



LAHPERD Journal

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Recreation, and Dance
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AWARDS' CRITERIA

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MINI-GRANT APPLICATION

Help us name the LAHPERD Journal!

To make the Journal more recognizable in the HPERD disciplines, we are seeking suggestions to rename it. The new title should be concise and include keywords that are inclusive of the HPERD disciplines.

Do you have any suggestions? Please email them to ddenson@mcneese.edu. We value your input!

AWARDS**DANCE TEACHER OF THE YEAR***Mary Francis “Cissy” Whipp*

Cissy has been working as a performer, choreographer, and dance educator for over 30 years. She received her BFA in choreographic design from the University of Louisiana at Lafayette and her MA in performing arts (dance) from American University in Washington, DC. She co-founded Louisiana’s first professional modern dance company, Moving South Dance, Inc. She toured for several years with Young Audiences of New Orleans and performed in France and Belgium with La Compagnie Louisianaise. She has taught university dance classes at American University, George Washington University, Potsdam State University of New York, and at the University of Louisiana at Lafayette.

In 1997, she was honored with the Acadiana Arts Award for outstanding contributions to the arts in Acadiana. In 1999, she was invited to join the John F. Kennedy Center’s roster of Teaching Artists and presents workshops nationally for teachers on integrating dance into the curriculum. She has served on the committee for developing arts assessment standards for the Louisiana Department of Education and for the revision of the state arts content standards and benchmarks. She served as middle school dance chair for the committee to write the official arts curriculum for the state of Louisiana.

She has been teaching dance at the J. Wallace James Elementary School for Arts & Technology since 2002. In addition, Ms. Whipp is a teaching fellow and presenter for Louisiana A+ Schools, a program of the George Rodrigue Foundation of the Arts.

**ELEMENTARY PHYSICAL EDUCATION
TEACHER OF THE YEAR***Christina Courtney*

Christina graduated from LSU with a bachelor’s degree in 2003 and Master of Science in 2005 with an emphasis in kinesiology. In 2006, she began her career at University Laboratory School, and she has taught elementary, middle, and high school physical education for 9 years. She received her National Board Certification in early and middle childhood PE, and is a Physical Best Specialist Teacher.

She served as an AAHPERD Head Start Body Start Physical Activity Consultant to a local head start program, while also coaching and volunteering for Girls on the Run in Baton Rouge. Christina has served as a mentor teacher to LSU student teachers.

Christina currently serves as a LAHPERD Tour de Fitness presenter, while also serving on the board as vice president of the General Division. She has served on the LAHPERD board in many roles since 2007 and has been a member since 2002. In 2011, Christina received the LAHPERD Taylor Dodson Young Professional Award.

Through the years, she has been an active supporter of Jump Rope for Heart by co-coordinating with other elementary teachers at her school, and receiving the Top Turner School award for several years. She has also helped bring many health enhancing opportunities to her physical education students, such as the LSU Body Walk, GEO fitness, skating, fishing, and much more.

**ELLEN GILLENINE ADAPTED PHYSICAL
EDUCATION TEACHER OF THE YEAR***Kristi Arceneaux-Long*

Kristi is the daughter of William and Judy Arceneaux. She is currently an adapted physical education teacher in Vermilion Parish, servicing five schools. She received her AGS in general science from Louisiana State University at Eunice

in 1998; her BS degree in health and physical education, teacher certification K-12, and a minor in adapted physical education from the University of Louisiana at Lafayette in 2001; and her MS degree in health promotion/wellness from Northwestern State University in 2011. She is also a Certified Health Education Specialist (CHES).

Kristi has been teaching health and physical education for 15 years in high and middle schools. She has coached numerous sports including cross country, girls' basketball, softball, and track & field. She has served as the university supervisory teacher for K-12 HPE teacher candidates for the University of Louisiana at Lafayette. In addition, she teaches online distance learning health promotion classes for the University of Louisiana at Lafayette.

Other professional activities that she has taken part in include presenting for Vermilion Parish staff development days to all physical education teachers in the parish and serving as PBIS facilitator at Jeanerette Middle School, Red Ribbon Week coordinator at Iberia Middle School, and wellness facilitator and team member at J.H. Williams Middle School.

She has served LAHPERD as health chair-elect and vice president for physical education and is currently the adapted PE chair.

Kristi is an active attendee at all LAHPERD conventions. Kristi also attended Southern District convention for AAHPERD, now known as SHAPE. She has also presented numerous times at LAHPERD conventions on such topics as ACL Injuries in female athletes and Bullying in the PE classroom.

Kristi Long is a seasoned expert in both knowing the individual needs of her students and truly believing that all students can do and learn. She has a true love for kids, and it is evident in her commitment to them. Kristi goes above and beyond in preparing her lessons. She sees that students have the materials and equipment needed at all times. She makes certain that safety is in the forefront at all times.

Kristi is from Church Point, LA, and loves the outdoors, attending sporting events for her son, gardening, fishing, and the whole southern life style.

KATHERINE F. HILL HONOR AWARDS

Susan C. Gremillion

Susan Gremillion was reared in St. Joseph, LA, where she attended Tensas Academy. However, she has called Baton Rouge her home since moving to attend LSU in 1990. Starting her involvement in HPERD as an undergraduate, Susan Castle Gremillion got her Associate of Arts degree in May 1990 from Hiwassee College in Madisonville, TN, while on a basketball scholarship. She continued this path to a bachelor's degree in general studies from LSU in May 1995 with an emphasis in kinesiology. After receiving her certification via an alternate certification program, Susan added adapted PE certification from Southeastern Louisiana University while obtaining her master's degree from the University of New Orleans in August 2008.

Susan has been a coach since 1996 for volleyball, football, basketball, bowling, and track and field at all levels ranging from Special Olympics, middle school, high school, and every age group with the Baton Rouge Lady Tigers AAU. Susan was named the head football coach at Louisiana School for the Deaf for the 2015 season, making her the first female head football coach in the entire state of Louisiana. She is also currently an assistant girls' basketball coach at University Laboratory School in Baton Rouge.

During her HPERD career, Susan Gremillion has been actively involved in LAHPERD as the vice president for physical education and general divisions. For the last 4 years, she has passionately served LAHPERD as the convention manager. In this role, Susan has worked closely with the president and vice presidents to plan well-organized, exciting conventions while being a liaison between the board, convention hotel,

presenters, and attendees as well as going beyond her duties to enrich the opportunity of all involved from presenters to attendees. In every role and office that she has held, Susan has been instrumental in several projects to increase the opportunities offered to the LAHPERD membership. As a demonstration of her will to constantly improve, she has faithfully attended LAHPERD conventions and has attended the Southern District Leadership Conference as a LAHPERD vice president.

In her idle time, Susan is an active board member for the Baton Rouge Wheelchair Tennis Association, who host the annual international wheelchair tennis tournament named the Cajun Classic, coaches at various sports' camps, regularly attends local boot camps, and loves to participate in charity 5Ks and 10Ks.

In 2011, Susan received the LAHPERD Ellen Gillentine Adapted Physical Education Teacher of the Year and in 2013 the LAHPERD President's Award.

Karen B. Simpson

Karen Simpson is a graduate of Westlake High School in Westlake, LA, and received her bachelor's degree from McNeese State University. While at McNeese, she played basketball and softball for the Cowgirls, winning the first Southland Conference softball title in 1983.

She serves on the LAHPERD board currently as the vice president of the physical education division and the chairperson on the Model School Award.

Karen is also the elementary physical education consultant for Calcasieu Parish schools and is responsible for organizing and conducting physical education in-services for the parish. During the 2013-2014 school year, she worked with Calcasieu teachers who began implementing the use of the Fitness Gram assessment program for the health curriculum. She also assisted in training teachers for the Healthteacher.com and Go Noodle programs,

which were made possible through the Blue Cross/Blue Shield "Dare to be Healthy" grant.

She has dual master's degrees and a "plus 30." She has been teaching physical education at Westwood Elementary in Westlake for 28 years. Karen has coached volleyball, basketball, softball, and track at middle school and high school levels. Simpson has been awarded Westwood Elementary's Teacher of the Year in 2005-2006 and LAHPERD's Elementary Physical Education Teacher of the Year in 2011. She has presented at several in-services, conferences including LAHPERD, LACUE (La. Association of Computer Using Educators) and TnT (Teaching and Technology) to help further her colleagues' professional knowledge and teaching practices.

LAHPERD SCHOLAR

Charlotte Humphries

A native of Mississippi, Charlotte Humphries earned her bachelor's degree from Mississippi University for Women. After teaching in the public schools, she earned her master's and PhD from LSU. She taught for 12 years at the University of North Dakota followed by stints at the University of Southern Mississippi and the University of Central Arkansas.

Now in her 12th year at Southeastern Louisiana University, her primary areas are health and physical teacher education and motor behavior. She has 18 national and international publications, 28 research presentations, and 42 other presentations.

OUTSTANDING FUTURE PROFESSIONAL

Kimberly Parker

Kimberly Parker is pursuing a Master of Science degree in kinesiology (sports performance) at Louisiana Tech University, where she also received her Bachelor of Science in kinesiology.

She is currently working as a graduate teaching assistant within the Department of Kinesiology.

She is a certified personal trainer through the National Strength and Conditioning Association (NSCA-CPT) and is training personal clients as well as working on strength training with a local high school softball team.

In her free time, Kimberly enjoys working with people through various church activities and the sport of power lifting. Both as a lifter herself (for the past 8 years) and currently as a coach with the Louisiana Tech women's power lifting team, Kimberly has a passion for the sport of power lifting.

Kimberly's long-term goals include earning a second master's degree in athletic training to work as a certified athletic trainer (ATC) or to simply obtain a full-time job in the field of kinesiology.

RECREATION PROFESSIONAL OF THE YEAR

Teresa Guillot

A native of Marksville, LA, located in the Parish of Avoyelles, Teresa Guillot began her teaching career in 1985 (22 years in elementary physical education and over 8 years in adapted physical education). Currently, she is teaching at Phoenix Magnet in Alexandria, LA. Promoting a lifetime of activity to all is her prime goal in life, and Teresa loves teaching physical education.

Throughout the years, she has sponsored, taught, volunteered and/or coached the following activities: Special Olympics; Rapides Jr. Runners; 21 Jump Rope for Hearts/Hoops; Rocket Kidz and Chicks Triathlons in Baton Rouge; Wild Kidz Triathlon; Rapides Healthy Behaviors Initiative Grants, regional, state, and national archery teams; and fitness community events promoting lifetime activity. In her classes, she incorporates activities that promote participation and fitness for all. She also works with area colleges and universities serving as a supervising teacher.

In 2005, Teresa served as vice president of the recreation division for LAHPERD. She is currently serving as vice president-elect for the physical education division. She has presented several workshops in central Louisiana and state-wide. In 2004, Teresa served on the SAGE (Supporting Academic Growth for Education in Physical Education) committee in one of Louisiana's regions.

She is currently coaching age group swimming for SWIM CENLA and wakeboarding. Restoration of the outdoors is her major concern and is a cherished value to her. Her motto in life is, "I will pass a good time as long as I am alive... for I am not afraid of tomorrow, for I have seen yesterday, and I love today."

SERVICE AWARD

Theresa Ross-Townsend

Theresa has been involved in fitness for over 30 years. However, after 15 years in a legal career, she committed herself professionally to a full-time career in fitness. In 1995, she received her personal training certification from the Cooper Institute for Aerobics Research in Dallas, TX. The Cooper Institute provided her with a solid foundation along with a comprehensive education that included aerobics, nutrition, and weight training.

In 1996, she opened her own fitness studio, Townsend Personalized Fitness, earned a group exercise teaching certification, and joined the group exercise staff at Spectrum Fitness Health and Wellness Club in Baton Rouge. Currently, she teaches weekly classes at Spectrum, which include Body Pump, Spinning, and Pilates (both mat and reformer).

In 1998, Townsend Personalized Fitness partnered with the Dr. Leo S. Butler Community Center in Baton Rouge. Townsend Personalized Fitness developed and implemented The Sensational Seniors fitness program. As fitness director of The Sensational Seniors fitness program,

Theresa has watched it grow to presently providing over 20 hours a week of fitness classes to over 100 Baton Rouge area senior citizens. Because of their collaboration and support, LSU's College of Human Sciences and Education recognized and awarded her with the 2014 Community Partner Award. Several of Townsend's programs have been featured in the media including: Townsend's Personalized Fitness, The Sensational Seniors fitness program, The Advocate Fit BR, various TV ads, Register, 225 Magazine, WAFB, and Community Coffee's 2015 "fitness" billboard campaign.

TAYLOR DODSON YOUNG PROFESSIONAL AWARD

Matt Bruce

Matt graduated from Catholic High School in Baton Rouge in 2001. In 2006, he received his bachelor's degree in adapted physical education from LSU. Matt earned his master's in sport management from LSU in 2009. Since 2008, he has taught adapted physical education for Central Community Schools.

As an athlete, Matt was a 2008 and 2012 USA Olympic team alternate in weightlifting. As a coach, he has great joy in being a GUMBO Games and Special Olympics Coach.

RESEARCH ABSTRACTS

THE EFFECTS OF A NUTRACEUTICAL BLEND ON POST-EXERCISE MUCOSAL ANTIMICROBIAL PROTEINS

*Lena R. Marcus
University of Louisiana at Lafayette*

Exercise is a stressor that is known to, in some cases, suppress antimicrobial protein levels, particularly secretory immunoglobulin type A (IgA). Athletes in the midst of in-season training

often demonstrate low levels of sIgA as well. Therefore, it is important to investigate supplements that may enhance mucosal immune function. Twenty healthy college-aged males volunteered to participate in the present single blind, repeated measures study. Three treatments were administered (nutraceutical spray, nutraceutical drops, placebo) at the onset of 30 minutes of 80% VO₂ max cycle ergometer exercise. Secretory IgA and Human Alpha Defensin were quantified in saliva samples 30 minutes and 90 minutes post exercise. The nutraceutical (both forms) was associated with higher levels of sIgA at 30 minutes post exercise ($p=0.025$), but by 90 minutes there was no difference compared to placebo ($p=0.533$). There was no difference by treatment observed at either 30 or 90 minutes for human alpha defensin concentrations. Based upon these preliminary data, it appears that a single dose of the tested nutraceutical (Biocidin®) can provide enhanced mucosal immune capability for a short time post exercise.

A COMPARISON OF THREE TREATMENT MODALITIES REGARDING DELAYED ONSET MUSCLE SORENESS IN TRACK AND FIELD ATHLETES: A REVIEW OF LITERATURE

*Meagan Steen and Catherine McMillan
Northwestern State University*

The purpose of this research is to compare three different modalities for the treatment of Delayed Onset Muscle Soreness (DOMS) in track and field athletes by review of literature. Sprinting and running puts a great amount of stress on the bones and muscles. While training, an athlete's muscles may be subjected to eccentric and isometric loads, resulting in soreness 24-72 hours post exercise. This phenomenon is commonly known as DOMS. DOMS is an unpleasant soreness felt after exercise when unaccustomed to the body. The current theory behind DOMS is that eccentric and isometric loads placed on the muscles produces sarcomere damage, accumulation of calcium, osmotic pressure, and protein degradation, resulting in pain from nociceptor sensitivity. As there is no "gold

standard” for treatment, there are many ways that clinicians have attempted to alleviate these symptoms, with the most commonly used being: foam rollers, massage, and forms of cryotherapy. Each modality has its own indications and contraindications for therapeutic usage. This poster presentation will present the results of related literature to the three forms of modalities listed above: foam rolling, cryotherapy and massage.

PERCEPTIONS AFTER INDOOR CYCLING CLASSES AMONG COLLEGE STUDENTS

*Victoria G. Arnold and YuChun Chen
Louisiana Tech University*

*Rebecca Watts
Northcentral University*

Unlike previous research using psychophysiological measurements (e.g., heart rate, oxygen uptake), this study focused on the psychological responses (i.e., effort, energy, tiredness, pleasure, satisfaction) among a group of students enrolled in one indoor cycling class (i.e., mandatory) and another group attending the same cycling class offered through the recreation center (i.e., voluntary). Four conditions were manipulated (i.e., music with no light, no music with no light, music with light, no music with light) in both cycling classes, which were taught by the same instructor in the same room. A questionnaire addressing the five psychological responses was administered at the end of each class and condition. The 4x2 Factorial ANOVAs revealed that, for example, voluntary attendants reported a significantly higher level of effort exerted ($M = 3.67$, $SD = 0.54$, $n = 33$) than mandatory ones ($M = 3.32$, $SD = 0.70$, $n = 53$). In congruence with the literature, a significantly higher level of pleasure was experienced when music was played with no lights on ($M = 3.50$, $SD = 0.51$, $n = 18$) than when no music was played and lights remained on ($M = 2.64$, $SD = 0.86$, $n = 25$). Interestingly, level of pleasure was significantly lower in the condition of no music with no light ($M = 2.50$, $SD = 0.78$, $n = 24$) as compared to conditions of music with no

light and music with light ($M = 3.05$, $SD = 0.71$, $n = 19$).

EXERCISE MOTIVATION OF SENIOR ADULTS

*YuChun Chen
Louisiana Tech University*

According to Markland and Ingledew’s (1997) EMI-2, individuals could be exercising for fourteen different reasons. This study examined the exercise motivation among 51 female and 13 male senior adults (SAs) aged 46 to 94 ($M=68.09$). Independent-samples t tests ($p \leq .05$) were used to identify significances between two groups by gender and age (i.e., 69 years and younger, and 70 years and older). One-way ANOVAs were used to compare differences between and within multiple groups by the combinations of gender and age (i.e., 69 years and younger female, 70 years and older female, 69 years and younger male, and 70 years and older male). The results indicated the means of the female SAs were significantly higher than the means of their male counterparts in the health pressure, ill-health avoidance, and weight management categories. Besides, the mean of the older SAs was significantly higher than the mean of the younger group in the competition category. As for the gender and age combinations, the mean of the older male SAs was significantly higher than the means of all three other groups in the competition category. In addition, the means of both female age groups were significantly higher than the mean of the older male group in the weight management category. The study concluded that these female SAs tended to exercise for the health and weight management purposes. The male SAs, on the other hand, showed the competitive nature, especially the older ones. Health professionals could use the findings for retention and recruitment purposes

AN ANALYSIS OF THE INFLUENCE OF THE BOSTON MARATHON BOMBING ON SPORT MANAGEMENT AT A BIG EAST CONFERENCE UNIVERSITY IN THE UNITED STATES

Nicholas Smith, Ashley Bowers Millie Naquin, and Wynn Gillan
Southeastern Louisiana University

Sport Terrorism has been affecting major sporting events around the world since 1972. As recently as two years ago, terror struck again in Boston, Massachusetts killing three people and maiming 260. The purpose of this study was to examine the influence of the Boston Marathon Bombing on the preparation steps managers and directors perform at a Big East Conference university in the United States utilizing a qualitative approach. The criteria of selection of respondents included managers and directors of athletic facilities over an entire university athletic program. Interviews of two respondents were recorded, transcribed, and then coded into themes during data analyses. The themes of “Gun,” “Concern & Worry,” and “This & That” emerged from analyses, thus indicating an overall heightened awareness of terrorism. Respondents stated concern and worry about a plethora of aspects that affect stadia in a major metropolitan area. Different degrees of concern and worry were addressed as sport terrorism, which has adversely affected the field sport management and our collective daily lives.

REFEREED PAPERS

THE EFFECTS OF SOCIOECONOMICS AND EXTRACURRICULAR ACTIVITIES ON ACADEMIC ACHIEVEMENT OF SIXTH GRADERS

YuChun Chen and Joanne Hood
Louisiana Tech University

Rebecca Watts
Northcentral University

Abstract

Previous research has indicated that academic achievement had positive associations with mothers’ education level, total household income, and participation in extracurricular activities. This study examined how socioeconomic variables and extracurricular activities affected academic achievement. The sample included 201 surveys representing 122 female and 71 male sixth graders from five public schools in the southeastern US. The chi-square analyses showed significant relationships between the students’ achievement level and their parents’ education level, their father’s working status, and the household income. The students’ academic achievement was also found significant with their involvement in extracurricular activities but not with the type of extracurricular activities in which they participated. The study provides meaningful additions not only to the existing literature but also to the principals and teachers who work closely with students from a variety of socioeconomic backgrounds. These results should help agencies design programs for children from all socioeconomic backgrounds and ultimately positively affect their performance in school.

Keywords: socioeconomic variables, extracurricular activities, academic achievement

Literature Review

Home Environment and Academic Achievement

According to the article *The Home Environment and School Learning* (1995), a child’s home environment can be generally defined by her/his

socioeconomic variables (e.g., education level, income and work status of the parent¹), family configuration (e.g., family size, number of siblings and birth position), parental characteristics (e.g., attitudes toward and interest in the child's life), and home process variables (e.g., stimulation and opportunities provided for general learning and intellectual growth). Academic achievement, according to Fan and Chen (2001), is an outcome of education that can be measured by a global (e.g., school GPA and standardized test score) or a subject-specific indicator (e.g., math grade). Recent literature has shown significant relationships between family socioeconomic variables and children's academic performance. Specifically, there was a positive association between mothers' educational level and their children's achievement in various subjects and during different ages in life (Berthelsen & Walker, 2008; Englund, Luckner, Whaley, & Egeland, 2004). Moreover, Blair (2014) found that children's academic performance did not significantly differ whether their mothers worked or not. In the same study, children from higher income families were reported to have higher GPAs as their parents had the ability to provide additional materials and resources. Evidentially, financially struggled parents were not meant to neglect their children's education; they simply tried to focus on providing basic needs than optional supplies for school (Anderson, Funk, Elliott, & Smith, 2003; Casey, Ripke, & Huston, 2005; Miller, O'Connor, & Sirignano, 1995; Patterson, Vaden, Grieler, & Kupersmidt, 1991; Quinn, 1999; Theokas & Bloch, 2006).

Extracurricular Activity Participation and Academic Achievement

Extracurricular activities are those offered outside the regular school curriculum for children to explore the health triangle with like-minded peers. Barnett (2008) classified extracurricular activities into four categories: *team sports*, *individual sports*, *performing arts*, and *community*. Physical, cognitive and social development, character building, creativity, and life skills are examples of benefits from participating in extracurricular activities (Barnett & Weber, 2008; Blomfield & Barber, 2011; Kort-Butler, 2012). Multiple studies have also suggested that participation in extracurricular

activities is directly linked to higher grades and test scores as well as greater educational status into the young adulthood (Barber, Eccles, & Stone, 2001; Broh, 2002; Eccles & Barber, 1999; Fredricks & Eccles, 2005, 2006; Mahoney, Cairns, & Farmer, 2003; Marsh, 1992). Broh (2002) discovered that tenth and twelfth graders who participated in sports improved their math and English grades over the course of his study. In their eight-year investigation, Mahoney and his colleagues (2003) claimed that participation in extracurricular activities positively contributed to the long-term academic success.

As suggested by Barnett (2008), the present study examined the relationships between socioeconomic variables (i.e., education level and working status of the parents, total household income) and academic achievement among a group of sixth graders from a different geographic area. The relationships between their participation in extracurricular activities (i.e., involvement and type) and academic achievement were also analyzed.

Methods

Data Collection and Analysis

The Extracurricular Participation Survey (EPS) drawn from Barnett's (2008) earlier work included questions about a child's demographic information, socioeconomic variables, academic achievement, and participation in any form of extracurricular activities. Sets of the EPS with the consent form and direction letter were delivered to all five public schools located in the southeastern United States. The sixth grade homeroom teachers were instructed to send the envelopes home with students and collect them when returned. Respondents were instructed to indicate academic achievement, according to their child's most recent report card, with the letter grades of A through D. Seventy-seven students were classified as A (38.3%), 62 as B (30.9%), 40 as C (19.9%), and four as D (2.0%). The respondents were also asked to report any and all extracurricular activities for which their child participated during the previous school year. One hundred and fifty nine of the students participated in at least one extracurricular activity (79.1%); 107 of them were involved in some type of sports program (53.2%), 28 were in performing arts (13.9%), and

21 took part in community-related programs (10.4%). Forty-two of the students did not participate in any extracurricular activity (20.9%) in their spare time.

The first set of envelopes was collected after a week and followed by a second distribution to those who did not initially respond. Chi-square analyses and cross tabulations were used to analyze the data.

Subjects

The sample included 201 surveys representing 122 female (60.7%) and 71 male (35.3%) sixth graders from five public schools in the area. One hundred and eight (53.7%) of the students were Caucasian (*n* = 108), 45 were African American (22.4%), four were biracial (2.0%), four were Asian (2.0%), and two were Hispanic (1.0%).

Nine mothers had less than high school education (4.5%), 30 had a high school diploma (14.9%), 41 had some college education (20.4%), 24 had a two-year college degree (11.9%), 48 had a four-year college degree (23.9%), 31 had a master’s degree (15.4%), and two had a doctorate degree (1.0%). Eleven of the fathers had less than high school education (5.5%), 53 had a high school diploma (26.4%), 34 had some college education (16.9%), 10 had a two-year college degree (5.0%), 38 had a four-year college degree (18.9%), 15 had a

master’s degree (7.5%), nine had a doctorate degree (4.5%), and one had a professional degree (0.5%). As for the working status of the parents, 148 mothers (73.6%) and 154 fathers (76.6%) worked, and another 48 mothers (23.9%) and 19 fathers (9.5%) did not work. With regard to the total household income, 59 families (29.4%) reported earning less than \$20,000 and 93 households (46.3%) indicated making greater than \$50,000. Eleven (5.5%), nine (4.5%), and 18 respondents (9.0%) reported an income of \$20,000-\$30,000, \$30,000-\$40,000, and \$40,000-\$50,000 in between.

Results and Discussion

Relationship between Parents’ Education Level and Students’ Academic Achievement

According to the chi-square analyses, there were significant associations between parents’ education level and students’ academic achievement, $\chi^2(8) = 23.932, p = 0.002$ for mothers and $\chi^2(6) = 29.829, p < 0.01$ for fathers. There were more C and D students with mothers that had less than a bachelor’s degree than what was expected (Table 1). As seen in the same table, there were more A students than expected with mothers having a bachelor’s degree or higher.

A similar trend is found in Table 2 with regard to the positive association between the education level of the fathers and their children’s academic

Table 1

Cross Tabulation of Mothers’ Education Level and Students’ Academic Achievement

| <u>Mother’s Education Level</u> | | <u>Achievement Level</u> | | | <u>Total</u> |
|-------------------------------------|----------|--------------------------|----------|---------------|--------------|
| | | <u>A</u> | <u>B</u> | <u>C or D</u> | |
| High School Diploma/GED | Count | 5 | 9 | 12 | 26 |
| | Expected | 11.2 | 8.8 | 6.0 | 26.0 |
| Some College Education | Count | 10 | 15 | 13 | 38 |
| | Expected | 16.4 | 12.9 | 8.8 | 38.0 |
| Two-year College/Associate’s Degree | Count | 10 | 8 | 4 | 22 |
| | Expected | 9.5 | 7.5 | 5.1 | 22.0 |
| Four-year College/Bachelor’s Degree | Count | 27 | 14 | 6 | 47 |
| | Expected | 20.2 | 16.0 | 10.8 | 47.0 |
| Master’s or Doctorate Degree | Count | 19 | 10 | 3 | 32 |
| | Expected | 13.8 | 10.9 | 7.4 | 32.0 |
| Total | Count | 71 | 56 | 38 | 165 |

Note. $\chi^2 = 23.932, df = 8, p = 0.002$

Table 2

Cross Tabulation of Fathers' Education Level and Students' Academic Achievement

| <u>Father's Education Level</u> | | <u>Achievement Level</u> | | | |
|-------------------------------------|----------|--------------------------|----------|---------------|--------------|
| | | <u>A</u> | <u>B</u> | <u>C or D</u> | <u>Total</u> |
| High School Diploma/GED | Count | 9 | 22 | 15 | 46 |
| | Expected | 20.7 | 17.0 | 8.3 | 46.0 |
| Some College Education | Count | 17 | 14 | 10 | 41 |
| | Expected | 18.4 | 15.1 | 7.4 | 41.0 |
| Four-year College/Bachelor's Degree | Count | 25 | 13 | 0 | 38 |
| | Expected | 17.1 | 14.0 | 6.9 | 38.0 |
| Master's Degree or Higher | Count | 16 | 6 | 2 | 24 |
| | Expected | 10.8 | 8.9 | 4.3 | 24.0 |
| Total | Count | 67 | 55 | 27 | 149 |

Note. $\chi^2 = 29.829$, $df = 6$, $p < 0.01$

performance. The results indicated that parents' education level had a significant impact on their children's academic performance. The findings were in line with previous research that college educated mothers had children with higher subject grades and tests scores (Berthelsen & Walker, 2008; Englund et al., 2004) and made a meaningful addition to the existing literature that fathers' education level also had significant influence on their children's performance in school.

Relationship between Parents' Working Status and Students' Academic Achievement

The chi-square analysis indicated a significant relationship between fathers' working status and students' achievement category ($\chi^2(2) = 22.878$, $p < 0.01$). There were more C or D students than expected ($O_f = 11$, $E_f = 3.5$) whose fathers did not work. Families with working fathers reported less C or D students than expected ($O_f = 24$, $E_f = 31.5$). On the contrary, there were more A and B students observed ($O_f = 66$, $O_f = 54$) than expected ($E_f = 62.1$, $E_f = 50.4$) when their fathers worked, and fewer were classified as A or B students ($O_f = 3$, $O_f = 2$) than expected ($E_f = 6.9$, $E_f = 5.6$) when their fathers did not work. These findings agreed with existing literature that found higher student achievement levels were associated with students whose fathers worked. Mothers' working status, however, had no significant relationship with students' academic performance, which echoed Blair's (2014) findings.

Relationship between Total Household Income and Students' Academic Achievement

A positive significance was found between total household income and the achievement categories of the students ($\chi^2(4) = 26.294$, $p < 0.01$). As seen in Table 3, there were more C and D students than expected when the household income was less than \$20,000 ($O_f = 18.0$, $E_f = 11.2$) and between \$20,000 and \$50,000 ($O_f = 16.0$, $E_f = 18.7$). There were more students in the A or B categories ($O_f = 49$, $O_f = 34$) than expected ($E_f = 38.4$, $E_f = 30.5$) when they came from a household that made greater than \$50,000 a year. The results were consistent with Blair's (2014) investigation that higher income households were associated with children who performed better academically.

Relationships between Students' Participation in EAs and Academic Achievement

The chi-square analysis showed a significant association between students' participation in extracurricular activities and their assigned academic categories ($\chi^2(2) = 21.967$, $p < 0.01$). There were more students classified as C or D than expected that did not participate in any extracurricular activity ($O_f = 18.0$, $E_f = 8.2$). Among those who were not involved in any extracurricular activity, they reported less in the A category than expected ($O_f = 5$, $E_f = 14.3$). Students who participated in at least one extracurricular activity, on the other hand, reported to have more A's than expected ($O_f = 72$, $E_f = 62.7$) and less C's or D's

Table 3

Cross Tabulation of Total Household Income and Students' Academic Achievement

| <u>Total Household Income</u> | | <u>Achievement Level</u> | | | |
|-------------------------------|----------|--------------------------|----------|---------------|--------------|
| | | <u>A</u> | <u>B</u> | <u>C or D</u> | <u>Total</u> |
| Less than \$20,000 | Count | 14 | 14 | 18 | 46 |
| | Expected | 19.4 | 15.4 | 11.2 | 46.0 |
| \$20,000–\$50,000 | Count | 10 | 10 | 16 | 36 |
| | Expected | 15.2 | 12.1 | 8.7 | 36.0 |
| Greater than \$50,000 | Count | 49 | 34 | 8 | 91 |
| | Expected | 38.4 | 30.5 | 22.1 | 91.0 |
| Total | Count | 73 | 58 | 42 | 173 |

Note. $\chi^2 = 26.294$, $df = 4$, $p < 0.01$

than expected ($O_f = 26$, $E_f = 35.8$). The results were in congruence with the findings of previous research that participation in extracurricular activities demonstrated a positive contribution to higher academic achievement (Barber et al., 2001; Broh, 2002; Eccles & Barber, 1999; Fredricks & Eccles, 2005, 2006; Mahoney et al., 2003; Marsh, 1992).

Relationships between Type of EAs and Students' Academic Achievement

The chi-square analysis indicated no significant relationship between the type of extracurricular activities in which students participated and their academic achievement. Combined with the findings from previous section, a conclusion could be drawn that, regardless of the type, participation in extracurricular activities had a positive impact on students' academic performance. It was meaningful for parents to know that fee-for-service programs were not the "best" option for getting their children involved in extracurricular activities. Families with low- to mid-incomes might consider enrolling their children in community or recreational programs where costs might be free of charge or more affordable.

Conclusions

The purpose of this study was to determine if socioeconomic variables had any impact on the students' academic achievement. The relationships between participation in extracurricular activities and academic achievement were also studied. Multiple chi-square analyses revealed that all of the

socioeconomic variables examined, with the exception of mothers' working status, had significant relationships with students' academic achievement. The findings showed that the higher the parent's education level, the higher her/his child's achievement level. If the father worked, his child performed better in school. As the household income increased, the number of A's and B's on a child's report card increased. The study also revealed that students who participated in extracurricular activities were more likely to be successful in school but that the type of the extracurricular activities did not make a significant difference.

Practical Applications

Student achievement is the primary focus in the world of education today. The success of a school, principal, and teacher is determined by the academic performance of their students. When school personnel examine student performance data and socioeconomic variables, attention should be given to a child's participation in activities outside of the formal curriculum. Based on the results of this study, students who are not achieving in school could benefit from participation in team sports, individual sports, performing arts, and/or community activities. When cost becomes an issue for families, educators could assist by providing information about free or minimal cost programs in the area. This information coupled with suggestions from Barnett's study (2008) could assist agencies in designing programs that can be made available to children from all socioeconomic backgrounds and

ultimately positively affect students' performance in school.

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Footnotes

¹The term “parent” in this paper refers to a child’s biological father, biological mother, stepfather, stepmother, legal guardian and/or primary caretaker.

PREVENTING YOUTH SPORT DROPOUTS

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Preventing Youth Sport Dropouts

A question often asked by many sport enthusiasts is what causes young athletes to drop out of sports? Is it the pressure from parents and coaches to be successful? Or is it because they started at such an early age and have lost interest in the sport? Many factors including stress, boredom, injury, and pressure probably interact and result in young athletes dropping out of a sport (Brenner, 2007; Rotella, Hanson, & Coop, 1991).

Research supports both sides of early specialization in youth sports (Baker, 2003; Roehl & Strand, 2015; Wiersma, 2000). Coaches and parents who want to start their athletes in a sport program at an early age must address a number of concerns that may impact the possibility of dropping out. For example, enjoyment, socialization, and pressure all impact dropout rates

(Rotella, Hanson, & Coop, 1991). If athletes are not enjoying themselves, what is going to motivate them to continue? Similarly, if an athlete is spending too much time with teammates and not enough time just socializing with friends, he or she is likely to lose interest. And finally, pressure to be successful from parents, coaches, and other athletes may have negative effects on the individual (Merkel, 2013). If the focus is directed towards the attitude of ‘win at all cost’, what life lesson is being taught?

With that as a preface, the goal of this paper is to answer these questions and provide content to support the areas that affect dropout rates of young athletes in youth sports.

“This Isn’t Fun Anymore”

Reasons for dropping out of sport participation include a lack of playing time, an overemphasis on competition, boredom, competitive stress, dislike of the coach, and not having any fun (Rotella, Hanson, & Coop, 1991). These reasons seem to account for a higher dropout rate in younger athletes as compared to older athletes as 70 percent of youth athletes quit sport participation by age 13 (Johnson, 2012). Dropping out normally occurs after an athlete has reached a level of physical and emotional staleness known as burnout (Rotella, Hanson, & Coop, 1991). Attitudes of coaches and parents can be a significant factor that might result in athletes reaching burnout.

To address these issues, parents and coaches need to understand how much influence they have over their athletes (Rotella, Hanson, & Coop, 1991). One simple step is to consider how much time is being directed to the sport. Athletes need to have a separation between athletics and their daily lives. The 10,000-hour rule (if a person performs at least 10,000 hours of deliberate practice on a skill, they are more likely to become an expert in that given skill {Gladwell, 2008}) is a concept that some coaches and parents believe, in spite of the fact that research has failed to find a definite relationship between the rule and attaining expert status in sports (Macnamara, Hambrick, & Oswald, 2014). If parents and coaches continue to push this time commitment on their athletes, it very well could

result in a burnout state and eventually dropping out of the sport.

Another area that can cause athletes to lose enjoyment in a sport is the type and amount of practice as both can lead to overuse injuries (William, 2014). It has been stated that athletes who are left to spontaneous and unstructured sports are generally free of overuse injuries. When parents and coaches conduct practices for longer periods of time, overuse injuries are likely to occur. A goal of coaches should be to keep the sport fun and exciting (Martens, 2012). If that concept disappears, athletes soon began to think of the sport as a task or work without enjoyment. Coaches should strive to instill an attitude in their athletes that creates enjoyment. The ultimate goal is to keep athletes and students in lifelong fitness activities for the enjoyment and health benefits they obtain from being active.

“What about my friends?”

Not all sports interest children. In order for children to gain enjoyment from playing a sport, they need friendship. Mainstream sports such as basketball, football, track, and baseball can gather athletes' interests. If an athlete's friend is not in the same sport, their enjoyment can disappear. On the other hand, there are sports that may involve friends being on the same team. However, this can also lead to dropping out due to friend's jealousy over competing for playing time (Thomas, Cote, & Deakin, 2008). Another contributing factor can be if the athlete is spending a lot of time at practices, training, and tournaments. This can happen in sports that demand time commitment both physically and mentally.

If coaches and parents are demanding early specialization, athletes could potentially lose all ties to friends due to the time commitment. For example, hockey and wrestling require lots of traveling every weekend to get to tournaments. This type of traveling demands time away from friends and could possibly lead to missing social gatherings such as birthday parties or play dates. If this progresses throughout a young athletes' life, attitudes can be formed that might lead to dropping out of the sport. Parents and coaches should strive

to create opportunities for young athletes to just be kids.

“Too Much Pressure”

Youth sport presents different pressures that can lead to athlete burnout and eventually dropping out of the sport. A contributing factor to this burnout phase can be credited to pressure from both parents and coaches. Pressure from parents might include pressure to perform at the same level as their parents or pressure to perform well for parents because they (the parents) did not have an opportunity (Thomas, Cote, & Deakin, 2008). In the book *Game On* (Farrey, 2008), the author wrote about youth sports and parents' goals for their athletes to receive scholarships. It is extremely hard for athletes to achieve a Division I scholarship (National Collegiate Athletic Association, 2015). Some athletes who make traveling teams require time commitments away from family and friends. An example of this is a young high school athlete who has been selected a member of a traveling baseball team. His team travels to away games every weekend of the entire summer. Some of these athletes are in their last year of high school and are focusing on impressing college recruiters. This type of situation can create pressure on young athletes' lives and gameplay to be successful.

Conclusion

In conclusion, there are issues that can be addressed by coaches and parents. If proper changes occur, chances of athlete burnout and dropout will decrease. Coaches need to strive to make the sports they are coaching enjoyable at all costs. Practice should consist of an appropriate amount of time set for deliberate practice as well as time for unorganized game play. Coaches and parents need to think about the amount of pressure they are putting on their athletes to perform. If the pressure is too much for the athletes, a change needs to occur. Parents who seem to be pressuring their children too much need coaches who can teach them about how the pressure can affect their children. One important job of coaches is to create attitudes in their athletes that promote lifelong participation and fitness. Ultimately, the goal is to create a fun and enjoyable environment where all athletes can be successful.

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PROGRAM DEVELOPMENT

ESTABLISHING PARTNERSHIPS BETWEEN PROFESSIONAL ORGANIZATIONS AND ONLINE SPORT MANAGEMENT ACADEMIC PROGRAMS

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Abstract

The purpose of this paper is to identify strategies used to create partnerships between professional organizations and online academic programs. Developing these relationships provide unparalleled networking, mentoring and leadership opportunities for students in academic programs. It is worth noting that online academic programs are created to meet the needs and career interests of students and it is important to remember that partnering with a professional organization is program specific. Key components to consider when developing partnerships include forward thinking leadership, a common understanding, common purposes, similar culture and values, learning and development opportunities, open communication, and agreed on performance management. An academic program and professional organization partnership can be a mechanism for providing student professional networking opportunities and an important mechanism to strengthen marketability as well as provide opportunities for graduates to become well positioned to lead the profession in the future. Vital principles guiding relationships between professional organizations and online academic programs include establishing a collaborative relationship, creating an environment of mutual respect and trust are the cornerstones of the relationship, freely sharing knowledge and a mutual commitment to lifelong learning. When attempting to identify professional organizations to partner with one must attempt to identify well-established potential partners in areas related to the degree program(s) offered by the department. When looking for professional organizations that are a good fit keep in mind the professional organization needs to be approachable and available, therefore identify whom the appropriate contact person within

the professional organization and contact that person. Be clear on why you are contacting the potential partner. Once a suitable organization has been identified and contacted, learn what you need can about the potential partner organization. An important goal of partnerships between professional organization and online academic programs is to achieve more than individual organizations can achieve alone.

Keywords: partnerships, online academic programs, distance learning, professional organizations, sport management

Introduction

Undergraduate and graduate distance learning programs are being created to meet the needs and interests of self-motivated career minded individuals and provide an additional service area for a university. Why form a partnership with a professional organization? The answer to that question is quite simple there is added tangible value in partnering with professional organizations. Numerous professional organizations exist that can be carefully examined to identify potential partners for academic programs. Developing these relationships provide unparalleled networking, mentoring and leadership opportunities to students in online programs.

Connolly and York (2002) proposed the following questions to ask when considering partnerships:

- Is there a need for a partnership?
- What benefits will be gained through the partnership?
- Is someone else already doing something similar?
- Are partner organizations committed to support the partnership?
- What strategies/ local priorities will the partnership support?

Another question that needs asking is, what is a partnership? In the context of this paper a collaborative relationship between entities to work toward shared objectives through a mutually agreed division of labor. Additionally, the characteristics of

a collaborative partnership include greater autonomy with no integration or permanent organizational commitment. However, there is sharing of information and the potential for a coordination of efforts on specific projects (World Bank, 1998). With very limited research in this area it is therefore the purpose of this article is to take the first steps in an attempt to identify methods used to create strategic partnerships between professional organizations and online academic programs.

Who are the Players?

In most cases the players include the department, college, distance-learning unit of the university and approval by the necessary university administrators. Selecting professional organization partners can be an egregious time consuming task.

Kilpatrick and associates (2002) suggested the following key components to consider when developing partnerships:

- Leadership – Are those individuals recognized and empowered by their organization and trusted by partners to build consensus.
- Common understanding – For the framework, culture, values, and approach of partner organizations as well as roles and responsibilities of individual members.
- Purpose – A shared common vision and purpose builds trust and openness and recognizes the value and contribution of all members as well as improved coordination of programs, service delivery and better outcomes for stakeholders.
- Culture and values – Shared values understanding mutual respect will lead to active involvement of members.
- Learning and developing – A healthy partnership promotes an atmosphere of learning. An open mindset and spirit of facilitation can create opportunities to improve the skills, knowledge, competence and experiences of those involved.
- Communication – Effective communication with a mutually strong feedback loop is vital.

- Performance management – It is important for members to have accountability for actions and take ownership for the agreed upon objectives and targets goals

Therefore, when considering how to identify professional organizations to partner with one must attempt to identify well-established potential partners in areas related to your degree program(s). When looking for professional organizations that are a good fit keep in mind potential partners should understand the program's goals, mission of the department, have common ground, and a shared vision. The professional organization partner(s) needs to be approachable and available, therefore identify whom the appropriate contact person within the professional organization and contact that person. Be clear on why you are contacting the potential partner. Once a suitable organization has been identified and contacted, prepare for the first meeting by learning what you need to know about the potential partner organization. Also identify what the partner needs to know about your organization.

Be prepared for the initial meeting by having read anything you can about the potential partner organization. Doing so will help determine if the organization is an appropriate fit for establishing a partnership. Bring information about your organization to the first meeting. Think in advance about your vision and goals for the partnership and what you bring to the table. Also think about what your potential partner brings to the partnership and be prepared to share how both can benefit for a partnership.

There may be many possibilities for partnership initiatives. Therefore, when deciding the right partnership activities for you and the partner, consider which ones fit into your programs long range plans. Identify the priorities for the partnership along with the strengths that would augment the partnership.

Share with the professional organization the items your department/program can offer which could include faculty and staff expertise, an established curriculum, new members (both student

and professional), and contacts/networks (regional, national and international), etc. Identify what can be accomplished for your strategic vision and what might be of benefit to the partner organization. The benefits could include joint programming, internship experiences, leadership opportunities, professional development, or a larger scale organizational commitment. Identify the academic program's vision and be able to communicate it clearly to the partner organization. Be sure to clearly share the potential benefits for the professional organization with the person(s) in the organization who is/are the decision maker(s) (Tranel & Gasen, 2003).

When the decision is made to form a partnership, identify what the return on investment will be and determine what the financial value is for the partner. An appropriate next step would be to begin drafting a Memorandum of Agreement (See Appendix 1) that includes understanding the shared goals and vision as well as clearly articulating potential partnership activities. Be clear on who is responsible for what and how costs will be shared. It is also wise to spend time getting to personally know the decision makers of the professional organization you are partnering with. Partnerships based on personal relationships tend to thrive on many levels due to shared commitments. It may be necessary to include a Project Summary along the Memorandum of Agreement when making the proposal to university administrators (See Appendix 2). It is important to keep in mind the following questions when completing an official Memorandum of Agreement.

- Are your goals written and clearly defined?
- Do you have clarity and mutual understanding?
- What resources are needed and who will provide them?
- Are the resources shared?

Consider the program and environment of the professional organizations(s). Leadership support and a shared vision are essential to the success of the partnership. It is important to determine if there are sufficient resources to support the partnership. If necessary, create a timeline for the partnership

activities and identify time needed for ongoing collaborations. It is also important that the time commitment is understood and shared by both partners (Beal et al., 2012).

Guiding Principles

Academic programs that have partnerships with professional organizations are an important mechanism to strengthen marketability and provide opportunities for graduates to become well positioned to lead the profession in the future. Through implementing such partnerships, both the academic program and professional organization prosper. Effective partnerships can create systems for students to achieve educational and career advancement, prepare students practice and leadership experiences, provide opportunities for lifelong learning, and provide a structure for possible internships programs.

An academic program and professional organization partnership can be a mechanism for providing student professional networking opportunities. Such planned and formalized relationships are based on mutual respect, knowledge, and shared goals. When a partnership is developed between an academic program and a professional organization, the relationship is defined broadly and may include a variety of entities. According to The Institute of Medicine (2010) key principles guiding such relationships include the following:

1. Collaborative relationships between academia and a professional organization are established and sustained through formal relationships established with the organizations leadership and practiced at multiple levels throughout the organization. There needs to be a shared vision with clearly articulated goal expectations.
2. Mutual respect and trust are the cornerstones of the academia relationship with professional organizations and can include such things as shared engagement competencies, joint accountability and recognition for contributions, frequent and meaningful engagement experiences, and a mutual commitment to better the profession.

3. Knowledge is shared among partners includes a commitment to lifelong learning, the sharing current best practices and management systems, and joint preparation for certifications/accreditations, research, committee appointments, and development of professional competencies.
4. A mutual commitment is shared to maximize the potential of each student to reach the highest level within the profession. Partners encourage a culture of trust and respect and a shared responsibility to prepare and enable students to become leaders in the profession.

It is important to note that identifying professional organizations seems to be discipline specific and not all professional organizations want to or are willing to partner with an academic program. The example provided in Table 1 is specific to kinesiology and more precisely those academic programs related to sport management.

Summary and Recommendations

As a result of developing relationships a number of strategic and mutually beneficial network and collaborative opportunities will exist for students and faculty (as well as employees of the professional organization) involved in the academic programs. It is worth restating that online academic programs are created for a number of reasons, some of which include meeting the needs and career interests of students and it is important to remember that partnering with a professional organization is program specific.

Therefore, after thoroughly reviewing the purpose and mission of related professional organizations, identify one or more that best meets the needs and objectives for the academic programs at your university. Contact the professional organization to gauge their interest, have face-to-face meetings, conference calls and emails, find common ground to agree upon to enter into an agreement that is a nonbinding relationship between the professional organizations and the graduate programs, but mutually beneficial.

Table 1

Discipline Specific Example for Academic Programs Related to Sport Management

| Academic Program | Related Professional Organization |
|---|---|
| Sport Management | Council of Sport Management Association North American Society for Sport Management World Association for Sport Management |
| Facility/Event Management | European Association for Sport Management International Association of Venue Managers Collegiate and Event Management Association |
| Athletic Compliance | National Association for Athletic Compliance |
| Sport Media/Branding/Marketing | Sport Marketing Association National Association Collegiate Marketing Administrators |
| Collegiate Athletic Administration | National Association of Collegiate Directors of Athletics |
| Interscholastic Athletic Administration | National Interscholastic Association of Athletic Administrators |

Lastly, as mentioned previously, developing relationships with professional organizations provide unparalleled networking, mentoring and leadership opportunities to students and faculty teaching in online programs. In addition, such a partnership could result in untold successes and positive impacts for the academic program and professional organization for years to come. A key to establishing and maintaining successful partnerships is to find ways to build on the strengths of the partnership. An important goal of partnerships between professional organization and online academic programs is to achieve more than the academic program itself or individual organizations can achieve alone. Therefore, the partnership should not be an end to a means but rather a means to an end.

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Undergraduate Programs

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Graduate Program

M.S., Sports Administration (SPA)

For More Information Contact:

Department of Kinesiology, Sport & Leisure Studies
GSU Box 4244, Fredrick C. Hobdy Assembly Center – Ste 148
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The LSU Department of Kinesiology Graduate Program offers Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in four areas of specialization:

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 - Coordinator: Arnold Nelson anelso@lsu.edu
- Motor behavior research focuses on the learning and performance of coordinated movement, with particular interest in topics such as variables influencing effective and efficient skill learning, gait and balance control, sensorimotor integration for whole body and fine motor coordination, and musculoskeletal system rehabilitation.
 - Coordinator: Jan Hondzinski jhondz1@lsu.edu
- Pedagogy/psychological sciences research investigates factors that influence teaching, learning, and behavior choices in a broad range of physical activity settings, including physical education, health education, and exercise programs.
 - Coordinator: Melinda Solmon msolmo1@lsu.edu
- Sport Management research focuses on the social construction and organization of sport and sport organizations, centering on management, sociological, and organizational perspectives.

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Contact Information:

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DEGREES IN KINESIOLOGY

B.S. in Science with concentrations in:

Fitness and Sports Industry

The Fitness and Sports Industry (FASI) concentration prepares students to enter the fields of fitness and sport industry or pursue advanced studies in athletic administration, sports administration, or fitness management. A successful recipient in this concentration may further their career by earning a minor in business administration. The sport and fitness industry is rapidly expanding. As it continues to grow, the need for qualified employees continues to increase.

Exercise Science/Pre-Physical Therapy

While the Exercise Science/Pre-Physical Therapy concentration prepares students for the application process to professional physical therapy programs, it will also prepare students for careers in the applied and clinical preventive settings, including, but not limited to cardiac rehabilitation, hospital-based wellness programs, community fitness centers, or university and corporate wellness programs. Students intending to pursue entry into a physical therapy program will be required to take additional hours and make substitutions as recommended by their academic advisor.

Exercise Science

The Exercise Science concentration prepares students for careers in the applied and clinical preventive settings, including, but not limited to cardiac rehabilitation, hospital-based wellness programs, community fitness centers, or university and corporate wellness programs, as well as entry into graduate exercise science programs. A successful recipient in this concentration may further their career by earning professional certifications from individual vendors and associations, such as Personal Training or Strength Conditioning.

Teacher Certification (K-12)

The Health and Physical Education Certification (HPEC) concentration prepares students to teach K-12 health and physical education by providing coursework and experiences in the area of health and physical education. Students must earn a "C" or better in all coursework applied toward teacher certification.

(photo - participants in the ULM Mile, coordinated by the Dept. of Kinesiology)



M.S. in Exercise Science with concentrations in:

Clinical Exercise Physiology

Students will gain the professional skills to design, implement and supervise exercise programming for those with chronic diseases and/or physical conditions. Learn how to assess the results of outcomes related to exercise services. Professionals in this field work in a variety of settings: hospitals, outpatient clinics, physician offices, university laboratories or hospital-based research facilities. A CAAHEP certified program.

Applied Exercise Science

This concentration has a significant science focus on anatomy, physiology, biochemistry, and biomechanics of human movement, and applications to exercise and therapeutic rehabilitation. Students learn to specialize in performance research, rehabilitative therapies, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation.

Sport, Fitness, and Recreation Management (Courses Available Online)

This concentration is designed to appeal to those who wish to work in the business of sport, fitness and recreation, but not as an instructor or coach. The careers available in the field of sport, fitness and recreation management are diverse and growing. Opportunities include program or facility directors, marketing and promotions, corporate sales, sporting goods, community programs, athletic directors and business managers, and sport or recreation management. Combined with the worldwide growth and influence of sports on society, new opportunities continue to be created in a variety of settings.

CAREERS IN KINESIOLOGY

Graduates who work in the Kinesiology field find careers in:

- Personal or Athletic Training
- Sport, Fitness or Recreation Management
- Cardiac Rehabilitation
- Health and Physical Education (P.E. Teaching and Coaching)
- Physical Therapy (after completing Physical Therapy school)



Many health and fitness specialists are researching complex issues such as:
 Childhood Obesity
 Cardiovascular Disease
 Adult Onset Diabetes, and more.

LAHPERD AWARDS' CRITERIA

For more information, contact the Executive Director, Awards Committee Chairperson, or specific award chairpersons identified.

Honor Award

1. The candidate's contribution should have been made within the field of health education, physical education, recreation and dance.
2. The candidate should have rendered at least five years of meritorious service to the health education, physical education, recreation, or dance education professions in the state.
3. The candidate shall be one of high moral character whose contributions have most fully expressed the spirit of service which this award represents.
4. The candidate should have made a contribution to LAHPERD.
5. Any LAHPERD member who resides within the state may nominate a candidate by submitting the name and vita to the nomination chairperson.
6. To be considered for the current year, all nominations must be in the hands of the chairperson by August 1.
7. The committee member who sponsors a candidate shall be responsible for forwarding five copies of a complete, accurate biographical sketch to the chairperson.
8. The biographical sketch shall be topically organized, legible, and current.
9. To be considered for the current year, all biographical sketches must be submitted to the chairperson by August 1.
10. Insofar as possible, candidates shall not be advised that they are being considered for the award.
11. Submit nominations to Yvonne Calvin at calviny@gram.edu.

Outstanding University/College Senior Major Award

1. The candidate shall be a full-time student of the university/college from which the nomination is made.
2. The candidate shall have attended the nominating university a minimum of two years.
3. The candidate shall be a member of LAHPERD at the time of the nomination.
4. The candidate shall have an overall grade point average of 3.0 or greater.
5. Any university/college faculty member in health, physical education, recreation, or dance, or a supervising teacher may nominate a candidate by sending the name and a biographical sketch to the chairperson. The supporting information should include date, grade point average, honors and awards, membership(s) in professional organization(s), and a statement from the nominator as to why the student is worthy of the award.
6. All nominations must be submitted to the chairperson by August 1.
7. The person sponsoring the candidate shall be responsible for submitting a copy of a complete, accurate biographical sketch to the chairperson.
8. The biographical sketch shall be topically organized, legible, and current.
9. To be considered for the current year, all biographical sketches must be submitted to the chairperson by August 1.
10. Submit nominations to Yvonne Calvin at calviny@gram.edu.

Service Award

1. Any LAHPERD member who resides in the state may nominate a candidate who is worthy of consideration. Supporting information should include name, address, specific contribution/service to LAHPERD, and a statement from the nominator giving other information considered pertinent to the selection of a recipient for the Service Award.
2. Any individual who meets the criteria outlined for each of the awards may apply personally for the award or be nominated by a colleague.
3. A state winner is not eligible for the same award again until after four years.
4. Former district and national winners of the award are not eligible to participate in the same category for an award.
5. Submit nominations by May 20 to the Executive Director or Awards Committee Chair.
6. Submit nominees and information for special awards to: Sonia Tinsley at tinsley@lacollege.edu.

Secondary Physical Education Teacher of the Year Award

1. For the purposes of this award, a secondary physical education teacher is defined as an individual who has major responsibility for teaching physical education in grades 7-12.
2. The candidate must be a current secondary physical education teacher with a minimum of three years' experience.
3. The candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Utilizes various teaching methodologies and plans innovative learning experiences.
 - c. Conducts a balanced and sequential curriculum.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences professional commitment through membership and involvement in local, state, and national physical education organizations.

Elementary School Physical Education Teacher of the Year Award

1. For the purposes of this award, an elementary physical education teacher is defined as an individual who has major responsibility for teaching physical education in grades K-6.
2. The candidate must be a current elementary physical education teacher with a minimum of six years' experience.
3. The candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Utilizes various teaching methodologies and plans innovative learning experiences.
 - c. Conducts a balanced and sequential curriculum that reflects and understanding of child growth and development.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences commitment to the education profession by having served on state/regional/national committees and/or having presented workshops of programs at these levels.
4. Current members of the COPEC Executive Committee are not eligible.

Health Educator of the Year Award

1. For the purposes of this award, a school health educator is an individual who has major responsibility for teaching health education in grades K-12 or in a college/university setting.
2. The candidate must have a minimum of three years teaching experience.
3. In addition, the candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Utilizes various teaching methodologies and plans innovative learning experiences.
 - c. Presents a balanced and sequential curriculum based on the developmental, social, and psychological needs of the students.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences commitment through membership and involvement in local, state, and national health organizations.

Dance Educator of the Year Award

1. For the purposes of this award, a dance educator is defined as an individual who has major responsibility for teaching dance at any level including grades K-12 and/or in a college/university setting.
2. The candidate must have a minimum of three years teaching experience.
3. In addition, the candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Teaches creatively and produces creative work by utilizing various methodologies causing innovative problem-solving learning experiences.
 - c. Presents a balanced and sequential curriculum based on the developmental, social, and psychological needs of the students.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences commitment through membership and involvement in local, state, and national dance organizations.

Recreation Professional of the Year Award

1. For the purposes of this award, a recreation professional is defined as an individual who has major responsibility for teaching recreation pre-professionals/professionals or conducting recreation programming and/or administration in an educational, public, or private recreation setting.
2. In addition, the candidate must be a person who:
 - a. Serves as a positive role model, epitomizing the values and desired outcomes of recreation.
 - b. Demonstrates enthusiasm for the recreation professional and his/her role in it.
 - c. Shows interest in and sensitivity to the needs of students, clients, and fellow professionals.
 - d. Utilizes various methodologies and implements creative, innovative, safe, and effective courses/recreations programs based on:
 - i. the developmental, social, and psychological needs of students and clients; and
 - ii. the philosophies, purposes, needs, and resources of the sponsoring institution.
 - e. Assumes responsibility for his/her professional growth and evidences professional commitment through membership and involvement in local, state, and national recreation organizations.

Taylor Dodson Young Professional Award

1. Candidates should be less than 40 years of age.
2. Candidates' contributions should have been made within the fields of physical education, health education, recreation, research, and dance, or to the profession through such allied field as science, education, or community service.
3. Candidates should have rendered at least five years of meritorious service to the physical education, health education, recreation, or dance professions in the Southern District.
4. Candidates should have been members in good standing of AAHPERD for at least the five consecutive years prior to receiving the award.

5. Candidates for the award should have gained prominence in some of the following:
 - a. Excellence in teaching
 - b. Outstanding administrative achievement
 - c. Leadership in professional associations, including state and national
 - d. Contributions to professional literature
 - e. Outstanding community service
6. Deceased members or those who have moved out of the district should not receive the award nor should the award be given because a person holds a particular job.

Scholar Award

1. Criteria for selection of the Scholar shall include, but not be limited to the following:
 - a. The individual selected should have scholarly presentations.
 - b. The individual should be an active scholar in his/her discipline.
 - c. The individual selected must be a LAHPERD member.
 - d. The individual selected should be capable of communication to groups in the various disciplines.

Gillentine Award

1. Candidates must be adapted physical education teachers, where the majority of their teaching duties are in adapted physical education, in Louisiana and current LAHPERD members.
2. The following criteria are considered:
 - a. Teaching performance
 - b. Innovative abilities
 - c. Involvement with local and state organizations
 - d. Volunteer community work
 - e. Research and scholarly activities specific to adapted physical education

GUIDELINES FOR SUBMITTING ARTICLES TO THE *LAHPERD JOURNAL* Electronic Submissions Only (Fall 2015)

The LAHPERD Journal is published electronically twice a year, usually the fall and spring, by the Louisiana Association for Health, Physical Education, Recreation and Dance. Articles should be emailed to the editor, Dr. **Dan Denson** ddenson@mcneese.edu. Articles should be submitted by January 15 to be considered for the April issue and by August 15 for the October issue. *Current LAHPERD members have priority for publication space.*

1. **The Manuscript** Manuscripts should follow the form and style of the current edition of *Publications Manual of the American Psychological Association* and must be double-spaced, **12-point Times New Roman font with standard margins**. All of the authors' names, titles, and institutions should be listed on the cover sheet. Prepare the manuscript in Microsoft Word format and attach author's statement (see Author's Statement below). All correspondence should be addressed to the lead author unless otherwise specified. Limit manuscripts to 12 pages or about 4,800 words.
2. **Tables and Illustrations** All tables and figures must be titled. Tables may be embedded in the text at the appropriate place or on separate pages. Use tables for reporting extensive statistical information. Data in tables should not be duplicated or extensively discussed in the text. Artwork (graphics, photos, etc.) should be of high resolution to ensure that pixilation or blur is avoided. Please attach artwork as a separate file.
3. **Author's Statement** The author(s) must provide a statement certifying that the article has not been published or concurrently submitted for publication elsewhere.
4. **Refereed Papers** Only position papers and research manuscripts that meet submission criteria will be considered for blind external review. Each paper will be submitted to three members of the LAHPERD Journal editorial board. Papers are reviewed for content and clarity. Specifically, each paper will be gleaned for 1) identification of the problem and purpose of the study, 2) description of methodology including statistical procedures used, 3) reporting of findings, 4) consistency of conclusions and findings, and 5) quality and appropriateness of references. Lead authors will be notified of the status of the manuscript. Papers may be accepted as is, accepted with minor revisions, conditionally accepted pending revisions, or rejected. Only papers that make a contribution to the profession will be accepted for publication.
5. **Documentation** References should be listed at the end of the article and should be arranged in alphabetical order. Each reference cited in the article must be listed and only those cited should be included in the reference page. Follow the form and style for citing and listing references in the current edition of the *Publications Manual of the American Psychological Association*
6. **Announcements** Any announcements and last minute news items must be submitted electronically prior to layout of the journal. Contributors are advised to use Microsoft Word, 12-point Times New Roman font format for all attachments. Avoid first person sentence structure. Be sure to title attachment for inclusion in the *LAHPERD Journal*.
7. **Non-Refereed Papers** *Program development essays, teaching methods, and related papers* are welcome. Authors are encouraged to submit photographs, diagrams and tables as necessary with these papers. These papers will be reviewed by the in-house editorial staff, which consists of the managing editor and the copy editor. Some revisions may be necessary. The editorial staff reserves the right to edit these papers when necessary to maximize available space.
8. **Abstracts** All completed abstracts accepted for presentation at the fall LAHPERD conference will be published in the spring issue of the *LAHPERD Journal*. Incomplete abstracts will be returned to the author(s) to be completed. Complete abstracts should contain: 1) problem statement, 2) purpose of the study, 3) methods, 4) major findings, and 5) conclusions. Limit abstract to 500 words.
9. **Advertisements** The *LAHPERD Journal* has free available space for advertising of select university programs*. All advertisements should be submitted as high resolution files (see 2. Tables and Illustrations above). Professional product and service vendors are invited to advertise. Rates for vendors are: \$100 per issue for full page; \$60 per issue for 1/2 page; and \$30 per issue for 1/4 page. All ads are subject to review and rejection by the editors and/or the Executive Board of LAHPERD.

*Free ad space is available to departments that are represented by membership in LAHPERD.

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1. **Print these directions.**
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Page One

Project Title:
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Applicant's Position/Title
School Name:
School Address:
School System/Parish:
Work Phone:
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Work email:
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Page Two

General Project Summary (1 or 2 paragraphs)

Specifics:

1. What is the main idea of this project?
2. Why do you think there is a special need for this project?
3. Give a time schedule of events
4. Approximately how many students will be affected by this project?
5. How will you describe whether your objectives have been achieved and whether your project is successful?
6. Attach 1-3 lesson plans you could use within this project.
7. Detail your budget request. Include specific information such as kinds of materials and equipment needed, sources of supply and costs, or travel/lodging information.

Budget example:

| ITEM | SUPPLIER/SOURCE | AMOUNT BUDGETED |
|-----------------------------|-----------------|-----------------|
| Alpha Fit | U.S. Games | \$375.00 |
| Conference Registration Fee | SDAHPERD | \$150.00 |
| Total | | \$525.00 |