum Development for Physical Education*, and *Instructional Strategies for Secondary Physical Education*. She has written several articles and a book about writing rubrics (*Creating Rubrics for Physical Education*) and presented many conference sessions and workshops about assessment and other topics. In 2008-2009 she chaired a committee to develop Content Standards for Georgia Physical Education. Dr. Lund has published over 25 articles in refereed journals and made over 100 presentations to state, regional, national and international audiences. In 2002 she was an invited speaker at the Asian Games in Busan, Korea. She has served as Secretary for the National Association for Physical Education in Higher Education (NAPEHE) and was the Executive Director when the association became the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). In 2009 Dr. Lund received the Distinguished Service Award from NAKPEHE. She has also served as President of NASPE and is currently represents NASPE on the Board of Governors for the American Alliance for Health, Physical Education, Recreation, and Dance. Dr. Lund's teaching service and research are dedicated to enhancing the quality of physical education in K-12 schools and increasing the effectiveness of physical education teachers, both for teacher candidates and in-service teachers.



Delphine Hanna Lecture



Karen P. DePauw is Vice President and Dean for Graduate Education at Virginia Tech (Blacksburg, Virginia) and tenured Professor in the Departments of Sociology and Human Nutrition, Foods & Exercise. Since her arrival at Virginia Tech, her major accomplishments include success in building a strong diverse graduate community, the establishment of the innovative Graduate Life Center (GLC), and the signature initiative known as Transformative Graduate Education (TGE). As Graduate Dean, she teaches three graduate courses: Preparing the Future Professoriate, Citizen Scholar Seminar, and PFP: Global Perspectives seminar annually.

Throughout her career, she has been a strong advocate for diversity and social justice in higher education and has spoken at national conferences on changing roles and responsibilities of faculty, preparing the future professoriate, global graduate education and change facing the 21st century university. Dr. DePauw has held several leadership roles in graduate education. She was a founding member and Facilitator/Chair for the Virginia Council of Graduate School (VCGS), served as President of the Conference of Southern Graduate Schools (CSGS) and currently serves as Chair of the Board of the Directors for the Council of Graduate Schools (CGS). She was appointed to the Commission on the Future of Graduate Education. She has been a panelist, speaker and presenter at regional conferences (CSGS, WAGS) and national and international CGS meetings and workshops.

Dr. DePauw is an internationally recognized scholar in the fields of adapted physical activity and disability sport. She has published extensively (75+ books, journal articles and chapters), presented keynote and scholar lectures (more than 200) around the world. Her recent presentations include the following: “*Completely Unperfect*”: *Body, (dis)Ability & Sport* for the Rachel E. Bryant Lecture for NAGWS at the 2007 AAHPERD convention and *Envisioning our Future of Excellence through Inclusion* for the Memorial Lecture at 2006 WSPECW conference. Her recent publications include two books: Seaman, J.A., DePauw, K.P., Morton, K., & Omoto, K. (2007). Making Connections: From Theory to Practice in Adapted Physical Education. Arizona: Hathway & Holcomb and DePauw, K.P., & Gavron, S.J. (2005). Disability and Sport. Champaign, IL: Human Kinetics, and recent book chapters on *Historical Perspectives on disability sport* and *Gender equity and social change through disability sport*.

In recognition of her scholarly contributions, she was elected as a member of the American Academy for Kinesiology & Physical Education (AAKPE) in 1997. Her honors include the Mabel E. Lee award, Honor Awards from AAHPERD and Northwest District, Distinguished Scholar and Administrator awards from NAKPEHE, and Outstanding Professional award from APAC. Among the numerous keynote and scholar lectures around the world, she was selected to give the Amy Morris Homans Lecture, Cagigal Lecture (AIESEP), and Research Consortium Scholar Lecture. She served as

Editor of Quest and on numerous editorial boards including Adapted Physical Activity Quarterly. In addition, she has served in leadership roles in professional associations including President of the International Federation of Adapted Physical Activity (IFAPA), National Association for Kinesiology & Physical Education in Higher Education (NAKPEHE), WSPECW, and WAHPERD. In addition, she served as Chair of the North American Society for HPERSD Professionals, Speaker of the Associations Board and North American Representative for the International Council of Sport Science & Physical Education (ICSSPE), member of the International Paralympic Committee Sport Science Committee, USOC Committee on Sports for the Disabled (COSD), and several Scientific Committees for Olympic & Paralympic Congresses.

Dr. DePauw earned the A.B. in Sociology from Whittier College, M.S. in Special Education from California State University, Long Beach, and a Ph.D. in Kinesiology from Texas Woman's University. In the 1970s, she taught with the Los Angeles City and Los Angeles County Schools and California State University – Los Angeles. Before moving to Tech, she served 22 years on the faculty and as an administrator at Washington State University.

Dudley A. Sargent Lecture



Robert P. Pangrazi is a professor emeritus in the Department of Physical Education at Arizona State University. Professionally, he has served as an elementary teacher, a university teacher and researcher and as a university administrator. Pangrazi is an Honor Fellow of the AAHPERD; a Fellow in the American Academy of Kinesiology and Physical Education, and a Fellow in the North American Society for HPERD Professionals. He was honored by NASPE with the Margie Hanson Distinguished Service award as well as the Distinguished Service Award from the President's Council on Physical Fitness and Sports. He also was named a Distinguished Scholar of NAKPEHE.

One of Pangrazi's books, *Dynamic Physical Education for Elementary School Children, 16th ed.*, has sold more than 650,000 copies and is used for teacher preparation courses in colleges and universities throughout the world. He has written 50 other textbooks, served as editor of three professional journals, produced a series of educational DVDs, and authored more than 100 research/journal articles. Professor Pangrazi has been a keynote speaker for 36 state and district conventions, delivered many international presentations and delivered approximately 400 presentations at the local, state, and national level. Pangrazi's research focuses on promoting physical activity for youth.

Pangrazi has delivered over 500 workshops and training sessions for physical education teachers. He is a highly sought speaker in the area of managing and disciplining students in a positive and caring manner. He is motivational speaker who champions teachers for their many contributions to the lives of youngsters. He advocates a positive approach to teaching children and maintains that physical education should be a warm and friendly environment that makes all youngsters feel worthwhile.

General Session Abstracts

High School Sport Academies: Implications for the Physical Education Profession

Daniel Balderson, University of Lethbridge

Athletes also want to go from good to great in their respective sports! Alternative routes (sport academies) to matriculating through high school across the United States and Canada have become common (Alberta Education, 2006; Alberta Learning, 2003, Ohler, 2006). Most of these programs revolve around one sport and provide students with the opportunity to compete and train at a high level while they complete junior high or high school. A significant number of our physical education graduates find themselves coaching or administering in this alternative school environment upon graduation. This presentation will examine this growing phenomenon and discuss the direct implications for the physical education program. Included in the discussions will be suggestions and strategies for adapting a program to better serve physical educators who may choose to be involved in sport academies.

Teaching Marketing Principles To Enhance Revenue Development In High School P.E & Athletics
John Barnes, University of New Mexico

Graduates entering physical education and coaching positions in the public school setting will likely encounter budget shortfalls that may hinder their ability to successfully complete their jobs. The current recession has hit high school athletics particularly hard and budgets must be augmented to generate the revenue that is necessary to provide a proper educational experience. Knowing this, and knowing that schools may not be able to rely on the bake sales, candy sales, and coupon book sales that once brought in extra operating funds, teaching and coaching professionals must look to a more systematic approach to revenue development.

The purpose of this presentation is to provide an overview of some of the principles of marketing that may be useful in the development of revenue, particularly in the form of sponsorships and fundraising. The point of the presentation is to show that basic marketing techniques are effective tools to make revenue generation more efficient and effective, and may be important elements of a PETE curriculum. A major focus of this presentation is the delivery of the subject, such that is understandable to non-marketing professionals.

Climb to the Peak

Susan Bertelsen & Ruth Ann Nyhus, Metropolitan State College of Denver

This presentation will address taking your program to new levels and summitting the peak.

“Climb to the Peak” will focus on collaboration toward change and the movement that is occurring in Metropolitan State College of Denver’s K-12 Physical Education Program. The presentation will address far more than the new curriculum to be implemented in the Fall of 2010, but on the process that brought Metro’s faculty *to* change. Included in discussions will be the factors that contribute to moving your program from *Good To Great* such as; cooperation, collaboration, communication, quality assessments, implementing technology, state required assessments, and the National Council of Accreditation for Teacher Education (NCATE) process. Detail on each of the preceding factors influence on the evolution of Metro State’s program will be provided. These positive changes have moved Metro State’s curriculum in a direction that will assure each physical education major exit the program with the tools to become a quality teacher and professional. In essence, this presentation will describe how to move a physical education program and its’ students from *Good to Great*.

In addition, the presentation will include the proposed changes to the K-12 Post-Baccalaureate Program. With a large percentage of Metro’s students returning to school for a post-baccalaureate teaching license, the expectation on quality teacher preparation classes remains the emphasis of the post-bacc program. A description of the past and proposed curriculum rationale will be provided. Many of the changes are a result of feedback received from the 2009 NAKPEHE conference in Florida.

Creating lifelong learners in physical education through collaborative learning experiences
Kenneth Bias, University of Central Missouri, & Ruth Ann Nyhus, Metropolitan State College of Denver

In the future, how will we teach students to overcome obstacles on the path to becoming lifelong learners in the field of physical education? According to Norris, Barnett, Basom, and Yerkes (2002) “New Knowledge and understanding are achieved as individuals share their knowledge and experience with each other. Sharing information promotes new connections and new understandings, which result in the construction of new knowledge” (p. 30). At Metropolitan State College of Denver and the University of Central Missouri we have had great success using collaborative learning experiences. These experiences have given our students the opportunity to brainstorm ideas with colleagues while synthesizing original and creative solutions to issues within the field. As mentors and leaders in our field, it is crucial that we promote and encourage our students to express themselves while learning to listen to others.

If teachers are to become responsive to changes in the profession, they must be engaged in the collaborative learning process. Reinhartz and Beach (2004) discussed how fostering teacher leadership within an association provides the construct for penetrating the isolation which all too often exists among and between teachers. Therefore, our universities have attempted to design collaborative learning activities for students to develop relationships with individuals in the field. These activities allow them to work cooperatively to discover, problem solve and resolve the issue at hand. Examples of these cooperative activities include:

- Unit plan development for multiple grade levels
- Strength and conditioning plans for individuals with disabilities
- Peer teaching analysis and reflections
- Health Fair Planning
- Creating Information Brochures

Inspiring our students to go from good physical educators to great physical educators requires all of us to make changes in our approach to teaching them. “As leaders we must question our current practices and be willing to research new findings about our profession” (Sergiovanni, 2001, p. 133). Therefore, allowing students to work cooperatively and collaboratively on projects will cause us to re-evaluate our comfort zone and philosophies regarding student projects.

Postmodern Challenges at Predominately Undergraduate Institutions
Betty Block, Adams State College

This presentation is a call to predominately undergraduate institutions (PUI) to respond to postmodern attitudes that are attempting to redefine professors as scholars and researchers to employees and service providers. The presenter will address cultural and academic challenges to American universities as influenced by the conditions of postmodernism and how the changes affect the identity of professors teaching at PUI.

Postmodernism is a term used to define a cultural shift or emergence out of modern times into something different. It is a condition of transference from one era to another with elements and characteristics of the modern and the postmodern present at the same time. Postmodern conditions influence the missions of PUI, the roles of professors, and how research, service and teaching are viewed.

The presenter will discuss the expectations of PUI and professors with regard to postmodern conditions, which include the loss of the metanarrative and resulting fragmentation, the deconstruction of the hegemony of science as a method of knowing, the immersion of media and technology into American culture and society, and the interdependence of consumerism and culture. The discussion will continue with the postmodern view of the PUI as a commercial enterprise where students of varying intellectual abilities and ages expect to be admitted and treated as customers rather than students. Student and parent demands and expectations have produced unprecedented special services offered by PUI. In doing so, the traditional ideals of the *professor as scholar* and *university as bastion of learning* have been challenged.

The Arts of Juggling & Balancing: Running a Pedagogy Program on Your Own at an R1
B. Ann Boyce, University of Virginia

When people ask me what I do, I answer “I run the oldest, continuously running 5-year program HPE-TE in the county.” But in reality, the life of a university professor entails so much more. In fact on the teaching/administrative side of things, there are 5 degree programs that require my constant attention. As well as, the scholarly demands placed on anyone who is employed at an R1 (intensive) university. Over the past 20 years, I have learning to juggle, balance and prioritize all of these functions in a way that allows me to not only mentor all of my students, regardless of their degree level, but also to continue to pursue n active research and scholarly agenda while trying to maintain proper balance in my life.

In this NAKPEHE presentation, several issues (e.g., the economy and its impact all faculty at higher education intuitions, changing foci of our colleges/schools of education, doctoral student production, choices made in this changing environment) will be addressed. Lesson learned and challenges faced (some overcome and some not) will be shared. Also, several keys to survival (e.g., how to prioritize one’s time and effort, how to make alliances, how to share responsibility, how to figure out what to worry about and what not to worry about, how to let go of things that I cannot control, how to find a healthy balance in my life [not only for my professional but also for my personal life) will be discussed.

The Fort Hays State University Wellness Initiative: A Campus Success Story
Jeff Briggs & Jeff Burnett, Fort Hays State University

The purpose of this program is to share one institution's process for working toward the development of a "culture of healthy behavior" that extends across departments and aligns with unit, institutional, and State goals and objectives. Fort Hays State University has been part of the accreditation track known as the Academic Quality Improvement Program (AQIP) which allows institutions to adopt the guiding principles of continuous quality improvement as the guiding force for accreditation success. As part of the AQIP process, the university routinely identifies a small number of significant institutional goals that tend to persevere for 3 to 5 years. In addition, the institution is responsible for establishing three year institutional goals, with appropriate key performance indicators, for approval by the Kansas Board of Regents. These goals align with AQIP goals and are assessed and reported annually, with subsequent funding associated with institutional success in meeting the established goals. In 2008, a **campus wellness goal** was proposed and eventually accepted as one of five institutional performance agreement goals and is also approved as an AQIP goal for this coming year. The campus wellness initiative has been designed to serve students, faculty, and staff and includes fitness programming, wellness education modules, health screenings, and other preventive health activities. The initiative followed the goals and objectives of *Healthy Campus 2010* as a basis for developing plans to improve the health of students, faculty and staff. Specific programs have emphasized physical activity, weight management, varied healthy behavior education sessions, including programs on substance abuse and unhealthy sexual behavior. The department of health & human performance, the department of nursing, the department of communication disorders, the Kelly Center (Academic Success Programming, Drug & Alcohol Programming, Psychology and Counseling) and student health services have made a coordinated effort to implement specific programs for the campus community. This presentation will discuss the many issues that have driven program development and implementation, including; staffing, budget, facilities, program selection, assessment/outcomes, and continuing challenges. Preliminary results indicate that the program has been successful in its pilot stage. Participants improved in all health-related components and more specifically, female faculty and staff improved their cardiovascular health by 28%, male faculty and staff improved their flexibility by 10%, and students improved their body fat percentage by 10%. These results surpassed all expectations, and the overall satisfaction ratings with these programs were above 96%. Successful programming involved expertise and cooperation from many different units throughout the campus. An increase in collegiality and research across disciplines was also an outcome of this initiative. To date, the campus wellness initiative has been an unqualified success. An increase in healthy behaviors is evident on campus and students have benefited from the service-learning opportunities inherent in program implementation.

The “MythBuster” project
Steve Burns, University of Central Missouri

The idea of doing a research project in a foundational level physiology class is daunting to some students while at the same time exciting to others. This presentation covers the pros and cons of integrating a research project into an exercise physiology class populated predominantly by sophomores. The class is viewed by most as both exciting and challenging because of the project. In order to understand physiology of the human body and how other scholars have uncovered life changing interventions to improve health and performance the student is challenged to conduct an exercise physiology research “experiment” using human subjects. Integrating this project into regular classroom time involves instruction on developing a hypothesis, researching background information, applying for institutional review board approval, collecting empirical data, analyzing results, writing conclusions, and sharing the information with the class as well as an optional opportunity to present the project at a professional conference. This presentation will discuss how to accomplish integrating the aforementioned tasks into normal class time and exploring the benefits to the students. This presentation will also explore some of the pitfalls students may experience during the research process.

Greatness Ripples: Student impact outside the university
Deborah Buswell, Stephen F. Austin State University

Service-learning has been defined and explained in a variety of different ways by a number of different organizations and scholars during the past 40 plus years (Chisolm, 1987; Corporation for National Service, 1996; Cutforth, 2000; Fucco, 1996; Kendall, 1990; National and Community Service Act of 1990; Southern Regional Educational Board, 1969). Cutforth (2000) describes student learning as a teaching method that provides opportunities for students to acquire academic, career, social, and personal skills through community projects. Benefits of service-learning experiences include the promotion of student learning through active participation in thoughtfully organized service experiences coordinated with the community; fostering civic responsibility; and it can be integrated into and enhances the existing academic curriculum (Corporation for National Service, 1996). Stephen F. Austin State University felt strongly enough about the impact that we could make as a university that service-learning was specifically targeted during our 85th anniversary year celebration (2008-2009). When departments across campus were asked to consider adding service-learning components to courses we didn't have to change anything about our existing courses because we already had service-learning experience requirements across many classes, we just had to report it. This presentation will highlight the various types of experiences that kinesiology and health science majors participate in outside the classroom; the impact of these experiences both from a student perspective as well as community partner perspectives; the number of students who participate; and the number of hours students spend in service-learning experiences. We believe that this is one of the aspects of our department that makes us 'great' and that in providing these experiences for our students we are creating a 'greatness ripple'.

Playing from the Same Sheet of Music: Aligning the University Supervisor and Mentor Teacher
Internship Expectations

Paul Calleja & Jack Kern, University of Arkansas

During the PETE internship experience, pre-service teachers (undergraduate students) are guided and evaluated by the university supervisor and mentor teacher. The hope is that the evaluation process and feedback provided to the student are consistent from one professional to the next. Unfortunately this process can become clouded by different teaching standards and philosophies, causing the student to find themselves in a sea of inconsistent expectations. Furthermore, if the mentor teacher and university supervisor are not trained in using the same evaluation tool/process than the opportunity for student (Pre-service teacher) growth can be stifled.

This session would focus on ideas for collaboration between the university supervisor and public school mentor teacher. The presenters will provide an overview of a one day mentor teacher workshop that will be used to unify the common expectations of both the mentor teacher group and the university supervisor. In addition, the presenters will discuss the use of the *Educational Testing Services* Pathwise system as a model for consistent student evaluation between the mentor teacher and the university supervisor.

Disciplined Thinking for Department Chairs
Doyle Carter, Angelo State University, & Joe Bell, Abilene Christian University

Good departments don't become great departments without a culture of discipline. Wedged between *Disciplined People* and *Disciplined Action* in Collins' conceptual framework (2001) is the oft overlooked aspect of *Disciplined Thought*. Department chairs must be disciplined thinkers and encourage their faculty to be likewise by engaging in the process with them. Ignoring brutal facts, being overly optimistic and other undisciplined thought processes will certainly not lead to greatness and may, in fact cause chairs and their faculty members to lose faith. Rather, disciplined thought is an active, intentional, team-oriented, and strategic approach that might be just what your department needs to "make the leap from good to great."

During this working session, participants will engage in disciplined thinking by:

- 1) Identifying the brutal facts that face our discipline, our institutions and our departments, such as funding issues and graying faculties;
- 2) Employing "Good to Great" practices that can create a culture where the truth is heard. These will include: a) leading with questions, not answers, b) engaging in dialogue and debate, not coercion, c) conducting autopsies without blame, and d) building red flag mechanisms; and
- 3) Sharing ideas on how to avoid losing faith, despite the difficulties that inevitably arise.

Fitness Improves Thinking: An Advocate's Dream or Misguided Panacea?
Darla Castelli, University of Texas

The purpose of this presentation is to provide an overview of research focused on the connection between physical activity, fitness, and cognitive function (academic achievement, grades, standardized testing). Emerging data suggest that cognitive function in non-human animals and older adults can be influenced by physical activity engagement and fitness. Recently this paradigm has been applied to children with mixed results. A summary of this literature and future directions will be provided. Following a brief presentation, questions will be raised regarding the appropriate use and application of this research in our advocacy efforts for physical education, physical activity programming, and teacher education. In these economic times, physical education and teacher education programs are being cut. The question before us is should we put our eggs in the cognitive basket? Given the current findings, do physical education departments play a role in enhancing learning in the young adults who are currently enrolled? How do we convince others that our departments serve a societal purpose in disease prevention and cognitive health?

Good Roots to Great Canopy
John Charles & Kelly Charles, the College of William and Mary

Rooted in the study of health and human movement and fertilized by the perspectives of the liberal arts and sciences, our discipline and profession have great growth potential. Kinesiology can be like the mighty oak tree soaring above the forest saplings; spreading branches clothed with a verdant canopy of leaves. Through natural selection, the fittest will survive and flourish in the forest, while some will wither as they struggle upwards, but fail to secure enough space and light for their needs. Similarly, growth potential is limited in the Academy, often by the narrow scope of study and lack of practical applicability of other fields of study, but the Kinesiology canopy is not predicated upon such parameters. Health and human movement have never been more topical, particularly when couple with such political hot buttons as Education, the Environment and Health Care. Our challenge, articulated clearly in Good to Great is to “find a path to greatness by confronting the brutal facts of our current reality”. Through open dialog and great (level 5) leadership, we can “preserve our core values and purpose while our business strategies and operating practices endlessly adapt to a changing world”. Like the trees that grow tall and strong with secure roots and spreading canopy, some innovative Kinesiology and Health Sciences university programs are claiming their place in the sun by adapting to the challenges of a changing environment. Others stunt their own growth when they pay inadequate attention to the basic rules of curricular horticulture that are the subject of inquiry in this presentation; how we can plant well and provide space and optimal conditions for the growth of our programs. While we share general core values and purposes throughout our field, a range of initiatives have been established that capitalize upon the uniqueness of the academic terrain on any campus. The approach of the “simple dowdy hedgehog that knows one big thing and sticks to it” may be more effective “than the crafty cunning fox” in nurturing good roots in the liberal arts, sciences and experiential education to sustain a canopy of professional promise for the changing needs of our society.

Good to great coaches: Examining sources of coaching efficacy in collegiate and high school coaches
Melissa Chase, Miami University

“Good is the enemy of great” and great leaders in business have certain qualities that lead to an effective company (Collins, 2001). For example, the great leaders Collins researched tended to be humble, reserved, and had a strong personal will. They were not larger-than-life celebrities. They succeeded “by getting the right people on the bus, in the right seats, and the wrong people off the bus” (Collins, 2001). Once the right people are in place, then successful companies decided their vision and strategy. They believed in the “Stockdale Paradox” which meant they never lost faith or the will to prevail. The leaders were able to foster a culture of discipline whereby hierarchy and excessive controls were not necessary. And, they believed in the “Hedgehog Concept” that suggests to move from good to great, leaders must be like hedgehogs. They make a complex idea a simple concept that guides everything they do in a unifying vision. The purpose of this presentation is to compare and contrast the good to great qualities to lead effectively in business (Collins, 2001) to theories of coaching effectiveness, such as coaching efficacy (Feltz, Chase, Moritz, & Sullivan, 1999). Coaching efficacy is defined the extent to which coaches believe they have the capacity to affect the learning and performance of their athletes. Coaches with higher efficacy tend to be more effective coaches and their teams more successful. Previous research suggests that coaches' efficacy is derived from a number of different sources of information, such as prior success, coaching experience, perceived athlete talent, and social support (Feltz et al., 1999; Tsorbatzoudis, Daroglou, Zahariadis, & Grouios, 2003). Two research questions guided this study and the comparison between principles of good to great leaders in business and effective coaches in sports. Are the sources of coaching efficacy similar to the qualities of good to great leaders described by Collins? Do coaches with high coaching efficacy perceive that great coaches have the same qualities of good to great business leaders? A deductive content analysis of interviews with high school and collegiate coaches indicated that there were similarities between some sources of coaching efficacy and good to great principles in business. Results and discussion will focus on common themes and raw data quotes from coaches that compare and contrast principles of good to great leaders in business and effective coaches in sports. Implications for coaching education and future research will be outlined.

Successful Faculty Searches: Plan your work, work your plan!
David Claxton, Western Carolina University & Alan Lacy, Illinois State University

The faculty is the heart and soul of every academic department. Ensuring that the right person is hired to become a member of your faculty is one of the most important jobs of the HPER department chair. Whether the department chair is the chair of the faculty search committee or chooses to oversee the work of the committee, it is essential that the chair makes sure that several vital steps are followed in the search process. These steps include developing the position description, forming the search committee, organizing the search, handling and tracking applications, screening candidates, conducting on-campus interviews, making the offer, and hiring the candidate.

The presentation is being made by two former department chairs who have chaired or served on a combined 40 search committees over a combined 30 years of administration at the department head level or higher. They will share some of their successes, as well as some of the hard lessons learned from conducting faculty searches.

Conceptual physical education: The anatomy of an innovation
Charles Corbin, Arizona State University

The focus of this year's NAKPEHE conference is "success stories" in our field. One of the success stories of the past 50 years is Conceptual Physical Education (CPE). NAKPEHE (then NCPEAM and NAPECW) played a significant role in this success story as many of the early presentations promoting CPE were made at national conferences of associated groups. This paper traces the history of the CPE movement and the important role this movement has played within college and university physical education departments in America over the past 50 years. CPE emerged out of basic instruction programs (i.e., skill-based, activity classes) during an era characterized by the accumulation of a large body of scientific evidence regarding the health benefits of physical activity, the formation of sub-disciplinary areas of study, and a dramatically changing curriculum in higher education. CPE merges the practice and science of the field through a lecture-lab approach. First introduced in the 1960s by innovators, CPE classes are now offered by the majority of college and university physical education programs in the United States, suggesting that CPE is a true innovation, rather than simply a passing fad. This success story has impacted the lives of millions of college students over the past 50 years. A published paper on this topic is available in *Quest*, Volume 60, pages 467-487, 2008.

University Faculty and Staff Wellness Needs and Interests
David Cutton, Northeastern Illinois University

The goal of this assessment project was to use a health instrument to collect local data about faculty and staff needs and interests related to healthy behaviors, such as diet, and physical activity, which may affect their quality of life. As professionals we are familiar with the statements below, however, the vast majority of faculty and staff are not typically aware of the following (components of a healthy lifestyle):

- Unhealthy behaviors or poor health management can lead to heart disease, cancer, stroke, obesity, diabetes, and respiratory disease.
- Physical activity builds bones and muscles, and helps in the development of a healthy body composition.
- Healthy eating helps faculty and staff develop, and do well at work and home, allowing them to avoid obesity and eating disorders.
- Good health, safety, and management are necessary for a good quality of life.
- Healthy and safe employees are also healthy, productive citizens.
- Disease and injury prevention are more cost effective than treatment.

The 24 question survey took should about 10 minutes to complete. All faculty and staff at a midwestern university had the opportunity to be participants (n= 154). Notification was made through e-mail by the investigators, with an invitation/ introductory letter and imbedded link to the survey, to be completed via the web. Subjects were unable to be identified once their data was collected at the website and sent to the investigators. The survey contained items concerning health and exercise related programs. Findings revealed that their needs and interests were focused on: (a) educational programs (back safety, cancer and heart disease prevention), (b) stress management programs, (c) sports/activity programs, (d) fitness programs, (d) nutrition education (including healthy cooking classes), and (e) screening programs (blood pressure, cholesterol, body composition). Written comments included: (a) the need for yoga, and tai chi classes, and (b) the disparity concerning smoking issues on campus. As a result of our findings, plans to meet their needs are in place, and continue to progress.

Members of the campus Wellness Council, qualified campus faculty/staff, and area professionals (such as the American Heart Association) will conduct the classes, workshops, and informational sessions to address the needs and interests of the faculty and staff. Results of the survey have helped us to plan programs, prioritize campus needs, allocate resources, design strategies for intervention, and thereby, help us to meet National Health Objectives from Healthy People 2010. Therefore, the campus Wellness Council has been able to develop an action plan for improving employee health, and attempt to engage employees in promoting health enhancing behaviors.

Teacher Preparation: Pushing Future Professionals from Good to G.R.E.A.T.

Dennis Docheff, University of Central Missouri

What does it mean to be GREAT? What makes a GREAT teacher? How can students go from good future professionals to GREAT practicing professionals? The purpose of this presentation is to share concepts related to the preparation of future teachers. In keeping with the conference theme, GREAT is used as an acronym for personal characteristics that need to be developed in future teachers to ensure their "GREATness". Session participants are asked to scrutinize the list of attributes and suggest others. In addition, the attendees discuss how these attributes are best taught to future professionals.

There seems to be an emphasis placed upon the "science" of teaching. The focus is on developing strong teaching skills before entering the teaching profession. As important as these skills are, this presenter submits that it is the "art" of teaching which designates the GREAT teacher from the good teacher. The "art" of teaching includes how teachers develop themselves as people. These personal development skills impact the students of our future teachers.

So, the intent of this program is to share specific qualities of GREAT teachers. The items presented are not all-inclusive, yet these qualities are critical in becoming a GREAT teacher. What are these GREAT qualities? Here are some potential qualities that determine GREAT teachers:

- Goal orientation – Assessment of learning
- Reinvest in the profession – Making a contribution
- Enthusiasm for learning – Role models for life
- Attitude is everything – Positivity breeds success
- Take charge of learning – TEACH!

This program suggests that teachers can learn to be GREAT. As teachers in higher education, can we believe the claim, "All teachers can be GREAT"? The success story of this presentation is that those attending are able to assess their own personal GREATness as they consider how they might instill GREATness into their students.

Google Technology needs a seat on the bus!
Gary Eippert, Northern Kentucky University

As we consider the theme “Good to Great” we feel that we need to use technology as one of the themes and seats on our Twenty First Century bus. The purpose of this presentation will be to demonstrate how to use productivity tools from Google that allow students and teachers to keep up to speed on current events and file sharing.

The first seat will be iGoogle. iGoogle pages allow the user to have a one stop shop for their interests and skills. The presentation will demonstrate how to set up an iGoogle page and then how to modify the page to fit personal preferences. Topics will include: creating / using themes, creating bookmarks that will always be accessible, personal gadgets and the use of RSS feeds. This segment will focus on how to create a site that you can use / open from any computer that has internet access.

The second seat will be focus on Google Docs. These cloud documents can be edited by a number of people and viewed by hundreds more. Document formats include: word, spreadsheet, presentation, and forms. Thus allowing individuals to use entry level tools that are from an open source and available across platforms. These documents can be placed on a secure location and then edited by various collaborators. The Google documents allow the users to create, store, share and collaborate online and in real time. The numerous advantages of using these documents with your peers and students will be discussed. The bus drivers will also demonstrate some real world examples of how to use these tools.

Finally, there will be an open forum to further clarify the presentation ideas and to allow participants to openly discuss how they have used these documents and how these ideas could be applied across the spectrum of Kinesiology, Physical Education and Higher Education.

Succession Planning for Level 5 Leadership in Kinesiology
Steve Estes, Missouri Western State University

Training university faculty for administrative positions does not occur as frequently as it should. Known as “succession planning,” academic departments and individual faculty can, in a systematic way, prepare promising administrator “wannabes” to assume administrative positions through a graduated and systematic process of accepting increasingly difficult administrative responsibilities. But while many agree that succession planning for university administration is a good idea, few universities or academic departments do it. Few universities have a process for training administrators; more often faculty assume administrative appointments through the (mis)fortune of retirements or other administrator openings. This presentation will discuss a process by which kinesiology faculty can begin to prepare for “Level 5 Leadership” by systematically engaging in a self-directed leader training process that mirrors contemporary applied leader training programs. Such a program would include training for leadership characteristics described in Collins’ *Good to Great* as well as a discussion of other quality leader training program characteristics: commitment, values orientation, experiential learning, disciplinary knowledge, mentoring, and leader assessment.

Superordinate Goal Theory: A model for Education Leadership -- a case analysis
Ron Feingold, Northern Kentucky University

Superordinate Goal Theory is a theory in sociology that uses the bringing together of divergent groups for the purpose of solving a problem for someone else, such as a societal issue. As an administrator for over 35 years, I have utilized the model in bringing together faculty and other professional groups in solving problems for others -- a few examples include youth sport, medical personnel and schools, autism, peace studies, United Nations Projects, etc.

Peer content-based Collaboration

Vanessa Fiaud, West Texas A&M University, & Alison Murray, New Mexico State University

Creating an alliance is common practice toward the advancement of mutual goals. We see it in countries from centuries back. Land-based need, financial and political gain are but the obvious ones in our historical backcloth. Collaboration within education is also a common feature and is a healthy process toward unifying departments, classes, colleges and so on. But what about content-based collaboration?

When professors (novice or otherwise) are set the task of teaching a new area which may not have appeared in their previous educational development, one is curious as to what system is actually employed?

Are there models to assist in this process which are simply informal approaches adopted by each department?

When provided with this opportunity to grow (some could have said placed in this compromised position!), some young professionals are told that this would be a steep learning curve. Indeed. But as a reflection of their own learning and teaching styles, a slighter more tangible approach would need to be created in order to avoid becoming overwhelmed and in attempting to keep a meaningful and efficient learning experience for the recipients within the new area. There appeared to be no fit-it-all process. The presentation will present the views of the “expert” and the “non-expert” to navigate the process. Input from the audience will be encouraged.

- Step 1- Panic as you contemplate the daunting task.
- Step 2- Panic even more because you are now in it.
- Step 3- Breathe and take it in as a true opportunity to apply the principles you profess.
- Step 4- Get ready- start talking, thinking aloud. Look at texts, websites, programs around the country- check the respective syllabus, the text chosen, the outcomes. Call/email the professors and ask how they partition their class.
- Step 5- Create a rapport with an ‘expert’ and ask for their help.
- Step 6- Adapt/simplify your context and current constraints.
- Step 7- Design your course- keep it stemming from your strong points.
- Step 8- Recognize that you will not cover the same amount in the same detail- so be well prepared for the outcomes targeted and their respective learning activities.
- Step 9- Try it- share with your content-peer- always let them know how it goes. Try to give them something back- even although they appear to have it all.
- Step 10- Jump in and enable your class to help you as you go by adopting a dynamic (even if consistent) approach.

From Good to Great – One Step at a Time: Enhancing faculty research capacity
Mel Finkenberg, Steven F. Austin University

In 2007-08 and again in 2008-09, the State of Texas funded competitive projects to support research at the university level. At Stephen F. Austin State University, a comprehensive regional university, the presenter, along with a colleague from the Department of Secondary Education and Educational Leadership, submitted a proposal intended to enhance faculty research capacity. The project was funded and twenty-two faculty members were admitted into what was referred to as the “Faculty Research Academy”.

Participation in the Faculty Research Academy provided faculty with an excellent opportunity to engage in individual or collaborative research while also strengthening research skills through research institutes and action learning teams. Although the Faculty Research Institutes were open to all SFA faculty members, membership in the Faculty Research Academy was by application only.

This presentation will involve a discussion of the process of initiating the grant, activities provided in the research institutes and some of the outcomes resulting from this endeavor. Challenges and accomplishments will be identified.

The Application of Professional Dispositions. Are They Necessary?
Ismael Flores-Marti & Ginny Overdorf, William Paterson University

The development and application of dispositions provide a set of professional criteria with the potential of helping students understand the importance of attitudes and professional behavior in general. While all might not move from “good to great,” the intent is that dispositions can help them to perform at a higher professional standard than their current level. While there is not a currently agreed upon operational definition of disposition as it applies to use with undergraduate students, we might consider it as a scale indicating levels of various types of behavior ranging from unacceptable to acceptable to target. In keeping with the theme of the conference, unacceptable would be below par, while acceptable would be good, and target would be great! The use of dispositions has become standard in the teacher certification area, and in fact, will be a required portion of the NCATE/NASPE assessment report in the future. There is, however, a debate over the definition, applicability, and assessment of the term disposition. Some researchers view the use of dispositions as necessary and important in the development of teacher candidates’ knowledge and skills. Other researchers view dispositions as dangerous and locking an operational definition. We subscribe to the former viewpoint, and do use them in our institution. This presentation will present several specific cases involving pre-service students demonstrating a specific behavior during their practicum and/or student teaching experience. An application of a dispositional term will proceed for each case with the intention of addressing its level of acceptability. In addition, other examples involving rubrics as an assessment tool will be presented and how we are anticipating their incorporation into our different programs. If you’re using or considering using dispositions, bring your own stories as an active discussion/conversation is expected with the audience.

Moving from Good toward Great: Development of a Graduate Sport Pedagogy Program
Karen Fredenburg, Baylor University

In fall 2005, several Baylor faculty met to discuss an emerging issue in our Health, Human Performance and Recreation Department. A number of our graduate students wanted to continue their education, but what they ultimately wanted was to become certified to teach physical education and coach. We worked to develop a master's degree with an option for teacher certification. This is a unique program in that candidates can receive their undergraduate all-level physical education teaching certification and their master's in education concurrently. Our actual experiences with candidates, reflections about their journals and their experiences, and efforts to receive NCATE accreditation have combined to drive our desire to strengthen the program. We will briefly look at the initial program and then discuss how we have adjusted the requirements and expectations over the last 3 semesters. The program has been upgraded to include more field-based experience prior to the internship (student teaching) in the final semester. A professional was hired to monitor and mentor the candidates during their teaching experiences, and the faculty has developed a teacher work sample to help provide evidence of planning, reflection and student learning. In addition, candidates complete an electronic portfolio and diagnostic exams over content and pedagogy. The faculty also developed a NASPE Evaluation Form to help assess candidate teaching performance. The presentation will include samples of students' work and an exchange of ideas with others interested in this process. There are currently five candidates interning in public and private schools and all will graduate this December or next May, and we have seven new candidates in the certification option of our Sport Pedagogy major. We are excited about the program, proud of the quality of our graduates, and eager to discuss how this program has emerged over the last three years.

Leading by Example: The Ultimate Goal of Success
Steve Frierman, Hofstra University, & Brian Lyons, Southern Utah University

In the past, many people used “lack of knowledge” as their rationale for not being active and living a healthy lifestyle. Individuals simply did not know how to exercise properly (e.g., exercise within their training heart rate, know when to increase or decrease weight, incorporate the proper form, etc). They were unaware that smoking could lead to cancer, and overeating and sedentary behavior was dramatically raising their risk of acquiring heart disease, stroke, and diabetes. Today, however, that is not the case. There is more information out there than ever before about the importance of exercising, eating properly and living a healthy lifestyle. The majority of colleges and universities across the country offer courses in health-related fitness, conditioning, and lifetime activities. While this has resulted in more and more people beginning to exercise, it has not kept them exercising in the long-term. Over the years, research has consistently found that over 50% of the adult population who begin an exercise program will quit within the first 6 months. Moreover, of the remaining 50%, approximately 25%-30% do not exercise enough to achieve any health-related benefits. Consequently, the rate of chronic lifestyle illness such as heart disease, cancer, stroke and diabetes remain alarmingly high. Why is it that people know how to live a healthy lifestyle, yet choose not to? Is higher education doing all that they can do to maximize lifetime physical activity and exercise participation? This presentation will focus on identifying the barriers that stop you from being more physically active and the strategies to overcome these barriers, now and for the rest of your life. Suggestions will be offered to demonstrate how to bridge the gap from fitness in the school to fitness in the community to fitness for life. If exercise, health, and wellness is ever going to be practiced consistently in all across the United States, higher education must lead by example and actually practice what you preach.

Building a “Culture of Discipline” in an Interdisciplinary Kinesiology Department
Shane Frehlich, California State University-Northridge

In his influential book *“Good to Great: Why Some Companies Make the Leap... and Others Don’t”*, Collins (2001) observed that highly successful organizations could be differentiated from less successful organizations based on seven specific characteristics. One of these characteristics, termed a “culture of discipline”, refers to the ability of the organization to nurture a culture in which individuals are self-disciplined, engage in disciplined action, and are fanatically consistent in adhering to the vision and principles of the organization. Similarly, Boyer (1990) suggested that a successful academic community would adhere to the principle of “discipline”, whereby all members of the institution would accept their obligations to the group, and that campus life would be governed by an appropriate set of standards developed by the community. Within each framework, the notion of “discipline” does not refer to a tyrannical leader imposing rules and order on the organization (or punishing people within the community), but rather it refers to a culture of self-control in which members live and work in alignment with the purposes and values of the organization (Diedrich, 2007). A culture of discipline has several unique facets; its members must ardently adhere to the values of the system, yet they do so out of love rather than fear. And by fanatically adhering to the principles of the organization, a greater sense of freedom and responsibility is evoked by those operating within the framework of the system (Ambler, 2009; Collins, 2001). The purpose of this presentation, therefore, is to discuss how notions of a culture of discipline can be applied to the interdisciplinary kinesiology department. In such departments, it is not unusual to find that the faculty are comprised of individuals who have as their primary passion one of the many professional or subdisciplinary areas of emphasis within kinesiology, including physical education, adapted physical education, athletic training, exercise science, adapted physical activity, sport studies, and dance. Given the increasing diversity of faculty interest, talent, training, and program-specific vision/mission/goals/accreditation standards that may exist in contemporary departments of kinesiology, it would appear that the development of a culture of discipline might in fact be one of the most difficult challenges facing the leader of such departments. It is anticipated that a significant portion of the presentation will be interactive in nature, with discussion addressing questions of “what are the ‘three circles of the Hedgehog Concept’ for my specific department?”, “what are the barriers to a culture of discipline in my department?”, and “how can the leader of my department facilitate the development of a culture of discipline?”

Building and Sustaining a Successful Doctoral Program in Sport Pedagogy/Physical Education Teacher Education

James Hannon, University of Utah

Using a panel discussion and audience interaction format, this session will focus on issues related to major themes believed to contribute to the building and long-term success of doctoral training programs in sport pedagogy/physical education teacher education (SP/PETE). Recently, Boyce and Rikard (2008) reported that the number of pedagogists in training does not meet the number of positions available and that this has been and will continue to be a trend in the field for years to come. Given the relatively small number of doctoral SP/PETE programs (approximately 26) this puts our discipline in a vulnerable position. There may be no other time as the present when doctoral preparation has become more critical for the long-term sustenance of both preservice PETE programs and K-12 school Physical Education programs. As noted by van der Mars (2009), recent hiring trends and expectations at the Research I institutions could lead us towards a generation of physical educators prepared to teach by individuals who have not completed doctoral studies with an emphasis in SP/PETE and by individuals whose sole focus and preparation has been to conduct research. As individuals responsible for preparing future SP/PETE faculty, we must have open and ongoing dialogue regarding the best possible ways to build and sustain our doctoral training programs. We have identified several key themes and subtopics within those themes to discuss in this session. The key themes are: **1) Mentoring**; experiences in a program that prepare students for success in the field. Subtopics for discussion within mentoring include: a) Building a supportive family/community atmosphere within a program, b) Essential coursework needs for future physical education teacher educators, c) Importance of ongoing research experiences and grantsmanship, and d) Learning to balance teaching, research, and service requirements; **2) Marketing and promotion of the program**. Subtopics for discussion include: a) Use of print and electronic media, b) Remaining active practitioners by presenting at State, Regional, and National meetings and publishing in both practitioner and data based journals, c) Current and former student involvement in the recruitment process, and d) Responsiveness to student inquiries; **3) Establishing the importance of the program to ones departmental/college mission and goals**. Subtopics for discussion include: a) How does your program fit; establish your niche and b) Recognition from administration; **4) Doctoral program design** (i.e., type of courses and key experiences) Subtopics for discussion include: a) On-going program assessment; do not rest on your reputation, and b) Becoming more reflective practitioners; **5) Going outside your comfort zone**; do not be afraid to learn from others. Subtopics include: a) Learning from student feedback, b) Learning from successful programs in other disciplines, and c) Learning from your peer institutions.

Kinesiology and the Sacralization of Technology
Andrew Hawkins, West Virginia University

There has been a growing trend to increase the use of technology. Technology use is deemed necessary for full functioning in the academic world, both in higher education as well as in elementary and secondary education. In teacher education accreditation agencies and state boards of education are requiring the use of technology by teacher candidates in K-12 physical education. Examples of such technology include heart rate monitors and video exergaming. But such technology use may be narrowly defined as digital, or computer-driven. Technology more broadly defined has to do with the means of production without immediate regard to the products themselves. So defined, technology would include methods, techniques and processes, digital or otherwise.

Such use of technology is taken for granted. Apart from the question of efficiency, technologies tend to be unexamined in terms of their effects on society and their implications for the human condition. The unexamined use of technology was a critical concern for Jacques Ellul (1912-1994).

Ellul was a french philosopher, sociologist and theologian who is best known for his analysis of the effects of modern technology on society. He believed that technology was the “chief characteristic” of our age, with all other popular characterizations being secondary and dominated by technology. (Ellul, 1980) The purpose of this paper is to provide an outline of Ellul’s critique, and then to describe the dehumanizing dangers (some already realized) for our discipline should we fail to thoughtfully examine the effects of technology.

The following elements of Ellul’s critique will be explained, with examples relevant to the field of kinesiology: 1) Autonomy: the tendency of technology to be self-determining and to operate as an end in itself; 2) Unity: the tendency of individual technologies to function together as a coherent system, dependent on each other in order to maintain productivity and order; 3) Universality: the pervasiveness of technology in all domains of society; 4) Totalization: the tendency of technologies to function as an ensemble dominating all other dimensions of life; 5) Self-augmentation: the tendency of technologies to develop with an intrinsic momentum, with decisive human intervention only an inconsequential cog in inexorable process; 6) Automatism: the tendency of technological applications to be invoked, not through considered human decisions, but as the result of previous technological advances; 7) Causal progression: the tendency of technology to develop, not in response to judiciously considered goals, but to existing possibilities of growth; 8) Acceleration: the geometric increase of the speed of technological progress.

These characteristics of technology have already begun to produce dangerous, even dehumanizing consequences, for kinesiology. The diminishing of the humanities in our own professional development (philosophy, sociology, history, artistic expression) is perhaps the most obvious effect. Other effects considered in this paper include the loss of purpose for the application of technologies, the exaltation of extramural funding as equal to or more important than actual knowledge generation in the promotion and tenure process, and the diminished role of play as the central purpose for which our movement culture exists.

Using an Adapted Physical Education Resource Manual to Increase Disability Awareness in Undergraduate
PETE Students

Bethany Hersman, Wright State University

In many universities, PETE majors receive only one course in Adapted Physical Education (APE) to prepare them to teach students with disabilities. In most cases, this is not enough preparation to adequately prepare future teachers. The APE resource manual is an assignment that, once completed, PETE majors will have a “how-to” guide to aid them in their teaching and in working with individuals with disabilities. The APE resource manual is designed to outline the different disability categories outlined in the Individuals with Disabilities Education Improvement Act and includes aspects such as: legislation; modifications; disability specific websites and other resources; community resources for individuals with each disability; among others. Once completed, this assignment is then distributed to all students in the course for their future use as teachers. The APE resource manual provides teachers with resources and activity modifications to use when they are not sure where else to turn once they start working with individuals with disabilities in their classes; this assignment not only helps them to become more knowledgeable in the different disability categories, but also helps them to learn to be creative and resourceful in working with individuals with different disabilities.

Facing The Brutal Facts: Where Are You In Promoting Your Programs For Sustainability In Higher Education

Lisa Hicks, University of Indianapolis

Confronting the brutal facts of higher education academic programs is an anxiety filled task. Kinesiology and related areas are even more challenged as they are being forced to find revenue streams for programs with reduced resources. Some of these department face termination or absorption into other units on campus. To counteract this adversity, this department has been successful in increasing undergraduate enrollment five-hundred percent in eight years as well as in securing three new tenure-track faculty (FTE) lines. Strategies presented will include those used which aided in the department transitioning from 62 majors and one dedicated full-time faculty member to over three-hundred majors and seven dedicated FTE. This was all accomplished while increasing the credibility and reputation of the department on campus and in the community. To repeat the illustration in Collins' (2001) text, great organizations respond to adversity by identifying the harsh realities and emerging even stronger. Facing the brutal facts revealed a department with an undergraduate program known as the 'easy major' on campus and one without academic identity. Once the brutal facts were considered, tactics were identified to reverse these negative findings. A key approach adopted was to always make the university administration pleased with the results of the department. This was accomplished by increasing enrollment, increasing tuition revenue, and increasing faculty scholarship, which resulted in program sustainability. Sustainable academic programs prepare to change with society, and this department did so by creating two new academic majors to meet the community needs. The department used internal and external means for program promotion. Internal maneuvers included: hiring the right faculty (right people on the bus, Collins, 2001), creation of a faculty and staff wellness program, department meetings with the President and Provost and prominent display of research posters. External strategies included: signage, development of community partnerships, a community advisory board and an alumni newsletter. Methods will be discussed in detail so that presentation participants may utilize these resources on their own campus.

Kinesiology Advisory Board: One Avenue To Determine The Brutal Facts For The Results You Desire
Lisa Hicks, University of Indianapolis

Collins (2001) suggests that successful organizations confront the brutal facts of the organization in order to determine the reality and appropriate future action. Most institutions need outside, objective consultation for this to occur. The presenter is the chairperson of a department which has been utilizing a novel business concept to face the brutal facts: A Kinesiology Advisory Board. The department has developed an extremely successful initiative which links key community members to Kinesiology programs in higher education in an organized fashion. The department created a strong, interactive board consisting of key professionals from three program areas: exercise science, sport management, and teaching health and physical education. The advisory board acts as a sounding panel, offering a bountiful source of ideas, expertise, experience, and honest advice. The board also provides valuable input in the proposed development of two new academic programs, including a new undergraduate major in community health education. This board has created a culture where internal and external individuals have been able to express their concerns and hear the truth about the academic programs. The board has also provided facts of market research which had aided in the increased visibility of the department.

The benefits of this initiative have been numerous. Benefits to students have included: early contact with potential employers, development of interview skills, and experience in an updated and applied curriculum. Benefits to the academic department have included: increased exposure on and off campus, development of community stakeholders (board members), input/advocacy for new and/or developing programs and initiatives, and identification of needs in the marketplace. Board members have benefited through networking with other professionals and identification of outstanding potential employees. Board members provided input related to evolution of the field including necessary employee expertise, resulting in the university developing the type of skilled employees desired for quality positions. Presentation participants will receive information on key steps to successfully developing an advisory board which benefit all involved parties. Strategies for creation, membership, and key benefits experienced by a current board are presented. Suggestions will be shared on the identification and development of potential partnerships within the local community. Additional information on strategies for success and pitfalls to avoid will also be shared.

Developing Instructors: Mentor Programs Can Help!

Clive Hickson, University of Alberta

In today's world of academia, personnel costs can consume up to 90% of institutional budgets. The largest component of these personnel costs tends to be faculty salaries and by the time tenure is either awarded or denied institutions may have invested between \$500,000 and \$1,000,000 in a faculty member (Thomas, 1997). In light of this, some institutions have begun to utilize *mentors* to support and assist in the development of their new faculty and to enhance their investment (Sands, Parson, & Duane, 1991).

However, the current expectations for faculty members to conduct research and publish findings may be contributing to a complex phenomenon that has impacted institutions in a variety of ways. Due to the pressures of *publish or perish* placed on faculty members (Booth, 2004, DeRond & Miller, 2005) at large research intensive universities, conducting research is often regarded as more important than the teaching of courses (Booth, 2004). This has resulted in universities having large numbers of courses taught by non-faculty staff (Jensen, Farrand, Redman, Varcoe, & Coleman, 2005). Therefore, the notion of who needs support and mentoring might well have changed considerably. It could be argued that it is important to consider those non-faculty staff members that are hired to teach courses.

This presentation will detail a study that investigated the effects of a mentorship program provided to two Graduate Teaching Assistants (GTAs) in preparation for the teaching of an elementary school physical education curriculum and instruction course at the undergraduate level. Following a peer coaching design (Joyce & Showers, 1988), the GTAs not only received training in effective teaching techniques, but were also provided with information about the skills, strategies and the rationale behind new techniques and the opportunity to practice their teaching under the observation of a peer coach (Seyfarth, 1996). The mentorship program also provided the GTAs with regular feedback, sustained support and follow-up opportunities (Guskey, 1986; Howey & Vaughn, 1983; Killion & Kaylor, 1991). Utilizing a Multiple Instrumental Case Study approach involving field notes, communication messages, and reflective journals, data were collected in an attempt to understand the lived experience of the GTAs and whether participation in the mentorship program was beneficial.

The results indicated that both GTAs valued their participation in the mentoring program. They believed that they had become better educators from their participation. It was commented that the mentor program assisted in their understanding of what to expect of being a teacher educator and how to teach physical education curriculum and instruction courses. As one participant remarked... ***"I could not ask for anything better to start off my career path as a teacher educator. I believe that I now have the understanding to do the job properly and it is due to this program."***

The African American Experience in Physical Education and Kinesiology: Plight, Pitfalls, and Possibilities
Samuel Hodge, Ohio State University, & David K. Wiggins, George Mason University

In his lecture at the 2009 National Association for Kinesiology and Physical Education in Higher Education Annual Meeting, John M. Dunn, President of Western Michigan University, stated that "Truly great universities must be diverse. They must be inclusive and there must be programs committed to recruiting and supporting others who may feel excluded" (p. 272). He also said one of the challenges is that "we must have a greater presence of individuals who come from underrepresented communities in our professional ranks as faculty members, scholars, and researchers (p. 275). We agree and will elaborate on these points within this paper.

Historically and still today, there exists a consistently low presence of African American faculty at predominantly White institutions (PWI) of higher education. In 2007, only 7% of all faculty members in the US were Black (Snyder, Dillow, & Hoffman, 2009) and mostly they taught at historically Black colleges and universities (HBCU). Today, we know little about the experiences of African American faculty at PWI and even less is known about such faculty in Kinesiology and Physical Education (KPE) programs at doctoral-granting institutions. In this presentation, we will engage in discourse on African Americans in KPE. First, we will discuss the historical plight of African American KPE professionals. Second, we will discuss the current status of African Americans in the academe. Third, we will elaborate on the experiences of African American faculty in KPE programs, particularly at PWI. Fourth, we will identify issues and pitfalls to avoid in recruiting, hiring, retaining, tenuring, and promoting African American faculty. Lastly, we will offer recommendations to increase the presence and improve the experiences of African Americans in KPE programs.

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Level 5 Leadership: Characteristics and Implications
Jimmy Ishee, Texas Woman's University

In his popular book “Good to Great,” Collins 2002 discussed a leadership hierarchy model based on 5 levels. The purpose of this presentation is to identify, discuss, and provide insight into the practice of the level 5 leadership hierarchy model. Collins identified level 5 leadership as the type of leadership which leads institutions to greatness. All the companies he profiled as moving from good to great companies had leaders that demonstrated the characteristics of level 5 leadership. The five levels of leadership included in the hierarchy model are identified as: highly capable individual, contributing team member, competent manager, effective leader, and executive. In his accompanying monograph, “Good to Great and the Social Factor” (2005), Collins specifically applies the level 5 leadership concept to the nonprofit sector. Level 5 leadership is described as “a paradoxical blend of personal humanity and professional will.” These two sides of level 5 leadership will be contrasted and compared to demonstrate the contradictory nature of this blend of characteristics. Specific characteristics of level 5 leadership in the social sector will be discussed as they relate to the complex governance and diffuse power structures found in non-profit organizations. The governance and power structures found in non-profits is what makes these organizations and institutions characteristically different from the business world of for profit.

“More than Physical Education - One Program’s Success Story”
Christy Killman, Rhonda Folio, & Mike Phillips, Tennessee Tech University

Public institutions of higher education are often on the receiving end of major budget cuts resulting in programs being eliminated or reduced in size or leaving administrators and faculty attempting to find ways to expand, thus increasing student enrollments. A degree in teacher licensure for physical education may not meet the career interests and goals of perspective undergraduate majors. Even though there is a shortage of teachers, potential students in the fields associated with exercise science may not want to be licensed to teach physical education. A trend has been noticed in the direction of coaching and sports administration, allied health professions and fitness and wellness. This has opened doors and opportunities for traditional physical education programs to expand in various related directions. While pedagogy is still needed as a program option, other professional preparation programs can provide additional avenues for potential students who are interested in pursuing a path other than teaching physical education. As enrollment in teacher preparation programs declines, opportunities for expansion within the field can provide struggling programs growth opportunities. Web enhanced courses and online course delivery can be popular and cost effective options on a limited budget.

This presentation will focus on the fostering of new career path programs of study in the Department of Exercise Science, Physical Education and Wellness at Tennessee Technological University. The number of majors in the department grew from 83 health and physical education majors to 365 exercise science majors with the expanded program concentrations over the course of two years. The identification of need for expansion, process, procedures, growing pains and online course delivery will be discussed. Methods of coping with change without jeopardizing standards of professionalism will be disclosed. Issues related to online course delivery and training for faculty in the same will also be addressed. The reality of growing pains including limited number of classrooms, shortage of qualified instructors, limited funding for professional personnel and even office supplies will be reviewed. Possible remedies for staffing and faculty shortages will be suggested based on the past two years of expansion and growth in the department. Some effective responses to the increased enrollment and added responsibilities include collaborative efforts of existing faculty in teaching and directing lab/field experiences, mentors for new faculty, improved and more effective advisement of students, restructuring of course offerings, utilization of technology in teaching and recruitment, development of mentoring programs for students and collaborative community partnerships. While the resistance to change is ever present, the need for change is often more prevalent and must be recognized as necessary for the good of the students, the department, the college and the university. All the while the fundamental values of a standards driven program must remain in tack in the pursuit of making a good program great.

Lessons learned while transitioning a face-to-face college coaching class into an online format
Cathy Klein, Lincoln College, & Alfredo Martinez, University of New Mexico

Teaching future coaches to be effective leaders in today's win at all cost environment is a challenging task. Showing students the value of a sound leadership philosophy while encouraging them to develop effective and integrated team policies and a keen eye for risk management is an even more challenging task. Creating all of these important lessons in a student centered, engaging manner in a 100% online format was an exciting challenge that was undertaken in the spring of 2009. In a face-to-face environment and the same instructor, 15 students registered for the Principles of Coaching Class each time it was offered over the last two years. When presented in an online format, the same class was filled to its 25-student capacity after 1 day of open registration without promotion of any kind. Both undergraduates and graduate students were clearly eager to take this elective in an online environment because it offered convenience, connectedness and student control.

The class was divided into 4 distinct modules when offered in both a face-to-face and online format. In both formats students were asked to 1) develop a functional leadership philosophy 2) integrate that leadership philosophy with relevant team management policies, 3) create an instructional plan for an actual practice session, and 4) identify and document risks in actual sport settings. While the assignments were identical in both face-to-face and online format, the difference between student projects was noteworthy. The significant learning moments, unforeseen challenges, barriers and outright successes are explored in this hands-on presentation. Best practices and the most vivid lessons are examined closely and practical strategies for future improvement will be provided.

Peer evaluation: the change from formative to summative
Michael Kernodle & Robert McKethan, Appalachian State University

Formative peer observation is the process of faculty members attending and observing peers in the classroom to assist with the improvement of teaching. Summative peer observation involves the evaluation of peer classroom behavior to provide teaching effectiveness information used for merit, promotion, and/or tenure decisions. Braskamp and Ory (1994, p. 202) stated that:

Peer observations are particularly useful in a program of faculty self-assessment and improvement. Instructors who wish to analyze their own teaching and student learning can benefit from a colleague's observation. Such classroom observations can be flexible and informal. In contrast, observations for personnel decision making need to be more formalized and standardized to ensure fairness, reliability, and credibility.

The purpose of this presentation is to examine the process used to change a Departmental peer evaluation process from formative to summative including the development of a questionnaire, a faculty triad evaluation system, an evaluation protocol, and the use of Survey Monkey to conduct content validity checks and determine inter rater reliability. After three years of trial the process has reduced the number of questions on the survey instrument from 100 to 25 resulting in strong reliability and discrimination numbers.

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Achieving meaning and purpose through movement: Celebrating the SPIRIT of mind and body
Shawn Ladda, Deborah Adams, William Merriman, & Lisa Toscano, Manhattan College

This program will examine threads through the Manhattan College physical education & human performance program that celebrate the spirit and thus give more meaning and purpose to the mind and body. Permeating from our institutional mission, the Lasallian heritage provides support to positive psychology elements. Our Lasallian tradition includes a tradition of excellence in teaching, respect for individual dignity, and a commitment to social justice. The Manhattan College mission is to provide a contemporary, person -centered educational experience characterized by high academic standards, reflection on faith, values and ethics, and life-long career preparation.

NAKPEHE: Task Force for Future Marketing Efforts

Greg Letter, Adelphi University, Carrie Sampson Moore, Massachusetts Institute of Technology, & Robert Lyons, Johnson C. Smith University

Our report which offers constructive criticisms as well as potential starting blocks will be discussed. The task force focused on organizational assets and existing marketing efforts to determine the association's current state of market value and how these resources are utilized with regards to the focus of marketing strategies. Existing assets and leveraging strategies incorporating these assets is the initial focus of our review. Marketing practices acknowledged by the task force will be discussed to enable attendees to become more aware of existing strategies, specifically pointing out the strengths and weaknesses of the marketing practices in an attempt to open the floor for input from members to further dissect organizations efforts from a multitude of perspectives. Also the task force will discuss how the marketing plan can be further developed and supported with quantitative and qualitative data from membership as well as NAKPEHE committee leaders. Probing questions within each section of the report will be discussed for the purposes of gathering pertinent information from members present in the forum.

Children's Previous Experiences, DDR Performance, and Physical Activity Levels

Tanjian Liang, University of Utah

Purpose: As an interactive video game that combines real physical dancing requiring fast-foot movement with energetic music and visuals, Dance Dance Revolution (DDR) has been incorporated into school-based physical activity (PA) programs as a tool to promote students' physical activity levels and public health. Currently efforts have been made to examine the benefits of DDR as a means for PA intervention.

Successful previous experiences are considered the most influential source of an individual's task performance (Bandura, 1986) and PA levels (Gao et al., 2008). However, empirical work investigating the effect of previous experiences with DDR has been scarce. Therefore, the purpose of this study was to examine the influence of children's previous experiences on their DDR performance and PA levels.

Methods: The participants were 62 school children (31 boys; $M_{age} = 8.41$; $SD = 1.32$) enrolled in an after-school DDR program at an urban predominantly Latino elementary school. They responded to a demographic survey including self-reported previous experiences with DDR. The participants' DDR performance scores on the first day were retrieved from the screens at the beginning of the program, and their PA levels during the program on the second day were measured by the New Lifestyle NL-1000 pedometers.

Results: The one-way ANOVA revealed that children with previous DDR experiences scored significantly higher on DDR performance than those without experiences, $F(1, 60) = 10.01$, $p < .01$, $\eta^2 = .14$. However, there was no significant difference on children's PA levels (steps/min.) between children with and without previous DDR experiences, $F(1, 57) = .23$, $p = .63$.

Conclusion: The results of this study substantiate the postulation that previous experience is the most influential factor for individuals' performance (Bandura, 1986). That is, successful previous experiences in specific tasks can enhance an individual's task performance. Therefore, health professionals should positively reinforce task completion and help children successfully complete the tasks. However, children's PA levels did not differ by their previous experiences in this study. Future studies are warranted to further examine the effects of previous experiences on PA levels across different activities.

Classroom-Based Physical Activity Intervention in Pre-School African-American Children
Wenhao Liu, Slippery Rock University

While overweight and obesity have been a serious health concern of our nation, preschool children's overweight is seldom addressed, let alone physical activity interventions in preschool children. Establishing and maintaining physical activity in preschool children is considered a beginning step in solving the problem of childhood overweight (Spaulding, Gottlieb, & Jensen, 2008). Given the fact that about 56% of 3- to 5-year-old children are enrolled in preschools or the like nationwide (Dowda et al., 2004), physical activity interventions in preschools could be meaningful and cost-effective. Therefore, this study was intended to intervene in physical activity level of pre-school African-American children for the purpose of significantly improving their physical activity level during school days.

An intact class of fourteen African-American children aged 3-5 years (mean = 4.2 yr.) in an early childhood center of an inner-city school district participated in an eight-week physical activity intervention study. Each participant wore a number-coded NL-2000 activity monitor with the student's sex, height, and weight entered during the study. Baseline physical activity level (step counts and calories expended from physical activity) was assessed on every other school day (five school days total) of the first two weeks during which no intervention happened. The following six weeks were the intervention period in which two physical activity intervention strategies were implemented. First, a structured daily 30-min recess replaced the originally unstructured recess. Second, a total of 20 minutes of carefully chosen, subject matter related physical activity was incorporated in daily classes on each school day. Intervention physical activity assessments were conducted on every other school day (15 school days total) during the six-week intervention period. The paired samples *t* test was used to examine the intervention effectiveness.

Results indicated a significant improvement in participants' daily physical activity level (step counts and calories expended from physical activity) on school days during the intervention period. Specifically, mean values of daily step counts for the baseline and intervention period are 4532.2 ± 473.06 vs. 6495.61 ± 822.43 , $t = 12.51$, $p < .001$. Mean values of daily amount of calories expended from physical activity at the baseline and intervention period are 44.50 ± 1.26 vs. 64.72 ± 2.29 , $t = 13.99$, $p < .001$. In other words, the intervention increases the children's daily step counts by 43.32% and energy expenditure by 45.44% on school days. The study suggests that the classroom-based, teacher-led physical activity intervention in preschool children is effective in improving children's physical activity, and is easy in design and implementation. While multiple-level factors may influence individuals' physical activity behaviors based on the ecological model (Sallis & Owen, 2002), young children's physical activity level in school can be significantly improved at classroom level with strategies implemented by the classroom teacher. It is suggested that trainings be provided for preschool class teachers regarding how to design and implement classroom-based physical activity intervention.

Outcome Evaluation and Analysis of Two Short-Term, School-Based Physical Activity Intervention Programs

Wenhao Liu, Slippery Rock University

Recognition of the importance of physical activity (PA) has reached a new height in the United States, and more PA intervention programs occur at school levels. As a result, the imperative to evaluate PA programs is greater than ever (CDC, 2002). The purpose of this study was to evaluate effectiveness (outcome) of two short-term, school-based PA intervention programs, run by in-service PE teachers in their own schools respectively as a partial fulfillment of the requirements for the degree of Master of Education in a university in the US.

The two intervention programs offered after-school fitness clubs meeting three times/week for eight weeks, with a total of 24 intervention sessions each. Both programs had a major objective of getting as many students as possible to engage and maintain in the intervention programs. Thus, the outcome evaluation and analysis focused on students' participation rate in the intervention programs. The participation rate was defined in three ways: (a) *overall participation rate* (OPR), which was the total number of program participants in relation to the school enrollment, (b) *average number of participates* (ANP) per intervention session, and (c) the number of *regular participants* (RP), who participated at least once per week over the eight weeks. Attendance was recorded; OPR, ANP, and RP were calculated; and the strategies and environment elements that might contribute to the participation rates were identified and analyzed.

The results indicate that the Intervention Program 1 (IP1) had an OPR of 11.14% (39 participants out of 350 students), an ANP of 2.9, and a RP of zero, whereas the Intervention Program 2 (IP2) had an OPR of 16.22% (120 participants out of 740 students), an ANP of 33, and a RP of 46. The contrasting participation rates were logically associated with the strategies and environment elements that differed between the two programs in appropriateness or choice of PA, the number of PE teachers running the programs, and the use of incentives. Specifically, the IP1 provided a traditional fitness training circuit containing 20 stations (jump rope, push-ups, etc.) for participants to rotate at a pace of 30 second/station, which might be too boring and too vigorous to attract participants. In addition, the PE teacher running the IP1 got no help from other PE teachers in running the program, resulting in litter assistance to participants. Further, the school district of IP1 did not provide any incentives for student participation or for the PE teacher's program work. By contrast, the IP2 provided many physical activities for participants to choose, containing cardio machines, fitness/weight machines and equipment, free weights, and outdoor activities. In addition, more than one PE teachers run the IP2 in each session and were able to provide feedback and assistance to participants. Further, extra credits, homework pass, and t-shirts were used as incentives to encourage student participation, and extra paychecks were offered by the school district for PE teachers' club hours. The results suggest that choice of age-appropriate PA and supports from multiple levels contribute to a successful PA intervention program.

Out of Their Comfort Zone: Using the Transformational Experience in Physical Education
Park Lockwood, Washburn University

Physical Education majors are provided a variety of courses, training, and practical experiences in order to become successful leaders in the field upon graduation. Commonly, students complete coursework in core and concentration areas of their major as well as internships and / or field experiences in their interest area. The overall purpose is to provide students essential knowledge, experience, and skills for those planning to work in areas such as teaching, coaching, fitness, sport management, and athletic training. Washburn University has recognized that students need a variety of experiences and courses in order to provide the necessary background necessary to be a well-rounded professional in their field. In addition, Washburn University realizes that quality novel experiences, which allow students to step out of their comfort zone and gain new insight and understanding, can expand students' knowledge and perception of the world. As a result, Washburn University has created the Transformational Experience (WTE). All students are 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 the WTE and explain how a Health, Physical Education and Exercise Science department can incorporate the WTE, including a discussion of the development and implementation of an international travel course to Europe which involved a tour of a variety of sport, historical, and educational sites.

Get on the Bus to SuccessTown: thriving Faculty Leads to Growth and Change in a Sports and
Exercise Sciences Department
John Lubker, West Texas A&M University

In Jim Collins' *Good to Great*, an entire chapter is focused on selecting the right people for positions (getting them on the bus) and then achieving the group mission (figuring out where the bus is headed). Evidence of this concept has been displayed in the growth and success of the Sports and Exercise Sciences (SES) at West Texas A&M University. This program will discuss the story of how our department was able to both engage in and benefit from this concept and how this was the major step in our current process of going from "good to great." Focusing on having the right people has presented our SES department with both challenges and opportunities. Over the last three years (2006-09) our SES department has grown from 149 to 282 majors and has become one of most popular programs of study on campus. Much of this success can be attributed to having the best people in the right positions that where they can flourish as well as hiring new faculty that fit our open positions. When we could not find the right person, we did not settle for second best – we kept looking. With the diverse backgrounds and abilities of faculty in the department, it was vital to find where and how each faculty member would thrive. A position of mentorship? A position of creativity? A position of specific knowledge? A position of passion? A position of potential? Once the administrative leadership was able to focus on the strengths of each faculty, we were able to place the best people in the position where they would thrive. We took the faculty with the most potential off of the department's problems and directed their efforts toward opportunities instead: grants, development of new majors, collaborative research, student-centered projects. There were many obstacles to overcome (and are still being overcome) in this process – the tenure and promotion model of academia and academic freedom. A cultivation of teamwork and a shared purpose assisted getting faculty onboard the bus. However, getting the wrong people off of it proved to be a challenge due to tenure and promotion. Instead, finding these people the right position – a position that fit them and allowed them to flourish was important to the success of the department. Also, getting faculty into the right positions put a strain on the transitional organization of the department and much was asked of each person to assist in the transition. By talking about individual sacrifice and focusing on the direction of the bus, faculty buy-in was achieved. This shared purpose and the results of the changes made the direction of the bus an easy one – student-centered instruction and service, collaborative research, and clinical application. The story of our SES department's road to growth and success is a unique one, however, it can be replicated through focusing on the tenants of "first who...then what" as evidenced in *Good to Great* – the presenter will process and discuss his leadership experience to highlight this topic.

From good to great critical thinking in sport management

Robert Lyons, Johnson C. Smith University & E. Newton Jackson Jr., University of North Florida

The presenters will present the various definitions and concepts related to critical thinking from various disciplines. For example the center for Critical Thinking defines critical thinking as self-directed thinking which exemplifies the perfections of thinking appropriate to a particular mode or domain of thinking. Moreover, critical thinking theories and their intricacies will be discussed to provide a logical backdrop for the rest of the presentation. The stage theory of critical thinking will be one of the theories that will be discussed. The stage theory involves six stages of thinking which are as follows:

Stage One: The Unreflective Thinker

Stage Two: The Challenged Thinker

Stage Three: The Beginning Thinker

Stage Four: The Practicing Thinker

Stage Five: The Advanced Thinker

Stage Six: The Master Thinker

Next, the presenters will discuss some of the critical thinking literature that exist to highlight how other researchers are utilizing critical thinking to improve their disciplines and to develop theory. Also literature in sport management pertaining to critical thinking will be discussed as well. The researchers will propose a model for developing successful critical thinking activities and curriculums in sport management. Hopefully, this model will help other sport management educators to elevate the level of critical thinking that is virtually non-existent in our field.

Making the Leap: Connecting the Content with the Experience in Sport Management
Colleen McGlone & Gib Darden, Coastal Carolina University

One way in which a kinesiology curriculum can move from good to great is to integrate experiential learning models into the program content. Effective models should stimulate a student's "vertical development" (Jowdy, et al., 2008) and help students make the leap from textbook concepts to real-world applications.

This presentation will highlight the evolution of a unique and strategic initiative to test Kolb's (1984) experiential learning model. Faculty and students in the undergraduate sport management program at Coastal Carolina University recently developed The Sport Operations Executive Program (SOEP), a semester-long pilot program that systematically partnered sport marketing students with the intercollegiate athletics program. The presenters will highlight how students matriculated through the experiential learning process including each of the 4 areas identified in Kolb's model. Discussion will also include a preliminary assessment and reflection of the process inclusive of students, program faculty, and athletic administrators.

While traditional pedagogical techniques are often necessary to deliver academic content, many have argued the need to foster an environment in which students are engaged in the application of content, critical thinking processes, and problem solving. Jowdy (2008) suggests it is particularly necessary in a sport management curriculum, which is to prepare individuals to lead in the dynamic world of sport. He suggests experiential learning is one way to stimulate a student's "vertical development," which is portrayed by one's evolution, maturation, or transition to more complex action logic (Cook-Greuter, 2004). It is theorized that when students are actively engaged in an experiential learning process, students think more critically and take more responsibility for their own learning and development. Indeed, experiential learning has become an important component of many sport management programs.

Kolb (1984) describes the process of experiential learning as "Knowledge created through the transformation of experience" (p.41). It is through this experience that students move through a series of processes including 1) encountering concrete experiences; 2) deal with experiences through reflective observation; 3) ask questions and form generalizations through abstract conceptualization and 4) answer questions or solve problems through active experimentation.

Through the SOEP initiative, the presenters will attempt to answer the question: Did we vertically develop our students? For example, Manners et al. (2004) found their participants experienced vertical development when they were exposed to content that was "disequilibrating, personally salient, emotionally engaging and interpersonal" in nature. The presenters will discuss their experiential learning process, assess the student learning outcomes, and reflect on the success of the initiative. Through an open discussion, the presenters will explore the necessary components of using the experiential learning process to make the leap from theory to practice, and take a sport management curriculum from good to great.

Good to Great: Awesome Teaching at Your Fingertips
Robert McKethan & Michael Kernodle, Appalachian State University

Increasingly, students and faculty go to the internet for recreational, social and academic purposes. Websites such as YouTube and social networking such as FaceBook and MySpace are finding academic niches and signal the increased potential website academic applications. The fact that learners and faculty are increasingly using the internet to support completion of academic requirements suggests that a well designed website will support faculty and student productivity.

In the Reich College of Education at Appalachian State University a new site, Teach 4 Learning is under development to exhibit exemplary teaching practices. This web site highlights selected teaching behaviors from physical education and elementary education student teachers. Website content also includes video, still images, and research relating the teaching practice to student learning. The teaching practices depicted in the videos are also linked to standardized teaching practices adopted in North Carolina.

The purpose of this presentation is to:

- Demonstrate the website platform, called WordPress.
- Disseminate information about the features of WordPress.
- Explain and demonstrate the technology used to capture and edit video .
- Discuss possible extensions of the Teach 4 Learning website
- Discuss costs involved in setting up the Teach 4 Learning website.
- Discuss issues related to the development and operation of the website.

In discussions following the presentation, the audience will have the opportunity to provide feedback and suggestions to improve the website. The audience will receive handouts related to procedures, resources and costs for construction of similar websites.

Great to Good: Why “Some” Making the “Leap” Is Not Good Enough
Douglas McLaughlin, California State University Northridge

In *Great to Good: Why Some Companies Make the Leap... and Others Don't*, Jim Collins uses several examples from the world of sport to support his claims about companies. While his findings may have relevance for the administrators and leaders of Kinesiology departments, they also have their limits. For example, his use of “great” athletes is indicative of a historical bias in the mission and focus of Kinesiology departments and related professions. Collins repeated references to elite athletes and sport competition as a model of greatness echoes what Kinesiology departments have been great at. But a concern for greatness in sport serves for many people as a deterrent to physical activity. How might a focus on “good” physical activity experiences be more important than great ones? How would such a focus challenge some of Collins’ key findings? And how might an emphasis on “good” over “great” physical activity experiences be a prerequisite for Kinesiology departments moving from “good” to “great.” After all, “making the leap” in the business world is not essential. But in the realm of physical activity, “making the leap” is not only essential but definitive. So, Kinesiology departments must take seriously how to get more people to “make the leap” into a physical active lifestyle. Helping people identifying how “making the leap” can be “good” even if it is not “great” is important step. So too is articulating how meaning and value can be derived from good physical activity experiences. A focus on a few elite athletes who are great is not good enough. If Kinesiology departments want to be great, they much focus on the good.

Fitness for Life

Vanessa Mikan & Gloria Napper-Owen, University of New Mexico

There has been a transformational change within the content and pedagogical instruction of the Fitness Concepts course for undergraduate Physical Education majors. The course focuses on the importance of educating undergraduate students on how to lead healthy active lifestyles in order to assist in demarginalizing physical education. The five health related fitness components are taught in an active setting in which the students perform various fitness assessments recognizing and developing individual goals on how to improve their health related quality of life. Students also participate in daily pedometer and nutrition logs, recognizing behaviors and daily physical activity levels. Case studies along with various recent news videos and reflection papers are used to help encourage metacognition and discussion among the students. Nutrition and healthy eating is taught in a demo kitchen where students learn how to cook healthy meals, read nutrition labels and calculate calories per meal. The University of New Mexico's Fitness Concepts course has developed into an interactive classroom in which students learn how to develop and educate others on how to lead healthy active lifestyles.

Taking the Time to Learn

Vanessa Mikan, University of New Mexico, & Alison Murray, New Mexico State University

L. Dee Fink has defined learning as change. The University of New Mexico Curriculum and Instruction Graduate Seminar course in Spring 2009 examined Fink's taxonomy of significant learning and put his suggestions for developing an effective active learning environment to the test. The class itself had been designed upon the tenets of this approach and adopted a cyclical approach to move the class forward as prospective teachers. Graduate students were asked to develop a course of their interest following Fink's 12 steps for designing an Integrated Course. Fink's taxonomy represents a major shift in the way we think about teaching and learning. This course provided graduate students with the opportunity to transform the way they thought and taught within their classrooms. A conference was designed for the class in order that they have an opportunity to both present and defend their work. A special panel of professors formed by the class instructor attended the conference. They represented several colleges across the university and broached themes and concepts to challenge the graduate class. The course colloquium provided both individual presentation opportunities as well as a team approach to attend to the questions and posits of the panel and other interested parties (other students and instructors). The outcomes of this course were tangible and immediate in that each student had created a course following a stepwise and goal directed class process. However, to truly judge success, it was imperative to return to the students a semester later; upon which time, they had taught and lived their respective courses. Learning outcome attainment can often appear nebulous, all rubrics and scaffolding aside. Upon deeper introspection however, it becomes evident that the learning transfer had occurred. The experience is recanted and infused by both student and teacher perspective.

Students Taking a “Wii” Bit of Leadership. The Effects of Selected Nintendo Wii Programs on Performance, Attitudes and Perceptions of Collegiate Athletes and Non-athletes.
Margie Miller, Washburn University

Undergraduate Senior Seminar students at Adams State College in Alamosa, Colorado were given the task of developing, carrying out, and analyzing a culminating project as a course requirement. Students were given a variety of topic suggestions, but ultimately their interest in the Nintendo Wii drove their desire to develop a project using this technology.

The purpose of the project was to collect physiological data, survey data, and to determine differences between athletes and non-athletes. The physiological data collected included initial exercise heart rate, heart rate during participation in the Nintendo Wii tennis program, the Nintendo Wii long run program, height, weight, BMI, and Nintendo Wii body control and balance. The survey data included a questionnaire regarding attitudes toward the use of the Nintendo Wii. Differences between athletes and non-athletes in each of the Nintendo Wii programs and survey data were analyzed.

The project was carried out in the fall semester of 2008 at Adams State College. Twenty two (22) athletes and ten (10) non-athletes participated in the program. Athletes were defined as those currently part of an athletic team at Adams State College, and non-athletes were defined as those not currently part of an athletic team at Adams State College. Athletes came from the following sports: men’s and women’s track and field; football; men’s and women’s basketball; wrestling; and women’s soccer. Both athletes and non-athletes were selected based on their availability and willingness to participate in the project.

Instrumentation for the physiological data collection included the Polar Heart Rate Monitor, which was used to collect initial exercise heart rate and heart rate during exercise; the Nintendo Wii Fitness Program, which was used to collect Nintendo Wii Fitness data of center of balance, body control, body weight, body mass index (BMI), and also to carry out the Tennis program and the Long Run program. A likert scale survey was used gather attitude and perception information regarding use of the Nintendo Wii.

Results of the data collection showed that athletes had on average, a lower initial exercise heart rate, lower heart rate during the Long Run program and lower heart rate during the Tennis Program. In addition, none of the participants reached their target heart rate zone during the Tennis program. However, 70% of the athletes, and 100% of the non-athletes reached their target heart rate zone during the Long Run Program. Specific details, along with more information of these results will be presented. Additional physiological data on the Nintendo Wii body control and balance, and BMI will be discussed. Survey data related to attitudes, enjoyment and addiction of using the Nintendo Wii will be presented and discussed.

The presentation will also review what senior seminar students learned from this experience. Implications of using the Nintendo Wii as a form of exercise in specific settings such as in school physical education programs will be discussed.

Good To Great- Motivational Behaviors of Elite Senior Athletes (An aging success story)
Vinson Miner, Utah Valley University

Motivation and its direct effect on behavior is an elusive and complex concept. It is unique and powerful with a variety of meanings, definitions and dimensions especially as they are perceived by elite senior athletes. In the future, there will be an increase in the number of elite senior athletes pursuing a healthy lifestyle and participating in physical activities. Research to collect information, data and insights into the multi-dimensional aspect of elite senior adult athletes' motivation to be actively engaged in physical fitness, physical activities and competitive athletic events will help illuminate successful achievement of this phenomenon. **Means:** As part of an on-going investigation into the elusive event of elite senior athlete motivation and fitness, an open-ended questionnaire/survey was developed. By using qualitative observation and analysis, documentation of key elements were analyzed and added to previous research conducted at the World Senior Games in St. George, Utah from years 2005-2008. **Outcome:** Data for this case study was collected over several months. The research sample/group consisted of 100 participants of which 47 completed questionnaires/surveys were returned. **Reflection:** The results of the survey/questionnaire illustrated that senior elite athletes engage in fitness activity 2-5 times a week regardless of age and sex. Their intensity level was most commonly moderate. Senior elite athletes, whether male or female/older or younger, were highly self-motivated to look and feel better. In addition, they were intrinsically motivated to prevent illness and disease. The fact that 47% responded to this specialized research survey/questionnaire is also a positive indicator of their motivational level and interest in physical activity. This research may help institutions and other senior groups to design their programs more efficiently to meet the specific motivational requirements of senior athletes, which could in turn motivate more seniors to reach their fitness goals. It also serves to promote an increased awareness with each senior elite athlete about their unique motivational characteristics as it applies to seeking a healthy lifestyle. In addition, the information and insights gained could help instructors, coaches, athletes, and seniors understand the exceptional intrinsic motivational aspects of senior elite athletes.

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Metawellness in Physical Education. The integration of metacognition through resistance training in obese secondary level physical education students

Alison Murray

This pilot study aims to investigate the potential benefits of the design and implementation of a resistance program which is scaffolded upon the development of participant metacognition. This has yet to be found in the literature. The home program; Metawellness-3 (Murray, in design) is unique in that it is currently the only resistance training program geared toward an obese population with limited mobility in existence designed to teach the participating exercise student how to engage in critical thinking before, during after exercise; pre-action, in-action and post-action. This metacognitive process is the key to encouraging our youth to continue their developing exercise habits into adulthood (Murray, 2008). Such a guiding principle aligns with observations and recommendations by the President's Council on Physical Fitness and Sports (2007). This approach will create the foundations for a resistance based training program.

Resistance training is now viewed as an effective catalyst to enhance the physical and emotional well being of our youth who have been determined obese by virtue of a body mass index (BMI) equal or greater than the 95th percentile of the age and gender-specific BMI. Metacognitive skills have been valued in general education for decades (Flavell, 1987, Brown 1987), but the empirical data for children in fitness is to date; non existent. A new line of research has been initiated for children in physical education (Murray, 2008). Its progression is to move beyond the walls of the physical education class in order to increase the access to acquire this skill set to those children and youth unable to receive adequate access to quality physical education. Moreover, not everyone can have a fitness trainer, but we can create an environment which sets the exercise participant up for success (Murray & Kravitz, 2009). We also find that children and youth categorized at this level are challenged to meet the physical activity guidelines which stipulate a 60 minute daily exercise regimen. What with decreased lean muscle mass and a reduced exercise tolerance, these youth are struggling with the traditional aerobically-based programs. Yet we have national guidelines for Americans (Physical Activity Guide, 2008) as well as national standards in physical education (NASPE, 2004b) which aim to promote opportunities for our youth to learn how to improve and maintain their fitness. To date, no school or home program engages the participant in a way which will develop participant autonomy to exercise. For these reasons this project is not only innovative, but imperative to create the efficaciously developing resistance program. The lack of effective strategies for primary care givers is noted despite the debilitating and startling magnitude of childhood and youth obesity (Baker et al., 2005). This program will teach the students how to work through the exercise in a place beyond the school environment. Working alongside them, they will then be provided the opportunity to integrate their wellness approach back into the home and physical education setting. These students have self selected to participate in this study due to unsuccessful experiences in physical education.

If we can assist such secondary students re-integrate and re-engage into the lifetime wellness by actively participating in a physical education process, it is plausible that we can apply this strategy in the elementary level in order to provide a tangible program for physical educators with their respective students who are at risk of entering the obese population.

A Transformative Approach to Alternative Licensure student in-service training in Physical Education
Alison Murray, New Mexico State University

When confronted with the compromised and less than ideal situation of providing a preservice teaching educational experience to an already in-service and uncertified physical educator, one can consider and follow a number of directions. The joint recognition of the less than satisfactory current position is indeed a solid foundation and means of forward movement by supervisor and student thereafter. This presentation provides the audience with a model that was devised by the supervisor for this particular case. Each potential shortcoming was recognized within the context of the current constraints and a joint acceptance process transformed the existing obstacle into a solution-based problem. The journey is depicted from both the perspective of the student and the supervisor.

The student enrolled in an elementary methods class with the department and stayed in school to attend to his weekly teaching commitments. Supervisor visits were weekly and across 3-4 classes to enable the entire process to unfold. The supervisor presented the means to working through the model via a cyclical feedback loop which involved micro self-teacher reflections during each daily focus and then a more substantial feedback set by the student following the teaching across the entire day. Content was designed via a balanced student needs and departmental standards approach. The supervisor spent 2-3 weeks observing and providing basic class format and structure guidelines in order to fill out a needs assessment for the student. This was then checked and confirmed by the student. The supervisor then evaluated the standards met by senior block (final placement) preservice physical educators within the department program in order to draw a line of expectation between what was occurring and what needed to be done.

Through department discussion, it was decided to provide a theme based curriculum approach, as to attend to elementary-based physical education needs (Graham, Holt/Hale & Parker, 2004). In addition, the supervisor also felt it crucial for this alternative student to learn of and acquire some degree of skill in employing various teaching styles (Mosston & Ashworth, 2005) as to become aware of the decision making process and the balance within this construct. Previous observations had found all aspects of decision making across every lesson to be firmly based with the teacher in a one way command style approach.

Previous observations of classes and lessons provided a clear indication that of the discrepancy in teacher preference due to lack of methods classes in his kinesiology-based degree. It was decided to focus upon one approach (skill theme), one framework for teacher-student interaction (teaching styles), and one combined daily and weekly goal-oriented approach (supervisor designed micro/macro integration model).

The journey of teaching improvement is presented, alongside the integration model designed for this methods in-service experience and the honest response from both ends of the process. Tangible aspects of this process are present in video, as well as the portfolio developed across the semester.

Traditional Tennis is Good; QuickStart is Great!
Ginny Overdorf, William Paterson University

Tennis has enjoyed the number one traditional sport growth in the past 5 years. There is good documentation on its health and wellness benefits, and it's a sport that one can play for a lifetime. There are age group tournaments that go well into the 80s and 90s!

While the traditional method of teaching tennis was good, the new USTA QuickStart program is even better; in fact, it's great! Introducing the sport to young people through QuickStart will lead to greater success and more participants who are able to play and enjoy the sport. If children learn to play properly when they are young, it is a sport they can carry with them throughout their lifetimes and it provides one avenue of keeping our population more physically active.

Since tennis is a lifetime sport, future teachers need help with the resources for implementing programs in schools. It's important for professors of future educators to understand the proper way of introducing the sport and to have the latest information on what is available. The USTA has worked on the development of this program and the schools' curriculum was written and reviewed by physical education experts, including our own Dr. Pangrazi. The QuickStart Tennis program is based on the NASPE Standards, and we're going to bring it to you through this participatory presentation.

This program will talk about the available resources, introduce the new equipment to the audience, give them a chance to try it, share success stories (I had an entire 5th grade class hitting forehands in only one class!), and explain the school curriculum. Wear your sneakers and plan to play, especially if you don't know how. You'll see how easy it is to learn!

Supporting the Survival of Beginning Physical Education Teachers
Debra Patterson, California State University Fullerton

Armed with new skills and a deep desire to change the world, first year teachers become overwhelmed with the realities of the profession. First year teachers are forced to assume responsibilities of veteran teachers while learning their job with limited experience and enhanced professional expectations (Wang, et al., 2008). Now more than ever teachers are leaving the profession in record numbers (Ingersoll, 2003; Millinger, 2004). Recent research indicates that attention needs to be focused on supporting and training first year teachers at the school site which may assist them finding success and satisfaction thus staying in the teaching profession. This type of support or mentorship is seen in various programs throughout the states. Data indicates that teachers with no Induction are twice as likely to leave teaching within the first three years (Drexel, 2006). As the first year teachers enter the profession they are expected to be all things to all learners. Their initial reasons for wanting to be a teacher quickly fade into a mode of survival. The purpose of this qualitative study was to investigate eight beginning teacher's first year experiences specifically focusing on their expectations of teaching and the realities of their mentorship. Data was gathered three times throughout the year using one on one taped interviews that were transcribed for data analysis. Inductive analysis was used to sort, categorize, and code the data. The results indicated that student management, communication, and support were integral parts in their first year of teaching. The first year teachers had expectations that their administrators, colleagues and district would provide high quality mentorship as they started their teaching career. The results will provide increasing evidence that high quality mentorship is needed to help first year teachers survive and enjoy the rewards of teaching. It is recommended that Physical Education Teacher Education programs create on-going partnerships and networking opportunities with the first year teacher, the school site, and district.

Linking Values to Philosophy
Michael Phillips, Tennessee Tech University

Some of the same concepts that apply to big business success can be directly applied to student development and learning in the college classroom. Oftentimes young people enroll in college with little or no knowledge of how the system works, they do not really know what they want to do with their lives, and may not have an understanding of the importance of personal convictions and values for their growth as individuals and/or professionals. Values dictate acceptable levels of performance in any arena, and for college freshmen who are just getting started in the higher education experience strong values or the lack thereof can directly influence success in this setting, and in life.

As a professor in higher education, I continue to see more and more students who “Don’t know who they are” and “Don’t know what they stand for” as mentioned in Collins’ book *Good to Great*, referring to the “Doom Loop”. Students seem to struggle with knowing how and why they make decisions they make. One required course for Exercise Science Majors at Tennessee Technological University is Introduction to Kinesiology. The general objective of the course is for student to become acclimated to the many different career paths that they may take with a degree in Exercise Science. One specific objective is to help students realize their place in the world, identify their own value system, and develop a philosophy about personal and professional successes. At the onset of this topic, the class discussion is geared to “Good to Great” by Jim Collins and the importance of values and value systems. Before students can make decisions on what they believe, they must know what they value and what their beliefs and principles truly are. Before the philosophy can be formed, they have to know what they stand for, and equally important, why.

This presentation will focus on defining values, as implied by Collins. There will be discussion of the values of Bill Hewlett and others from Collins’ book “Built to Last”. As in the college classroom, the point will be made that one’s values are not the defining moment, but the true measure is having a strong conviction to these values and holding true to them. Audience participation in “class-like” activities will include answering six key value questions and discussing two dilemmas that require value based decision-making. In addition, there will be discussion of how the principle of “Getting the Right People on the Bus” can promote success at all levels by understanding that necessity of valuing people.

Utilizing concepts from “Good to Great” in the classroom is one component of the curriculum that is having positive influences on the students, giving them much needed direction from early on, and creating a solid base for the growing program at Tennessee Tech. This small addition to the freshmen course is one step in taking the Exercise Science program from good to great.

A Successful Partnership: Engaging Students in the Community
Wiley Piazza, Trey Morgan, & Gary Eippert, Northern Kentucky University

Over the past six years Northern Kentucky University has been involved in a community partnership with a local county Senior Center in the northern Kentucky region. This partnership began as a community outreach project where students were trained by faculty to lead older adults in wellness and fitness programming. The project has evolved into a multifaceted program which includes opportunities for student service learning, practica/internships and research. As a result, this program is imbedded in the curriculum and involves students and faculty from several different majors within the Kinesiology Department.

The community partnership began as an internally funded grant awarded to create and conduct a wellness based fitness program for older adults. Subjects for the project were primarily recruited from the local Senior Center. As a result of this original grant, the local Senior Center was awarded a state block grant for the construction and outfitting of a Wellness Center attached to the current Senior Center. This center has received national recognition and is considered to be a model of the “new” senior center for the state of Kentucky. This center also serves as a valuable resource for student service learning and student engagement opportunities. Students from Exercise Science, Physical Education, Athletic Training and Sports Business are involved in these activities.

This presentation will highlight the steps taken to secure and maintain this relationship. The various student involvement projects and the curriculum connection will also be detailed. This successful community relationship has become a vital resource for student engagement at Northern Kentucky University. The reciprocal nature of this relationship has exposed students to a growing segment of our population with potential career opportunities and has also allowed older adults in the community to be connected to the students and the university. This experience brings life into the college classroom and curriculum for students. Successful partnerships are a win-win situation and are vital to the university’s mission of connection and service to the community.

An Experiential Approach to Teaching in a Professional Preparation Program: What Works with Today's Kinesiology Majors
Amy Rady, William Paterson University

Academics have often used the lecture technique to teach subject matter. Today's students do not necessarily appreciate this traditional method. In undergraduate courses I teach at William Paterson University of New Jersey ("WPU"), such as Movement Education and Curriculum and Teaching Physical Education in Secondary Schools, I utilize an experiential model. The experiential model involves an interactive method of instruction in which the student is as involved as the instructor in the subject matter covered in a class. Kinesiology majors often learn best by doing. In one application of the experiential model, the student teaches a lesson to the rest of the class and is evaluated by his/her peers as well as the professor. The students gain insight in learning how to communicate to the class and in critically reviewing the efforts of the student teacher. Students also will tend to adopt or adapt teaching techniques found effective and stimulating while avoiding practices that are not found helpful. Rubrics, created by pedagogy specialists at WPU, are used by the students and by the professor to evaluate the student teacher(s) of each class. In my presentation the experiential technique will be demonstrated by showing video clips and photos from my WPU classes accompanied by a Powerpoint presentation reviewing key features and achievements.

Good to Great: Using Place Based Education to Advance Kinesiology and Physical Education

Mike Reynolds, Ouachita Baptist University

“Place-based education is the process of using the local community and environment as a starting point to teach concepts in language, arts, mathematics, social studies, science and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhance students’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens (Sobel, 2005, p. 7).”

Good is ... the Department of Kinesiology and Leisure Studies at Ouachita Baptist University creating the place based education class *On the Ouachita (OTO)*. Designed to use the Ouachita River (which flows through our campus) as the focus of the course, *OTO* contains educational components from the fields of history, natural science, philosophy, and kinesiology and leisure studies. The place based education segment consists of a seven (7) day expedition on the Ouachita River practicing what has been learned in the classroom.

Great is ... the Department of Kinesiology and Leisure Studies expanding *On the Ouachita* to include workshops taught by experts. This year’s workshops included outdoor photography, Dutch oven cooking, fly-fishing and fly tying.

Good is ... the Department of Kinesiology and Leisure Studies providing “on campus” place based educational opportunities for local groups (i.e. boy/girl scouts, churches, alternative/home schoolers, and others). These opportunities included learning about outdoor recreation activities and participating in indoor climbing.

Great is ... the Department of Kinesiology and Leisure Studies moving the venues of the place based educational opportunities away from campus and into the outdoors. Also, we expanded these learning opportunities to regional groups with an emphasis on “learning stations” dealing with the Ouachita River. Good is ... students in the Department of Kinesiology and Leisure Studies Department learning about outdoor recreation activities in the classroom then experiencing/practicing these activities in a place based outdoor setting.

Great is ... students in the Department of Kinesiology and Leisure Studies learning about outdoor recreation activities in the classroom, experiencing/practicing these activities in a place based outdoor setting, and then teaching what they have learned to local/regional groups in an outdoor environment.

The conference presentation will document the “leaps” we have attempted; as we strive to move from “good to great.” Presentation materials will include “action” videos/pictures of place based activities, lesson plans emphasizing outdoor recreation and elementary students, *On the Ouachita* course materials (including syllabi and course evaluations) and information related to “possible” revenue streams (foundations who fund place based education and grant applications).

Higher Education Instructional Activity Program Guidelines
Carrie Sampson Moore, Massachusetts Institute of Technology

This program will introduce to the audience to a new NASPE document that supports basic instructional programming at the college and university levels. Based on NASPE former K-12 Appropriate practice documents, this document will serve as an advocacy document for the importance of quality programming at the college/university level. Topics include: administrative support, assessment, instructional strategies, professionalism, learning environment, instructor standards and curriculum. The document will be served as a base for discussion.

Trends in Physical Education Activity Program in Higher Education
Carrie Sampson Moore, Massachusetts Institute of Technology

What are the recent trends in higher education basic instruction programs? The findings will be reviewed of an exploratory study involving 66 programs across. In addition, three national initiatives to strengthen basic instruction programs will be discussed: Increasing research, advocacy, and networking of higher education physical education professionals coordinating instructional activity programs.

Boyer's Scholarship Reconsidered as a Faculty Evaluation Model for Sport Management
Linda Sharp & Dianna Gray, University of Northern Colorado

Boyer's *Scholarship Reconsidered* (1990) has been considered a "tipping point" (Rice, 2002; Gladwell, 2000), a critical factor in changing the way that the scholarly work of faculty members may be valued within academe and by outside constituents. In this Carnegie report, Boyer reframed the historical dichotomy between research and teaching and addressed the hierarchical distinctions that are often made in theory v. practice discussions. In framing his position, Boyer states that not only does the traditional scholarship of discovery add value to the intellectual climate of academe but so do the scholarship of integration, the scholarship of application, and the scholarship of teaching. Boyer's work provided a more inclusive view of what it means to be a scholar. This document came at a critical juncture since the academy was being assailed by outside constituents who raised concerns regarding the quality of undergraduate teaching and whether faculty scholarship had any real connection with the needs of society (Sykes, 1988).

Scholarship Reconsidered (1990) was a heuristic document and its primary purpose was to "reframe the discussion and open a lively conversation across campuses and disciplines about what faculty members do as scholars on a broad range of fronts." (Rice, 2002, p. 9). The document's purpose was fulfilled as educational institutions across the nation began to use this report as an opportunity to explore broader notions of scholarship and concomitant reward structures for faculty.

This broader framework of scholarly work has been incorporated into some disciplines in terms of faculty evaluation and rewards. Diamond and Adam (1995, 2000) headed a national project on Institutional Priorities and Faculty Rewards working with scholarly societies and professional associations to develop discipline-specific statements identifying the kinds of work for which faculty in those areas should be rewarded. In *The Disciplines Speak* (1995) and *The Disciplines Speak II* (2000), a number of disciplines are represented, including business (management education) and teacher education. However, there has been no attempt to apply the *Scholarship Reconsidered* framework to faculty evaluation and rewards in the discipline of sport management.

The presenters will discuss the usefulness of the Boyer model in framing the scholarship of sport management faculty, many of whom are housed in schools of physical education and/or kinesiology. There are essential differences between sport management, kinesiology, and physical education and historically, attempts to recognize these differences in terms of faculty evaluation have been fundamentally unsuccessful. Therefore, the Boyer model holds great promise for faculty evaluation in sport management. Sport management, a relatively recent discipline, continues to search for its distinctive voice (Chalip, 2006). In so doing, it is critical that the Scholarship of Integration be valued in order that sport management faculty may be rewarded for scholarship that is interdisciplinary and provides theory and context from a variety of root disciplines, including management, finance, economics, ethics, law, and sociology.

Sport management has a strong applied component and bridges to sport industry practitioners are essential (Weese, 1995; Irwin, 2001). Sport-focused research should provide value not just for the industry but for society (Chalip, 2006; Zeigler, 2007). Therefore, the Scholarship of Application has relevance in this discipline. Finally, the Scholarship of Teaching has significance for the discipline of sport management as faculty provide experiential learning experiences for students who aspire to be practitioners in the sport industry (Spence, Hess, McDonald, & Sheehan, 2009) as well for the preparation of future sport management academics.

How Do Individual Program Accreditation Standards Impact the Discipline of Kinesiology?

Shane Stecyk, California State University-Northridge

Kinesiology, like many other disciplines, has faced numerous issues regarding how to best educate and prepare future professionals. As Kinesiology has evolved, many departments committed to a philosophy that provides students with a broad view of Kinesiology, which is represented by the Kinesiology core course work. Individual programs are then responsible for educating the students in the specific subdisciplines. As individual programs have advanced, many have sought accreditation as a means of improving program accountability. Accreditation has had a significantly positive impact on the various programs, which should translate to a significantly positive impact on the discipline of Kinesiology. But, what if a program advances to the point that it conflicts with the traditional ideals of the department or institution? This situation may occur when certain accreditation standards do not match the department's philosophy or institution's academic framework. Specific issues include accreditation standards that do not match the current Kinesiology core course work, require stand-alone majors or degrees, and exceed the unit limit on undergraduate programs. Will these differences facilitate fragmentation of Kinesiology departments, or are these the successes that will allow departments to flourish?

From the perspective of an Athletic Training Education Program Director, I will highlight various accreditation standards that may conflict with the overall philosophy of the department. Accreditation standards for Adapted Physical Education, Athletic Training, Dance, and Physical Education/Teacher Education will be reviewed and potential areas of conflict will be identified. This presentation is intended to be an open discussion of the topics related to accreditation, individual program growth, and the impact on the discipline and department. The future of Kinesiology will be determined by how we face these issues.

First Who...Then What: Trust – The X Factor
Brad Strand, North Dakota State University

This presentation will focus on getting the right people on the bus, a key concept under the principle of First Who..Then What. In order to get the right people on the bus one must have the utmost trust in them. Trust is based on one's credibility; which can be further divided into character (integrity and intent) and competence (capabilities and results). Once the right people have been determined, relationship trust must be established. Relationship trust is about behavior, learning how to interact with others in ways that increase trust and avoid interacting in ways that destroy it. This presentation will discuss the trust-building tools for increasing credibility and behaviors. Time will also be spent discussing what one can do if trust has been lost.

This presentation will be conducted with bullet-free power point slides. Pictures and videos will be used to explain the principles and tell the story. Audience discussion and participation will be encouraged as participants shared what has worked for them in building trust and/or restoring trust.

Exercise Science – Success Through Accreditation - trends and issues
Donna Terbizan, North Dakota State University

The field of exercise science is in its infancy – it is only about 25 years old. Current trends in the field range from hard core exercise (Biggest Loser) to training of athletes in clinical settings to working with the average public. Which focus should a program take to educate their students? Academic curricula can now be accredited by certain organizational groups, that gives credence to preparing students for this exciting field, but again, which field?

This presentation will examine the history of exercise science and the different employment opportunities for graduates. Also discussed will be the success received by our program through its accreditation process, and the success of the graduates of our undergraduate program. Starting from a university studies emphasis to a very strong major as well as the largest in our College, our success is based on the faculty, administration, and most of all the students who have made it happen.

Creating a Culture of Professionalism in your Physical Education Program
Valerie Wayda, West Virginia University

What is Professionalism? It just may be one of the “hottest” topics in this decade! A professional demonstrates behaviors which portray their knowledge and skills of the profession. They demonstrate dispositions of a commitment for self-improvement and life-long learning, respect for legal and ethical norms of the profession, equitable treatment and respect for others, etc. In Physical Education Teacher Education (PETE), the sixth standard of 2008 National Initial Physical Education Teacher Education Standards is “Professionalism”. To meet this standard, teacher candidates will have to demonstrate dispositions essential to becoming effective professionals. These dispositions will encompass: 1) a belief that all students can become physically educated individuals; 2) participate in activities that enhance collaboration and lead to professional growth and development; 3) demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers; and 4) be able to communicate in ways that convey respect and sensitivity (NASPE, 2008).

How do we help students develop professionalism within our programs? The purpose of this presentation is to discuss different strategies that can be used to create a culture of professionalism with a physical education program. Examples of strategies include: 1) program policies (quality and timeliness of student work, student attire), 2) participation (e.g., membership in professional organizations and student clubs), 3) service (volunteer work), 4) assessment and accountability, and 5) role modeling. To conclude, a discussion on ways of documentation of these behaviors will be covered (e.g., professionalism requirements tied to a class versus submitting documentation to an advisor).

Contacts and Contexts: An Interrelational Phenomenon for Fostering Successful Inclusion in General
Physical Education

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

The purposes of this presentation are to explain and describe via contact and sociocultural theoretical frameworks how contacts and contexts are interrelated in nature, explain how researchers can use the two units of analyses to further explain empirical findings, and explain how physical educators can use the two units of analyses to foster successful inclusion between learners with and without disabilities within inclusive GPE contexts.

Telling Our Story, Seeking Centrality, and Always Thinking Connections: The Approach Taken by
George Mason University's School of Recreation, Health and Tourism During the Economic Downturn
David Wiggins, George Mason University

The economy downturn has wreaked havoc on institutions of higher education in the United States. No university seems immune from the global financial crisis, receiving increasingly less state funding and forced to find ways to balance the budget while at once attempting to maintain academic integrity and provide optimal educational experiences for all students. This presentation delineates the approach taken by the School of Recreation, Health and Tourism (RHT) at George Mason University during the current economic downturn to preserve the quality of curriculum offerings, maintain financial health, and continue to provide both unique and disciplinary expertise as well as a genuine and lasting connection to the rest of the university community. By whatever standards are employed, the School of RHT has realized success, largely through a concerted effort to tell its story to as wide an audience as possible, seeking centrality and constantly striving for connections at the local, academic level and university at large. Examples of these efforts, which have often resulted in additional resources and faculty support, included the creation of a Dance Medicine program in collaboration with the Department of Dance, the creation of a Sport Communication minor in a collaboration with the Department of Communication, the creation of a Sport and American Culture minor in collaboration with the Department of History, and the creation of a concentration in Tourism and Events Management within the master's degree in the School of Management. Of these aforementioned collaborative initiatives it is the Minor in Sport in American Culture that is perhaps the most innovative and offers the best chance for success and everlasting value in a university that stresses collaboration and the importance of cross-disciplinary work at various academic levels and among different constituencies.

Ambassadors, Advocates, & Activists: A Leadership Development Model for HPER Students
Jason Winkle, Indiana State University

Numerous opportunities exist for leadership development with physical education majors. When such opportunities occur outside of the classroom it requires a certain level of organization and administration for successful implementation of leadership experiences. One such administrative model is represented by a leadership development center. Such a center, currently operating at a mid-western university, incorporates a three tier entity with one level begin exclusively student focused. At this center a service model approach based on Robert Greenleaf's Servant Leader was adopted. A train-the-trainer approach was introduced with faculty and administration providing the initial leadership training to student directors. The student directors provide the leadership training for their student workers and oversee their area of responsibility. The center's three student areas of operation include ambassadors, advocates, and activists. An overview of the center as well as the specific activities associated with the three focus areas will be discussed. Creating a center of any kind in a college presents numerous challenges. This presentation will also reveal how many issues such as funding, recruitment, and retention issues were addressed. Administrative organization provided by an established center can take a "good" classroom-based leadership experience and expand it to a "great" opportunity by incorporating quality leadership opportunities outside of the classroom.

Developing Leaders in Physical Education Classrooms
Jason Winkle, Indiana State University

It is often argued that moral development and leadership skills are viable outcomes of participation in various physical education courses. This development, when it occurs within a lecture or activity context, might be accurately described as leadership education (Clifford & Freezel, 1997). The challenge for physical educators is to be deliberate in building syllabi with specific leadership development opportunities. According to Karnes and Stephens (1999), leadership skills must be practiced and nurtured proactively. Furthermore, Shaunessy and Karnes (2004) stated that leadership opportunities can promote a variety of life skills and a positive self-concept when planned carefully. This presentation will examine specific activities that instructors can incorporate in lecture and activity-based courses to develop leadership skills in students. Teamwork, problem-solving, storytelling, and various communication activities will be discussed. Incorporating such strategies in the classroom/gym can facilitate the transition of a good “academic” experience to a “great” experience for the physical education major.

Posters Abstracts

Effects of Socialization During the Elementary Student Teaching Practicum on Pre-Service Teachers' Application of Theories and Practices Learned in the Professional Teacher Education Program

Glenn Hushman, University of New Mexico

Socialization is the process of gathering knowledge and constructing it in a social context. This gathering of knowledge is often acquired formally through and educational process or informally by interaction with other people (Capel, 2007). A physical education teacher goes through a socialization process where beliefs, attitudes, behaviors, and teaching philosophies are influences.

The purpose of this study was to examine how pre-service teachers' application of theory and practice learned during the professional teacher education program was influenced by aspects of socialization while immersed in the student teaching practicum. Data were collected using a variety of qualitative techniques and analyzed using standard interpretive methods. Results revealed three major themes; 1) experiences in the recruitment phase and professional phase of the socialization process may have a profound influence, whether negative or positive, on how new practice and theory learned during the PETE program is applied during the student teaching practicum, 2) the transfer of theory learned during the PETE program to a realistic, practical educational setting may be greatly influence by the environmental aspects and cooperating teacher at the student teaching placement and 3) the exiting theories or socialization may have a relationship with the theory of the conceptual change process. Implications for physical education suggest PETE programs need to address student misconceptions in order to assure transfer of quality physical education theories and practices to the student teaching practicum.

Molding Leaders: The Impact of the West Virginia Health and Physical Leadership Academy
Kacey Lynn DiGiacinto, West Virginia University

Siedentop and Locke (1997) argue that the educational mission of university and state level personnel is to provide professional development (PD) as a service to the profession in order to promote appropriate and effective educational practice. Through PD, leadership characteristics can be cultivated to create outstanding leaders within classrooms, schools, districts, and at the state and national levels. One must be willing to work to be a leader. With that in mind, the Health and Physical Education Leadership Academy (HPELA) was created by the West Virginia Department of Education and the Office of Healthy School in 2005 as a state-wide PD initiative (Housner, et. Al., 2007). The primary purpose of the HPELA is to provide health and physical education teachers with a year-; long series of PD activities on standards-based curriculum and instruction, advocacy, technology, and grant writing. There have now been four years of leadership training I WV. In the present study data was collected on all four of the academy graduating classes. Information will be presente4d showing what component of the HPELA have had the most impact on the graduates of the academy. An online survey was created and distributed to program graduates in order to determine the knowledge and skills addressed in the academy. The new data and the January 2009 date will be used to present professional development topics that have been beneficial to the graduates of the HPELA. Initial analysis of the data indicated that 32.4% teachers developed a written plan for regularly evaluating their health/physical education program; most teachers had data indicating that their students were making gains in fitness (73.5%) areas; the most frequently used evaluation technique were knowledge tests (32.4%) and teacher designed skills tests (35.3%). Although, other methods of assessment were taught during the academy, teachers frequently used participation (73.5%), attitude (53.9%), and dressing out to assess students (35.3%). Eighty-six percent (86.5%) of participants have created written program goals/objectives for their curriculum that are based on that state standards and are available for review and 67.6% of those program goals are stated in student outcome terminology. This indicates that a majority of those who graduate from the academy are comfortable designing a curriculum to meet the state standards and the needs of the students. The HPELA graduates have also been busy grant writing with 37.5% writing more that one grant proposal and received funding, 16.7% have written one grant proposal and received funding, and 20.8% had written a grant and was awaiting notification at the time of the survey. By seeking extra funding for PE programs these graduates are demonstrating their leadership and commitment to the field. These and other findings related to the survey currently being conducted will be presented related to the physical education areas of the HPELA.

Muscle Balance

Allen Jackson, University of North Texas

For anyone who has had the distinct pleasure of introducing resistance training to a group of young athletes you will immediately recognize my concerns in getting started right. For every person who has walked through a weight room there exists' on expert on the subject of resistance training. In reality in the body responds, develops and it maintained according to some very basic neurological and biomechanical principles, thus the concept of resistance training though muscle balance (Gluckman, 2008).

We have all been exposed to the young athlete who trains to the mirror. A young man with little knowledge in regard to training the overall body, reluctant to get involved in a program that allows for training strategies and technique that will improve performance and protect against injury. It's comical how young people setting out on a scheme for self improvement will ignore the advice of a trained professional while seeking out the advice of an older brother or peer. Most of these novice lifters tend focus on the upper-body, targeting only the muscles that enhance the body from the anterior perspective. We have all experienced the bench presser of the curling machine, intent on developing the upper torso as well as the big guns.

Warning, warning: is this the overall goal of the head coach of the weight lifting instructor? Are we willing to settle for a mediocre training program because some of our prodigies are so caught up in the hype about strength that they are willing to fall victim to muscle imbalances. If resistance training is not performed in a proper fashion the consequences can lead to complications as these people mature into adulthood and old age.

To put this into layman terms precision muscle balancing technology is a unique in itself. It involves a new therapy for the treatment of musculoskeletal imbalances. Such imbalances may cause conditions in latter life such as tendinitis, bursitis, osteoarthritis, neuritis, scoliosis, hammer toe, and other distortions of the human body (Alexander, n.d.).

The first of the problems mentioned above encompass most of the aches and pains that we suffer from at one time or another. Through proper resistance training we may develop a holistic approach to health that will assist us in eliminating some of the major causes of the physical discomfort we may experience as we progress though life.

My poster presentation is based on the concept of muscle balance through resistance training. The focus of muscle balance involves eliminating the strength imbalance between two opposing muscle groups. For the young athlete this may also be a limiting factor in the development of overall speed. As coaches and trainers one must be cognizant of Muscular balance testing to compare the strength of opposing muscle groups. It is extremely important to the prevention of injury and assists in the development of maximum speed and improved performance. If no addressed through a well thought out and disciplined training program muscle imbalances can slow down and possibly result in injury to the young athlete.

The Effects of Active Living Every Day Online on Physical Activity
Amy Sidwell, West Virginia University

The purpose of this study was to examine the effects of a 14-week intervention based on Active Living Every Day (ALED) Online. Outcomes of the 14-week online program and the process of delivering the program were analyzed. Outcome considerations included; whether ALED Online increased physical activity among participants (as measure through step counts), whether physiological changes (cholesterol and body mass index) were apparent throughout the intervention, and whether participants progressed or regressed through the Stages of Change (SOC). Process measures included examining the nature of retention of participants in the program and the quality of participants' responses to the "Life Assignments" homework component of ALED Online. This study used a quantitative/qualitative mixed methodology. Statistical analyses, qualitative analyses, and an integrated analysis of the mixed methodology are provided. There were no overall statistically significant intervention effects for the group at large from O1 to O 3 [$F(10,3)=.626$, $p=.749$, n.s.]. However, there were overall statistically significant intervention effects for those who completed all four testing occasions (research adherents) [$F(1,5)=2.26$, $p=.021$]. Research adherents saw improvements in HDL cholesterol, LDL cholesterol, and SOC. Seven themes (rationalization, ease of use, thoughts, behaviors, time, facilitation, and accountability) elucidated typical participants' experiences with the program. Drop-outs', mid-achievers', and high-achievers' results are highlighted.

A Research Proposal: The effect of acute exercise on learning readiness
Dave Phillips, University of Utah

In 1997 Etnier et al. published a review reporting that regular physical activity supports learning. However, physical education programs continue to be eliminated in order to increase academic instruction time, and physical activity levels of schoolchildren outside of school continue to decrease. This continues to happen even though literature has revealed that regular physical activity has health benefits, has bearing on academic performance, and decreases behavior problems.

Studies, such as Ahamed et al. (2007) suggest that remediation of students out of physical education and into extra academic classes do not improve academic grades. Moreover Tara (2005) reported that student academic progress in schools regardless of location and socioeconomic status, benefit from student regular participation in physical activity. Coe et al. (2006) observed increased academic performance in core classes for students who reported vigorous physical activity outside of school, and of late, Hillman (2009) has indicated that acute bouts of moderate intensity cardiovascular exercise may improve cognitive control of schoolchildren, the results agreeing with earlier studies such as Sibley and Etnier (2003).

It has been widely reported that physical fitness can lead to improved self confidence (Marsh 1993) and that obese children have lower self-esteem (Braet et al, 1997; Strauss (2000), and lower academic outcomes (Data et al, 2004).

Some studies report a positive relation between exercise and cognition. Wilkinson (1993) reported that acute exercise may increase test performance in reading levels. In addition fitness and standardized achievement tests were positively correlated by (Castelli, 2007) and the Fitnessgram health-related test of fitness was likewise correlated with higher standardized academic test scores in 884,715 high school students in California (Grissom, 2005).

With the improvement of neuroimaging techniques there is now a growing empirical body of evidence that shows the plasticity of the brain within its structure and function, and this has implications for the physical activity/ academic outcomes relationship. The temporary changes in brain function, according to Ratey (2008) are affected primarily by acute repeated bouts of cardiovascular activity, which improves readiness for learning by altering some of the brain neurotransmitters that balance mood and attention. Regular bouts of cardiovascular physical activity may also increase the growth of new neurons available for learning, through protein, brain-derived neurotrophic factor.

There has not been much research on the relationship between a single bout of acute exercise and academic performance, but Mahar et al. (2006) reported that physical activity improved on-task behavior during academic instruction, which is a major indicator for improved academic performance.

Even though there is a growing body of work supporting the relationship between regular physical activity and better academic outcomes in schoolchildren, there is a gap in the literature in terms of how long the effect of acute physical activity may last on learning readiness. My proposed research may advocate the necessity for daily physical education and the specific timetabling of these classes during the school day, with an added emphasis being that Physical Education is an important precursor in learning readiness and improved academic performance in schoolchildren.

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 Burreis 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 Gimmetstad
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 Trekell

National Association for Physical Education in Higher Education - Presidents

1978-79 Co-Presidents: James R. Ewers Marianna Trekell	1988-91 David H. Clarke	1998-99 Steve Estes
1979-80 Marguerite A. Clifton	1991-92 Mary Lou Remley	1999-00 Joy T. DeSensi
1980-82 George H. Sage	1992-93 Ronald S. Feingold	2000-01 Robert O. Ruhling
1982-84 Hally B. W. Poindexter	1993-94 Karen P. DePauw	2001-02 Judith A. Bischoff
1984-86 Neil J. Dougherty	1994-95 John D. Massengale	2002-03 Charles Ash
1986-88 Beverly J. Becker	1995-96 Sandra L. Gallemore	2003-04 Marilyn Buck
	1996-97 James E. Bryant	
	1997-98 Susan Kovar	

National Association for Kinesiology and Physical Education in Higher Education – Presidents

2004-05 William G. Sparks
2005-06 Virginia Overdorf

2006-07 Mel Finkenberg
2007-08 Jan Rintala

2008-09 Bill Forbes
2009-10 Leah Fiorentino

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

Amy Morris Homans

1967 Eleanor Metheny
1968 Minnie L. Lynn
1969 Ruth Abenathy
1970 Rosalind E. Cassidy
1971 Leona Holbrook
1972 Laura J. Huelster
1973 Marion R. Broer
1974 Catherine L. Allen
1975 Celeste Ulrich
1976 Aileene S. Lockhart
1977 Anita Aldrich
1978 Camille Brown
1979 Phebe M. Scott
1980 Anne E. Jewett

1981 Madge Phillips
1982 Betty Spears
1983 Edith Betts
1984 Margaret J. Safrit
1985 Beverly J. Becker
1986 Barbara E. Forker
1987 Herberta M. Lundegren
1988 Roberta J. Park
1989 Linda L. Bain
1990 Mary Lou Remley
1991 Marianna Trekkell
1992 Janet C. Harris
1993 Waneen Wyrick Spirduso
1994 Roberta S. Bennett

1995 Hally B. W. Poindexter
1996 M. Joan Paul
1997 Karen P. DePauw
1998 Joanna Davenport
1999 Wilma M. Harrington
2000 Judith A. Bischoff
2001 Beverly F. Mitchell
2002 Emily Wughalter
2003 Susan Hall
2004 Susan Kovar
2005 Deborah Tannehill
2006 Roberta Rikli
2007 Diane Gill
2008 Marilyn Buck
2009 Jan Rintala

Dudley Allen Sargent

1980 Marguerite A. Clifton
1982 Louis E. Alley
1983 Earle F. Zeigler
1984 George H. Sage
1985 Warren P. Fraleigh
1987 Roger C. Wiley
1988 David H. Clarke
1989 Edward J. Shea
1990 R. Scott Kretchmar
1991 Wynn F. Updike

1992 Donald R. Hellison
1993 Hal A. Lawson
1994 Ronald S. Feingold
1995 Lawrence F. Locke
1996 James R. Ewers
1997 Richard A. Swanson
1998 Shirl J. Hoffman
1999 John D. Massengale
2000 Robert Christina

2001 John M. Dunn
2002 Charles B. Corbin
2003 Steve Estes
2004 Robert O. Ruhling
2005 Seymour Kleinman
2006 Robert Stadulis
2007 Thomas McKenzie
2008 Mel Finkenberg
2009 Jimmy Ishee

Delphine Hanna

1992 George H. Sage
1993 Charles B. Corbin
1994 Linda K. Bunker
1995 Linda L. Bain
1996 Joy T. DeSensi
1997 John J. Burt

1998 Doris R. Corbett
1999 Seymour Kleinman
2000 Sharon L. Shields
2001 William G. Sparks
2002 Jan Rintala
2003 Robert Pangrazi

2004 Virginia Overdorf
2005 John Charles
2006 R. Scott Kretchmar
2007 Mike Metzler
2008 Ann Boyce
2009 John Dunn

**National Association for Kinesiology and Physical Education in Higher Education
– Awards
Presidential Awards for Contributions to NAPEHE**

1993 Dean Pease
2000 Hally B.W. Poindexter

National Association for Kinesiology and Physical Education in Higher Education – Awards

Distinguished Service

1988 Burris F. Husman	1994 James R Ewers	2000 L. Marlene Mawson
1988 John Nixon	1994 Marianna Trekell	2001 Marilyn M. Buck
1988 Betty Spears	1994 Beverly J. Becker	2002 Joy T. DeSensi
1989 Edward J. Shea	1995 Ronald S. Feingold	2003 Judith A. Bischoff
1990 Chalmer G. Hixson	1996 John D. Massengale	2004 Beverly Mitchell
1991 E. Ann Stitt	1997 Hally B. W. Poindexter	2005 Steve Estes
1992 Dorothy Deatherage	1998 William G. Sparks	2006 Robert H. Ruhling
1993 James E. Bryant	1999 Sandra L. Gallemore	2007 Virginia Overdorf

Distinguished Administrator

1991 Wynn F. Updike	1997 Don Hilsendager	2002 Susan Kovar
1991 Celeste Ulrich	1997 Alex McNeill	2003 Joy T. DeSensi
1992 David H. Clarke	1998 Karen P. DePauw	2004 Mary O’Sullivan
1993 Linda L. Bain	1999 John M. Dunn	2005 Charles Ash
1994 Hally B. W. Poindexter	2000 Judith A. Bischoff	2006 Judy Young
1995 Michael G. Maksud	2001 Mel E. Finkenberg	2007 Ronald Feingold

Distinguished Scholar

1991 George H. Sage	1996 Lawrence F. Locke	2002 Robert Pangrazi
1992 Nancy L. Struna	1997 R. Scott Kretchmar	2003 John M. Dunn
1993 Margaret J. Safrit	1998 Donald R. Hellison	2004 Thomas L. McKenzie
1994 Roberta J. Park	1999 Hally B. W. Poindexter	2005 Mike Metzler
1995 Charles B. Corbin	2000 Karen P. DePauw	2006 Robert Christina
	2001 Shirl J. Hoffman	2007 John Massengale

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