



# Kinesiology Today

American Kinesiology Association

*To promote and enhance kinesiology as a unified field of study and advance its many applications.*

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## President's Report

By Jerry R. Thomas

Exciting things are happening in AKA. Many of you attended the fall conference in Chicago on leadership and strategic planning in kinesiology. We just completed a conference in Orlando called "Developing the Core Knowledge in Kinesiology" (see page 3). We were fortunate to have more than 40 department chairs from around the U.S. attend and participate in this meeting. Achieving agreement

on the core knowledge components is a historic event for our field.

I hope you have been keeping up with the AKA Web site, [americanckinesiology.org](http://americanckinesiology.org). This fall and winter we had more than 75 positions advertised as well as graduate programs and graduate assistantships—all free for member institutions. To quote one of the chairs at the Orlando conference, "This alone is enough to motivate renewal of membership." The Web site has many other interesting features and opportunities for your faculty and students.

Please renew your membership and encourage all of your colleagues at other institutions to join. If we are to advance the field of kinesiology, we must have a unified voice such as AKA. ■

## Executive Director's Corner

### What's in a Name?

By Shirl J. Hoffman

English novelist Martin Louis Amis had this advice for those choosing a name for their pet dog: "You don't want dogs called 'Sport' or 'Pooch.' You don't want dogs called 'Nigel' or 'Keith.' The names of dogs," said Amis, "should salute the mystical drama of the animal life."

Having recently stepped into the role of executive director of the American Kinesiology Association, I've come to appreciate once again the enormous variety in the names of college and university departments charged with teaching and researching physical activity.

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## **Executive Director's Corner, continued**

Although "kinesiology" has clearly emerged as the most progressive name for the field, a surprising number of academic units continue to operate under the conventional banner "physical education," a title which, like "Pooch" and "Sport," has tradition and familiarity on its side for whatever it might lack in excitement and descriptive validity. Others have opted for "exercise and sport science," "health and human performance," "exercise science and sport studies," or some combination of these. They may lend a certain pizzazz and hipness – even elegance – to a departmental title but, just as surely as "Nigel" and "Keith" seem deficient in conveying the essence of "dogdom," they are deficient in capturing the complexity and variety of subjects taught and studied in the modern department.

We at AKA are hardly unbiased on the issue. We believe "kinesiology" is the term that best captures our unique area of study and accommodates its enormous breadth, including disciplinary, professional, and performance aspects. In our view, the field is weakened locally, nationally, and internationally by the array of names used by departments. A patchwork of names suggests a patchwork discipline, and that does not bode well for the future of our field.

We realize that not all departments share our convictions. While it is encouraging that approximately 40% of member departments of the American Kinesiology Association have chosen the name "kinesiology," and that most of the doctoral programs in the country have adopted this name, the other 60% of AKA members answer to one of 34 different names. When the names of all departments in the United States are counted, the number of different names may be three or four times this amount. In some cases this diversity reflects the constraints of local organizational structures that combine kinesiology with other disciplines such as health, nutrition, or recreation. But in most cases the astonishing mix of departmental titles reflects confusion in our collective perceptions of the nature and organization of the field as a whole. Although our roots may be anchored in a study of sport, exercise, health, and physical education, the continuing evolution and expansion of the field have made such terms far too exclusive. We believe that "physical activity" rather than any of its subcategories best captures the breadth and uniqueness of our field and that the more inclusive term "kinesiology" most clearly conveys this to our colleagues in the academy and to those in the broader reaches of society.

Whether "kinesiology" or any other departmental name can, as Amis said of dog names, "salute the mystical drama" of what we teach, and research is open to debate, what isn't open to debate is the critical importance of our reaching consensus on a uniform and workable title for our departments that best denotes the field of study that we claim as our own. There is no convincing argument favoring the present state of affairs. It is important to remember that the names we assign to our academic units have more than local significance. Ultimately, our field is expressed as a collection of institutional departments that give shape and form to the larger field of study. The crazy quilt of titles used by our departments not only confuses interested onlookers, it makes the already difficult task of unifying the field even more difficult and, in the long term, poses an undeniable threat to our continued vitality in the academy. ■



*Dr. Shirl Hoffman*

*"The beginning of wisdom is to call things by their right names."*

*Chinese Proverb*

*"We do what we must and call it by the best names."*

*Ralph Waldo Emerson*

*"If names are not correct, language will not be in accordance with the truth of things."*

*Confucius*

# AKA Members Reach Agreement on Kinesiology Core Curriculum

On February 5, forty representatives from AKA-member institutions descended on the Buena Vista Suites in Orlando for an AKA-sponsored, three-day conference on the core curriculum in kinesiology. The goal of the meeting was to reach consensus concerning the fundamental categories of knowledge that define kinesiology.

"This meeting of kinesiology leaders from around the country



to discuss the core curriculum was unprecedented," noted Wojtek Chodzko-Zajko, chair of the Department of Kinesiology at University of Illinois at Urbana-Champaign. "It initiated a dialogue that has the potential to have a profound impact on the future of kinesiology in the United States and around the world."

Attempting to achieve consensus on a core curriculum for a field that has many different representations at the departmental level, and which serves as a launching pad for diverse careers, was truly an ambitious goal, one that many had doubts could be achieved over a weekend. Said Shirley Reekie, chair of the Department of Kinesiology at San Jose State University: "I was optimistic, but also a little skeptical, before I went but tremendously impressed by the collective drive to succeed—and it worked! In addition to simply having enjoyed talking with kinesiology chairs from across the U.S., I left with a renewed respect for my colleagues in the field of kinesiology who, despite our great differences of circumstances, from R-1 to small liberal arts Christian colleges, were able to agree on what makes up the central core of our field."

Phil Martin, chair of kinesiology at Iowa State University, got the seminar off to an excellent start Thursday evening with an overview of the issues and factors impinging on the core, along with a frank recognition of the challenges faced in achieving consensus regarding its nature. At the Friday morning session, Roberta Rikli, dean of health

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## **AKA Members Reach Agreement on Kinesiology Core Curriculum, *continued***

and human development at Cal State Fullerton, put the kinesiology core in historical perspective while providing a context for the preliminary, small-group discussions that followed. On Friday afternoon, Jim Morrow from the University of North Texas called attention to the problem of articulating the core with the various professional tracks now commonly offered. Hard work and spirited small-group discussions produced a tentative statement of "core categories," general knowledge domains that all considered central to the core.

On Saturday morning, Gil Reeve, chair of kinesiology at Louisiana State University, helped narrow attention to the relationship between



knowledge categories and learning outcomes and showed how the categories eventually could form a foundation for departmental assessment efforts. Continued discussions and negotiations produced an introductory statement and four general categories of knowledge central to the kinesiology core by mid-day.

"I found the conference immensely useful—and reassuring," said Jan Todd, coordinator of the undergraduate program at University of Texas-Austin and an important contributor to the deliberations at Orlando. "We've just spent about two years working on a new curriculum for our undergraduates here at Texas, and as part of that process we adopted a common core of classes that we will now require for all our majors. I was very heartened to see that our core values aligned so well with those of the other AKA participants and the final document. I thought the meeting worked extremely well as a forum for this kind of important national discussion."

A notable inclusion in the core was "the practice of physical activity," reflecting the group's commitment to including an emphasis on performance in the curriculum. "It was exciting to see physical activity afforded a place in the kinesiology core," said David Pavlat, chair of

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*Consensus reached on fundamental elements of the core curriculum in kinesiology: A small step for kinesiologists, a giant step for the field of kinesiology.*

## **AKA Members Reach Agreement on Kinesiology Core Curriculum, *continued***

Kinesiology at Central College in Iowa. The influence of the writings of Scott Kretchmar (most recently in *The Chronicle of Kinesiology and Physical Education in Higher Education* at [www.nakpehe.org](http://www.nakpehe.org)) concerning the need to resist the dangers of completely intellectualizing the field and to retain our historic emphasis on performance was evident in the lively discussions that surrounded this issue. The discussions also benefited from attendees having read papers on the core by Karl Newell, Hal Lawson, and Roberta Rikli. The agreed-upon document reads as follows:

### **AKA Common Core**



*Conferees reached agreement on physical activity experience as an important part of the core.*

The American Kinesiology Association believes that undergraduate majors in Kinesiology should share a common core of knowledge. The common core establishes broad knowledge categories that can be used by faculty in Kinesiology to examine and refine current educational expectations, policies and practices.

The undergraduate degree in Kinesiology includes principles and experiences focused on Physical Activity across the lifespan. These include:

- Physical activity in health, wellness and quality of life
- Scientific foundations of physical activity
- Cultural, historical and philosophical context of physical activity
- The practice of physical activity

We now await a more expansive draft report on the proceedings, an effort spearheaded by Bob Christina, dean emeritus of health and human performance at University of North Carolina at Greensboro, which will be circulated among attendees for comment, feedback, and eventual agreement.

## **NASPE Task Force Rushes to Defense of College and University Basic Instruction Programs**

At the 2009 Orlando workshop on the core curriculum in kinesiology, conferees reaffirmed their belief that physical activity instruction programs (often called “basic instruction programs”) deserve a place in the required core. Yet as the economic crunch begins to take its toll on university budgets, some of these programs have become vulnerable to cutbacks or elimination all together.

In an effort to resist the trend and to mount a rational defense, NASPE has sponsored a College/University Basic Instructional Programming Task Force. The task force has developed an advocacy document featuring arguments in support of such programs along with a description of best practices.

The NASPE task force is chaired by Michele Sweeny of Salem State College. “Our meetings have surfaced,” says Sweeny, “because we felt like no association was available to support – or was supporting – the problem of college/university programs being cut. Thankfully, we have NASPE’s support now.”

The advocacy document will be unveiled at a series of three sessions to be held as part of the 2009 AAHPERD conference in Tampa, Florida. The sessions at AAHPERD are scheduled for April 1, 2, and 3. The task force also is developing a database of schools that have required programs. Those who would like to receive more information about the task force are invited to contact Michele Sweeny at [msweeny@salemstate.edu](mailto:msweeny@salemstate.edu).

## **Web Site Kudos**

*See what others are saying about the AKA Web site:*

*“This Web site is absolutely awesome! It was so helpful to me to sort out the colleges we wanted to look at – you saved me hours of work! I’m forwarding this to our high school guidance counselor just in case they aren’t aware of this terrific resource. ”*

*-Leslie Kuhlman  
Mother of Prospective Kinesiology Student*

# Perspectives on Introducing Students to Kinesiology

As kinesiology becomes increasingly specialized, departments have recognized a need for an introductory experience to provide students with a general framework for the coursework that follows. Described below are two very different introductory experiences designed to fit the shapes of two very different departments.

## Perspective #1

### ***Introduction to Kinesiology***

Lynn D. Housner, PhD  
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Dr. Lynn Housner

A few years ago, we were involved in the process of becoming a College of Physical Activity & Sport Sciences with two departments: Coaching & Teaching Studies (Coaching Education & Teacher Education), and Sport Sciences (Athletic Training, Sport & Exercise Psychology, & Sport Management).

As we moved to two departments, we became concerned about our College being fragmented and losing identity. We had three separate introductory classes: Athletic Coaching, Physical Education Teacher Education, and Sport Management. We saw an opportunity to pull these majors together and make the course a two-part course. Part 1 is a 10-week introduction to the professions, with all faculty from all five majors introducing themselves to freshman, introducing their major, and discussing significant issues facing their area. This was conceptualized as a way of helping freshman see the breadth of the profession and to make sure they were in the appropriate major. It is also an opportunity for students to meet all faculty in the College. Part 2, the last five weeks, is an introduction to the specific major taught by faculty in the three areas.

The class is three credits. There are 10 weeks for the introduction to West Virginia University and the profession, and five weeks for the major segment. The 10-week section of the class is a large section of 180, so most sessions are lectures. The majors sections (last five weeks) are smaller and

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## **Perspectives on Introducing Students to Kinesiology, continued**

allow for discussions as well as lectures.

Because all faculty are chipping in and doing a single lecture each semester, we have saved credit hours that had been allocated to Intro classes. Now majors cover one credit for the final five weeks of the class instead of three credits for the entire semester as they had in the past. This has enabled majors to add new courses. For example, Sport Management only has a one credit responsibility each semester rather than three. So students added Sport in the Global Market and Sport Economics to their curriculum.

### **Perspective #2**

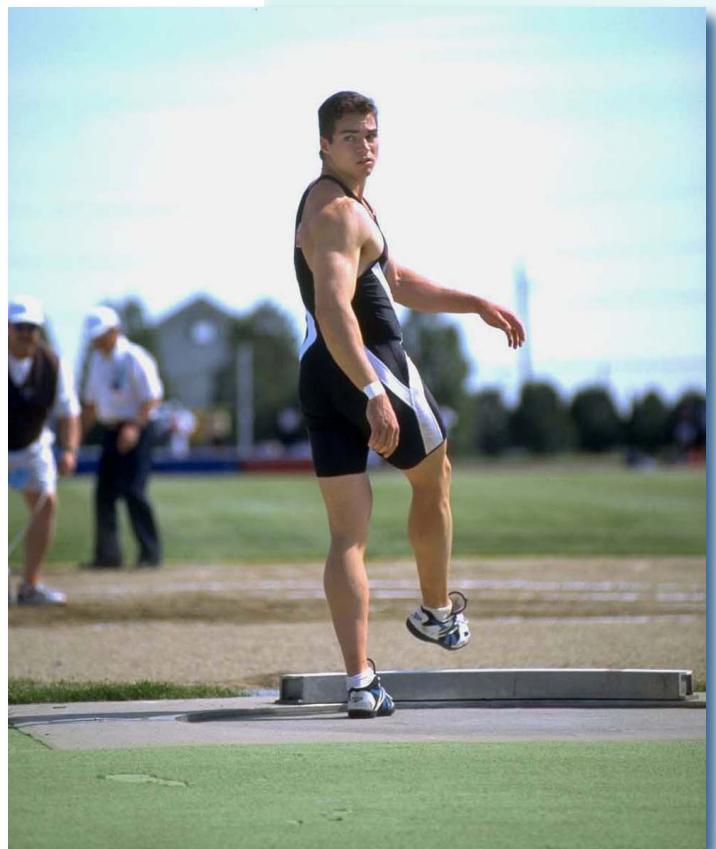
#### ***Introduction to Kinesiology***

*Gary Kamen, PhD  
Department of Kinesiology  
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Our field is fortunate to include topics and research areas that are intuitively interesting to people. After all, the daily anecdotal literature is replete with information on performance in the Olympic games, advances in prosthetic and robotic limbs, the growing obesity/sedentary lifestyle epidemic, and so on. Having the first Department of Exercise Science in the country, UMass started teaching an introductory, freshman-level course several decades ago. On our campus, all undergraduates must complete a general education course in the biological sciences, and the Introduction to Kinesiology course we offer fulfills this requirement. Consequently, rather than enrolling in a course in botany, biology, or entomology, about 300 students per semester (Fall and Spring) opt to enroll in the UMass Introduction to Kinesiology course.

I view the course as a valuable opportunity to educate a large proportion of the university's undergraduates who might otherwise never be acquainted with our field. It's a chance to dispel the many myths that surround our academic area. For example, undergraduates typically view older adults as frail and physically impaired. I point to the ability of the oldest adults to increase strength and elite physical performances of some older athletes. While undergraduates typically assume that individuals who appear to be overweight or obese to be in poor health or at risk for disease, I point to the studies that demonstrate the tremendous

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## **Perspectives on Introducing Students to Kinesiology, continued**

value of regular exercise in even small amounts.

The course uses a book I authored titled *Foundations of Exercise Science* (Lippincott). Several of the chapters were written by individuals who also participate in similar courses on their campuses. The text was intended to be a “pure” exercise science book because it contains no chapters in pedagogy, sport sociology or philosophy, or history, though there are sections in exercise and sport psychology. Various readings are included as supplements.

I also consider basic undergraduate skills to be important. The class includes a weekly one-hour discussion section that has its own curriculum, including a library database search assignment (using refereed publications, not Google searches), an appreciation for invasive vs. less-invasive procedures using the Rockport walk test as an example, an active debate, and a project involving reaction time (using simple reaction time “rulers”) in which students must design and execute a simple experiment. Thus, there are several writing and oral presentation opportunities implemented in an otherwise large lecture course.

Naturally, the class is important for our undergraduate majors as well. The introduction of many important research questions in the kinesiology sub-disciplines whets their appetite for higher-level classes. Since many “gen ed” students enroll who have yet to declare an undergraduate major, the class serves as a major recruitment tool for our department, which, like many kinesiology departments today, is bursting at the seams. ■

# **MSU's Institute for the Study of Youth Sports: Bridging the Academic and Athletic Divide**

*By Daniel Gould, PhD*

*Institute for the Study of Youth Sports  
Michigan State University*

## **Imagine the following:**

- There is a world golf championship for children ages 6 and under.
- An increasing number of parents enter their children in sport in the hopes that they can earn a coveted college athletic scholarship.
- Sports medicine specialists are reporting more overuse injuries in children than ever before.
- The mother of a young wrestler has her son drink Red Bull to prepare him for his bout with another 12-year-old. Her middle-school daughter is on an Atkins diet because she believes it will help her daughter achieve an optimal playing weight for her basketball team.
- Youth and high school sport associations are finding it more and more difficult to keep experienced coaches—many report parental harassment as a major factor in their decision to leave.
- Overly competitive youth sports programs are turning off children who most need these programs: overweight and obese youngsters who lack skills.

The examples cited above have all been reported to staff at the Michigan State University Institute for the Study of Youth Sports (ISYS). What we find ironic is that 40 years of past and current kinesiology research has had almost no effect on these issues. ISYS is trying to change that state of affairs by conducting research and outreach efforts that bridge the athletic-academic divide.

ISYS is housed in the Department of Kinesiology at Michigan State University, which has pediatric kinesiology as its primary focus. The Institute was started 30 years ago when members of the Michigan legislature became concerned with some of the practices taking place in children's sports. The mission of the Institute is to scientifically study the beneficial and detrimental effects of sports participation on children and youth and then to work to maximize the beneficial effects of participation. ISYS is not a direct program provider. Our approach is to train trainers as a way of affecting outreach and developing materials based on research that will make a difference in the community. Our goal is to devote equal emphasis to cutting-edge research and implementing scientifically based outreach efforts. This orientation fits Michigan State University very well as it was the first land-grant university in the United States. In line with the land-grant philosophy, we like to describe what we do as advancing knowledge, and in so doing, transforming young lives.

Examples of some of our projects follow. Research projects and programs will be described first, followed by examples of outreach projects.



*Dr. Daniel Gould*

## **Research Projects and Programs**

**Needs Assessment Research.** The approach we have found most successful in studying and working with community sport partners is to first assess their current needs and issues before beginning any work. This not only increases buy-in from their perspectives but ensures that we are focusing on the most relevant issues in youth sports. One example of our needs assessment work has occurred with the Michigan High School Athletic Association (MHSAA), a longtime ISYS partner. This needs assessment was conducted with the purpose of understanding the state of high school sport in Michigan. Research involved focus group interviews and statewide surveys with the key stakeholders in high school sports: coaches, athletic directors, student-athletes, principals, and parents. An important finding has been that while most respondents believe that school sport is a healthy activity for young people, they are concerned about the erosion of an educational athletics perspective and a move to a more professionalized approach. Embedded in this professionalized approach are concerns with the decline of multisport participation, tension between school and nonschool programs, and concerns over the rise of inappropriate behavior such as poor sportsmanship. Knowing these trends allows the MHSAA to target efforts to counteract them and ISYS to conduct research on the most salient issues for practitioners.

**Program Evaluation.** ISYS has been involved in several major evaluation research projects in recent years. For example, we conducted an evaluation of the NFL youth football fund grant awardees (e.g., Pop Warner Football, YMCA of the USA) relative to their success in growing the game and enhancing positive youth development. Currently, we are involved in a three-year evaluation grant of the Think Detroit Police Athletic League (TDPAL), an organization that provides sports programming for 13,000, mainly underserved, youth in Detroit. The primary goal of the organization is to enhance positive development in young people through sports participation, and that is the focus of our evaluation.

**The Development of Life Skills through Sport.** A major thrust of current research efforts is to examine the benefits young people derive from sport (e.g., the development of initiative, teamwork) and how those potential benefits are linked to coaching actions. Thus far, in a series of quantitative studies, the ability of coaches to build relationships is a critical factor that is associated with life skills development in young people. Additional qualitative research shows that coaches who are considered experts at developing life skills in players are characterized by a philosophy and core values emphasizing such development, have strong relationship-building skills, have strategies for teaching life skills, and adapt their approach to the context and characteristics of the young people served.

**The Role of Parents in Junior Tennis Development.** A series of studies was conducted for the U.S. Tennis Association examining the role of parents in junior tennis success. Results revealed that coaches perceived that 3 out of 10 parents unknowingly do things that interfere with their child's development. By retrospectively studying the

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## **Research Projects and Programs, continued**

behavior of parents of young professional players we also learned that players make it to the highest levels of the game with parents using both pushy and what we might consider developmentally more appropriate parenting styles. Pushy parenting styles, however, often resulted in negative ramifications such as player burnout and fractured parent-child relationships.

### **Examination of Leadership Development in High School Sport**

**Captains.** A series of studies are underway that examine if and how high school sport captains learn to lead. Our initial study involved interviews with former high school sport captains. Interestingly, but not surprising to those who have been high school captains, the majority received little training on how to lead from their coaches. A current study is examining the best practices used by coaches who have a reputation for producing strong captain leaders.

**Sports Specialization.** One recent ISYS grant project focused on the topic of sports specialization. Parents and coaches who have children who have chosen to specialize in single sports were interviewed to understand why and the reasons they do so.

*ISYS is conducting research and sponsoring educational opportunities to improve the quality of sports for youth. It also integrates research and service with graduate education.*

## **Outreach Projects and Programs**

**Coaching Education.** Historically, ISYS has been heavily involved in the education of youth coaches. We continue to educate hundreds of coaches every year, whether it be with face-to-face workshops or using online technology. Current efforts have focused on assisting in the development of the MHSAA Coaching Advancement Program. This program focuses on providing scholastic coaches with practical, scientific, best practice-based information on the most relevant issues in high school sports today. Modules are designed around such issues as working with parents, ways to optimally instruct, sport safety training, coaching psychology, and training and conditioning. ISYS staff has also been heavily involved in the development of IMPACT, the volunteer leader training program for TDPAL. It focuses on how to build character in young people. We recently began a three-year project for the National Wrestling Coaches Association aimed at designing a hybrid (online and in-person sessions) leadership training programs for wrestling coaches. What is different about this program is that the focus is on developing CEO-type skills in the coaches such as fundraising, improving athlete academic performance, marketing the sport, and enhancing community relations. Finally, ISYS has developed four online graduate coaching courses that comprise a concentration for our College of Education's master's degree in education. These courses can also be taken by lifelong education students.

**Parent Education.** Over the last several years ISYS staff has developed an online sport parent education course that we are field testing with coaches throughout Michigan. Furthermore, we worked with the USTA Sport Science division to develop materials used to train junior tennis parents around the country.

**Captain Leadership Training.** ISYS graduate students and staff

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## **Outreach Projects and Programs, continued**

have developed the leadership curriculum for the MHSAA Captain's Leadership Training Program. In this program, high school students who have the potential to be captains or are captains come together for a one-day leadership training workshop where they receive instruction on the best way to communicate, motivate, and work with other student athletes on their teams. Each semester four or five workshops are held, and 80 to 170 student athletes normally attend each workshop. ISYS graduate students serve as instructors.

## **Challenges and Lessons Learned**

While the ISYS has a long and rich history of conducting cutting-edge research and making it available to the public, at the same time it has faced some serious challenges. Over the years, for example, it has struggled to find the right balance between its research and service functions. Even in a land-grant university, the acquisition of knowledge is more highly valued than its dissemination, so it is essential that ISYS maintain a strong record of publishing cutting-edge research.

Another challenge faced in recent years is shifting the Institute from state support to self-funding. Today ISYS is financially self-sufficient with the primary source of funding coming from securing external grants. We also generate revenue via service contracts, donations from friends and alumni, coaching course fees, and royalties. The most difficult part of self-funding is staying true to our mission (not all important topics in youth sports are attractive to major funding sources) and finding a balance between securing short-term smaller grants and contracts that pay day-to-day expenses while looking for larger grants each year. It is also difficult to not be able to respond to some real needs in the youth sports community because they do not generate revenue.

While research and outreach are the primary focus of our efforts, perhaps the most important achievements of ISYS are the many graduate students who have benefited from its research and outreach efforts. Working on the Institute's projects can be a powerful experience. In fact, many ISYS alumni have gone on to become leading kinesiology researchers and educators with a special emphasis on children and youth. We have also begun to offer undergraduate student internship opportunities that can be a win-win opportunity. ISYS receives much needed help in data collection, data entry, transcription, and many other daily activities while students receive a first-hand education in conducting research that impacts the community.

Finally, while staff members at the Institute must certainly adapt to current challenges in higher education, we must stay true to our mission of conducting research and outreach projects that can have a major influence on youth sports in America. Moreover, what we think makes us unique is the attention we pay to the dissemination of sport science information. Bridging the research-to-practice divide will only occur with a great deal of systematic and concerted effort.

Comments and questions should be addressed to Dr. Gould at [drgould@msu.edu](mailto:drgould@msu.edu) or 517-353-6689. ■

## **Affiliated Organizations**

*American Academy of Kinesiology and Physical Education (AAKPE)*

*American College of Sports Medicine (ACSM)*

*APA-Division 47*

*Association for Applied Sport Psychology (AASP)*

*American Educational Research Association (SIG-PE)*

*International Association for the Philosophy of Sport (IAPS)*

*National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE)*

*National Association of Sport and Physical Education (NASPE)*

*National Strength and Conditioning Association (NSCA)*

*North American Society for the Psychology of Sport and Physical Activity (NASPSPA)*

*North American Society for Sport History (NASSH)*

*The AAHPERD Research Consortium*

# New Affiliate Organizations

## National Strength and Conditioning Association (NSCA)

*Current President: Lee Brown, EdD, CSCS, FNSCA  
California State University, Fullerton*

The National Strength and Conditioning Association (NSCA) is an international nonprofit educational association founded in 1978. Evolving from a membership of 76, the association now serves nearly 30,000 members in 52 countries. Drawing upon its vast network of members, the NSCA develops and presents the most advanced information regarding strength training and conditioning practices, injury prevention, and research findings.

Unlike any other organization, the NSCA brings together a diverse group of professionals from the sport science, athletic, allied health, and fitness industries. These individuals are all in pursuit of achieving a common goal: the utilization of proper strength training and conditioning to improve athletic performance and fitness.

Central to its mission, the NSCA provides a bridge between the scientist in the laboratory and the practitioner in the field. By working to find practical applications for new research findings in the strength and conditioning field, the association fosters the development of strength training and conditioning as a discipline and as a profession.

Headquartered in Colorado Springs, Colorado, the NSCA serves as a valuable resource for its members, the fitness industry, general public, and the media. The association provides a wide variety of resources and opportunities designed to strengthen, build, advance, and unify.

Visit NSCA's Web site at [www.nsca-lift.org](http://www.nsca-lift.org) to find out more.



*Lee Brown*



*Dr. Ed Acevedo*

## APA-Division 47

*Current President: Ed Acevedo, PhD  
Virginia Commonwealth University  
Dept. of Health and Human Performance Chair*

APA-Division 47 represents the field of exercise and sport psychology, an interdisciplinary specialization that cuts across psychology and the sport sciences.

Division 47 seeks to further the clinical, educational, and scientific foundations of exercise and sport psychology. Through Division 47, both practitioners and scientists with common interests have the opportunity to interact and to further their personal and professional capabilities. Applied service interests include promoting best practices in mental training techniques, ethical considerations in sport psychology service provision, practitioner self-care, and clinical issues such as mood disorders and disordered eating with athletes. Areas of scientific inquiry include motivation to persist and achieve; psychological

*(continued)*

## **New Affiliate Organizations, continued**

considerations in sport injury and rehabilitation; counseling techniques with athletes; assessing talent; exercise adherence and well-being; self-perceptions related to achieving; expertise in sport; youth sport; and performance enhancement and self-regulation techniques.

Visit [www.apa47.org/aboutComm.php](http://www.apa47.org/aboutComm.php) to find out more.

## **Member Department Profiles**

### **James Madison University, Department of Kinesiology**

*Michael Goldberger, PhD, Professor*

James Madison University is a state-owned institution of 19,000 students about one hundred miles southwest of Washington, D.C. Located in the Shenandoah Valley of Virginia, the area is known for its Civil War history, bluegrass music, temperate climate, traditional Southern food, and outdoor sports (cycling, canoeing, winter sports, and golf). JMU is situated in Harrisonburg, a small city of about 40,000, located in the most agricultural county in Virginia. Conveniently located on Interstate 81, Harrisonburg is an hour drive from Charlottesville (University of Virginia) and a two-hour drive from Richmond and Blacksburg (Virginia Tech).

*(continued)*



*Dr. Michael Goldberger*



*James Madison University*

## **Member Department Profiles, continued**

### **Brief History**

Like many state-owned colleges, James Madison University opened its doors as a "normal" school in 1908, with 200 women students and eleven faculty members. One of the faculty members was a young woman from Indiana named Althea Loose who taught Latin, German, and physical education. There was no physical education major in those days, only a service program.

After being pronounced physically fit by Dr. Spitty (Thomas C. Firebaugh, M.D.), a student went to Miss Loose to be measured for a gym suit. This outfit consisted of dark blue serge bloomers, with two yards of material on each leg that fit tightly just above the knee and looped over the knee. Blue serge waists, with conservation square necks and elbow-length sleeves, buttoned down the front. Long black stockings and low, rubber-soled canvas shoes completed the outfit. Thus attired the girls would assemble upstairs in Science Hall with the partition-removed connecting classrooms that served as a gymnasium as well as an assembly hall. Removing equipment from cabinets along the walls, they would participate in drills, with dumbbells, wands and Indian clubs, or throw the medicine ball. Sometimes there would be folk dancing or a game of volleyball. Under the personal supervision of Miss Loose, three tennis courts were laid out along the top of the hill on the northeastern side of the campus, where an outdoor basketball court was also provided.

The department established its own major in 1926 to prepare physical and health education teachers for Virginia's public schools. For many years the institution prepared more physical education teachers than any other college in the Commonwealth of Virginia. In 1938, the institution changed its name to Madison College, in honor of the fourth president of the United States. During the 1950s and '60s, the institution nurtured many young women faculty members who went on to become national leaders in physical education, including Celeste Ulrich, Mary K. Beyrer, Dorothy Harris, Caroline Sinclair, Marilyn Crawford, Lee Morrison, and Patricia Bruce. The institution became coed in 1966 and changed its name to James Madison University in 1977.

As happened with many physical education departments across the country, during the 1970s a new academic "track" emerged from within the physical education major. At first it simply was called the "non-teaching" track. This track appealed to students who were drawn to physical activity and sport but didn't want to teach in the schools. These students wanted to be coaches, athletic directors, recreational leaders, exercise leaders, trainers, and health professionals. Later, this non-teaching track morphed into the academic concentrations of exercise science, athletic training, sports administration, recreation, health science, and dance. A number of years ago at JMU health

(continued)

### **AKA Member Institutions:**

*Albany State University  
Arizona State University  
Auburn University  
Augustana University  
Baylor University  
Bowling Green State University  
Bridgewater State College  
California State University- Chico  
California State University - East Bay  
California State University - Fullerton  
California State University - Long Beach  
California State University - Sacramento  
California State University - San Bernardino  
Castleton State College (Castleton, VT)  
Central College (Pella, IA)  
Coastal Carolina University  
The College at Brockport - State University of New York  
Colorado State University  
Florida State University  
Fort Lewis College  
Fullerton College  
Furman University  
Humboldt State University  
Indiana University  
Iowa State University  
James Madison University  
Kansas State University  
Louisiana State University  
Louisiana Tech University  
Manhattan College  
Michigan State University  
Montclair State University*

*(continued)*

## **Member Department Profiles, continued**

science, athletic training, and dance split from physical education to form their own departments on campus. But, we should remember, these majors grew from the same disciplinary base.

In 1991, the department changed its name from Physical Education and Sport to Kinesiology. This change in name occurred in many, if not most, of the physical education departments across the United States. The change was meant to reflect an emphasis on the discipline instead of the profession. At that time the Department of Kinesiology at JMU had about 70 undergraduate majors, 15 graduate majors, and 11 faculty members.

## **Current Programs**

Today the department supports about 900 undergraduate majors, 80 graduate majors, and 21 faculty members and is the sixth largest academic department on the JMU campus. The institution has grown over the past two decades, and the department's enrollment has more than kept pace. The department is known on campus for its high-quality programs, enthusiastic majors, careful faculty scholarship, and competent teaching.

The department supports one undergraduate major with three academic concentrations: Exercise Science, Physical and Health Education, and Sport and Recreation Management. Each of these academic concentrations has a parallel graduate program. The department also supports two academic minors: Sport Communication and Coaching Education.

The department contributes to the university's General Education program, offering 35 sections a semester of a basic fitness/wellness course for college students. In this course, students spend about half their time engaged in physical activity and half their time in lecture. Most sections are taught by teaching assistants (graduate students), who are under the supervision of "lead" instructors. This Gen Ed course continues to receive very positive assessments from students for its quality and relativity.

In conjunction with the university's student recreation center, the department also offers a comprehensive series of one-credit basic activity courses, including archery, golf, lifesaving, karate, scuba, racquetball, and skiing. This "basic instruction" program enables students to master the basics of the sport or activity and provides an instructional entry to activities sponsored by the student recreation center (UREC).

The undergraduate Exercise Science program enrolls about 220 undergraduate majors. It is a high-quality program endorsed by the ACSM. Students take their biology, science, and mathematics courses with other science and preprofessional health majors. Exercise Science students are exposed early and often to clinical experiences. About 40% of Exercise Science students go on to graduate education in exercise science, physical therapy, or one of the other allied health sciences. Exercise Science has two labs on campus: a research lab with the latest scientific equipment, including a chemical lab, metabolic carts, and a DXA machine, and a newly renovated teaching lab.

*(continued)*

## **AKA Member Institutions, continued**

*Michigan Technological University*

*North Dakota State University*

*Ohio Wesleyan University*

*Penn State University*

*Reinhardt College (Waleska, GA)*

*St. Ambrose University*

*San Diego State University*

*San Francisco State University*

*San Jose State University*

*Springfield College (Springfield, MA)*

*Stephen F. Austin State University*

*Taylor University*

*Teachers College, Columbia University*

*Temple University*

*Texas Tech University*

*University of Georgia*

*University of Illinois at Chicago*

*University of Maryland*

*University of Massachusetts*

*University of Michigan*

*University of Minnesota*

*University of Mississippi*

*University of North Carolina at Chapel Hill*

*University of North Carolina at Greensboro*

*University of North Texas*

*University of Wisconsin - Milwaukee*

*University of Wyoming*

*West Virginia University*

*Western Illinois University*

*William Paterson University*

*Winthrop University*

## **Member Department Profiles, continued**

Faculty members are committed to high-quality teaching and research. They take pride in their research collaboration with undergraduate students, graduate students, and faculty members from other departments.

The Physical and Health Education program (PHETE) is a five-year program leading to state licensure and an MAT degree. Students must meet requirements to qualify for entry into teacher education and again for entry into the graduate phase of the program. Students graduating from this program are highly motivated, well prepared, and sought after by school districts throughout Virginia and beyond. The program features relatively small classes, a low student-to-teacher ratio, and lots of hands-on experience. The students enter and go through the program as a cadre, so there is a positive feeling of friendship and mutual support in the cadre. For the past several years, every PHETE graduate seeking a teaching job has been placed.

The undergraduate Sport and Recreation Management program resulted of the merger of Sport Management and Recreation Management in 2005-06. Just prior to 2005, it was noticed that both programs offered very similar curricula and were preparing students for very similar work sites. The term "Mega-Leisure" was coined to describe in broad terms the setting for which these people were being prepared. This broad setting included professional and college sports teams, resorts, sport clubs, public recreation, travel and tourism, private recreation, and so on. Students in Sport and Recreation Management complete the College of Business' general academic minor, and so they have a strong business background.

The Department offers two popular minors. The National Council for the Accreditation of Coaching Education (NCACE) endorses the Coaching minor, and the program graduates certified athletic coaches. The Sport Communication minor is a joint program with two communications departments and the sports media relations department.

The Department of Kinesiology at James Madison University offers two graduate degrees at the master's level. The Master of Arts in Teaching (MAT) program (the fifth year of the PHETE program) leads students to a state teaching license in health and physical education. The Master of Science (MS) program provides a concentration in Exercise Science and a concentration in Sport and Recreation Leadership.

The Exercise Science graduate program provides specialties in:

- Clinical Exercise Physiology
- Exercise Physiology
- Nutrition and Physical Activity



*Science students are exposed early and often to clinical experiences.*

*(continued)*

## **Member Department Profiles, continued**

The Sport and Recreation Management graduate program provides specialties in:

- Sport Leadership
- Recreation Leadership
- Campus Recreation

In 2006, the University established the Morrison-Bruce Center to develop and provide activities to promote physical activity for girls and women and enhance their knowledge of health issues. Named in honor of retired faculty members Lee Morrison and Patricia Bruce, the MBC offers regular programs and services for the JMU community and the Commonwealth of Virginia.

## **Future Plans**

Within the next two years the Sport and Recreation Management (SRM) program will be leaving Kinesiology to merge with the Hospitality and Tourism Management program from the College of Business to form a new unit, a "school" independent of, but affiliated with, the College of Business. Over the past several years it became clear that most SRM graduates were entering the business world and that a business environment would be more suitable for both faculty and students. The remaining programs in Kinesiology at JMU, Exercise Science and Physical and Health Education, will be joining a newly formed college, likely to be called the College of Health Professions or some iteration of that name.

JMU plans to continue to grow over the next ten years to meet the demands of the graduates of Virginia's high schools. A growth to 22,000 students is anticipated. It is also anticipated that the graduate program will continue to expand significantly. The challenge will be maintaining high standards and increased growth in a financial climate that appears to be frosty at best.

Since its inception more than 100 years ago, JMU has always  
*(continued)*



*Established in 2006, the Morrison-Bruce Center promotes physical activity for girls and women.*

*Preserving departmental strengths in the face of administrative realignments*

## **Member Department Profiles, continued**

offered academic programs based on physical activity and sport. As the institution continues to grow, the Department of Kinesiology will remain an integral part of the University's future.

### **University of Massachusetts, Amherst, Department of Kinesiology**

*By Patty Freedson, Professor and Chair*

The Department of Kinesiology was formally recognized as a department at the University of Massachusetts Amherst in 1965 and was the first of its kind in the United States (Department of Exercise Science until 2006). The original undergraduate and graduate curricula have been adapted by numerous institutions of higher education in the United States and abroad to develop academic programs of study. Our department was originally in the School of Physical Education along with the departments of Sport Management and Physical Education. In 1992, the School of Physical Education was eliminated, and our department and the Department of Nutrition transferred to the School of Public Health, which was renamed the School of Public Health and Health Sciences.

We have thirteen tenure-track faculty, one research professor, one instructor and four post-doctoral fellows. We have nine research labs: Biomechanics, Energy Metabolism, Exercise Neuroscience, Exercise Psychology, Motor Control, Muscle Biophysics, Muscle Biology and Imaging, Muscle Physiology, and Physical Activity and Health. Several of our faculty have received awards and have been selected for prestigious lectures. Faculty were invited to deliver the Wolfe Lecture and President's Lectures at the American College of Sports Medicine annual meeting. Additionally, faculty have received the following awards: University of Massachusetts Outstanding Teaching Award, Distinguished University of Massachusetts Faculty Lecturer Awards, Outstanding Research and Creative Activities Awards, Distinguished Research Professorship, and American College of Sports Medicine Honor and Citation Awards.

Several faculty hold joint appointments with interdisciplinary programs on campus, such as Molecular and Cellular Biology, and Neuroscience and Behavior. Five of our faculty are fellows and members of the American Academy of Kinesiology and Physical Education. Our mission statement best describes what we do: "To generate new knowledge and educate society, within and beyond the Commonwealth of Massachusetts,



*(continued)*

## **Member Department Profiles, continued**

as to the scientific principles that underlie the role of movement in attaining optimal human health and well-being." We structured our program into three content areas: Biomechanics and Motor Systems, Physical Activity and Health, and Physiology. Functionally, many of our faculty work across areas integrating content from more than one area in our teaching and to address research questions.

### **Undergraduate Program**

We have 470 undergraduate majors. The undergraduate kinesiology curriculum requirements include courses in basic science and math fundamentals to provide a richer understanding of many of our core courses in kinesiology. Our core kinesiology requirements include: Introduction to Kinesiology, Human Performance and Nutrition, Biomechanics, Exercise Physiology, Motor Control, Wellness for All, and Statistics and Measurement in Kinesiology. We also offer undergraduate courses that prepare students for the American College of Sports Medicine and the National Strength and Conditioning Association certification programs. Our graduates are employed in the health and fitness field and athletic shoe industry. Many matriculate from our program into graduate school to study kinesiology, occupational therapy, physical therapy, medicine, cardiac rehabilitation, or biology. In response to the growing interest and demand for professional training and certification in various aspects of the health and fitness field, we are studying the feasibility of incorporating a track system in which students are able to pursue more specialized career training. This type of curriculum model would allow students to direct their studies for specific career paths for graduate study in kinesiology or professional training in health and fitness or in preparation for graduate study in the allied health fields.

### **Graduate Program**

We have 51 graduate students, with 66% of our graduate students pursuing the PhD degree. All of our graduate students are funded with teaching or research assistantships. All graduate students entering our program have been accepted by one or more faculty members who agree to fund the student and serve as the student's faculty mentors. Using this approach, all students work closely with their faculty mentors from the beginning of their graduate studies and are actively involved with research activities in the labs. All of our PhD students graduate with having at least one and often two to four papers published in the peer-reviewed science literature. Many of our graduate students have also been successful in securing research and travel awards from professional organizations such as the American College of Sports Medicine, American Physiological Society, International Society of Biomechanics, and American Society of Biomechanics as well as the university. Several PhD students have received research funding through the NIH-funded NRSA fellowship mechanism.

The emphasis of our graduate program is in research training, and our graduates are highly competitive for research positions both

*(continued)*

*Check the AKA out at  
[www.americankinesiology.org](http://www.americankinesiology.org)  
and give us your comments  
about what you like and what  
you would like to see.  
Please send your  
comments to [shoffman@  
americankinesiology.org](mailto:shoffman@americankinesiology.org).*

*In the meantime, when  
someone asks you  
about kinesiology –  
simply send them to  
[www.americankinesiology.org](http://www.americankinesiology.org).*

## **Member Department Profiles, continued**

within and outside of academia. Our PhD graduates hold tenure track or research positions at Purdue University, University of Delaware, University of Wisconsin, Iowa State University, Montana State, Louisiana State, and Colorado Health Sciences Center. Recent graduates have secured prestigious post-doctoral positions at the Mayo Clinic, U.S. Army Research Institute of Environmental Medicine, Palo Alto VA Medical Center, Colorado Health Sciences Center, and the Children's National Medical Center.

Our faculty have received numerous grants from federal agencies such as NIH and NSF, the Multiple Sclerosis Society, American Diabetes Association, and industry. Over the past ten years, external funding for research has grown substantially from \$258,200 in 1999 to \$1,400,300 in 2008. Our department was recently recognized as one of the top departments on campus for interdisciplinary research with collaborators from Engineering, Biology, Psychology, and Mathematics and Statistics. Research interests of our faculty and graduate students are diverse and include the following areas: locomotion, cumulative trauma injuries, musculoskeletal modeling, muscle mechanics, muscle physiology, energy metabolism, insulin resistance, diabetes, muscle damage, muscle hypertrophy and atrophy, molecular motors, muscle fatigue, motor unit discharge behavior, aging, physical activity and exercise in multiple sclerosis, physical activity interventions in children and minorities, and physical activity assessment.

Our department promotes diversity using several strategies. We have been successful in recruiting minority students to our undergraduate and graduate programs. For example, approximately 12 percent of our graduate students are minorities, and more than 20 percent are international students. Part of our success in recruiting minority graduate students is attributable to the NSF-funded Northeast Alliance Program, which provides fellowships to minority graduate students. We have been fortunate to have received six fellowship for minority students providing full funding for the first and last year of their PhD programs.

For additional information, please contact Patty Freedson, Professor and Chair, University of Massachusetts, Department of Kinesiology, Amherst, MA 01003. E-mail: [psf@kin.umass.edu](mailto:psf@kin.umass.edu).

Our department Web site is  
[umass.edu/sphhs/kinesiology/index.html](http://umass.edu/sphhs/kinesiology/index.html).

## **Honors, Awards, and Appointments**

### **San Francisco State University, Department of Kinesiology**

David Walsh was chosen to receive the 2009 Social Justice and Diversity Young Professional Award from the American Alliance for Health, Physical Education, Recreation and Dance. This award recognizes a faculty member's superior promise in the areas of service, teaching, scholarship, and commitment to the goals of the Alliance with a strong focus on underrepresented and underserved populations.

## **West Virginia University**

The Sport Management graduate program at WVU has been listed among fifteen outstanding programs in the nation by an online newsletter for sports business professionals around the world.

*Partnership Activation 2.0* includes WVU's program in its "Fifteen Great Sports Biz Graduate Programs" in a recent issue. The list is featured under the headline, "Are You Looking to Hire New Personnel?"

## **James Madison University, Department of Kinesiology**

Craig Wrisberg from the University of Tennessee is the 2009 Dorothy Harris Lecturer. Wrisberg is an internationally known scholar in applied sport psychology.

The Morrison-Bruce Center for Physical Activity in Women and Girls was honored with the Champion Award from the U.S. Surgeon General for the Girls Golf partnership between the LPGA-USGA, JMU, and Mulligan's Golf Center. The Surgeon General is visiting communities to highlight prevention programs and recognizing "Champions" for their commitment to building partnerships and implementing programs to help kids stay active, encourage kids' healthy eating habits, and promote healthy choices.

## **Recent Research from Member Departments**

*Learn how to fall like a skydiver to reduce risk of hip fracture*  
James Ashton-Miller, University of Michigan, Biomechanics Lab Web site, <http://www.ns.umich.edu/htdocs/releases/story.php?id=6631>

*Study shows employer-sponsored workouts increase physical activity*  
Rod Dishman, University of Georgia, Department of Kinesiology Web site, [http://www.uga.edu/coenews/features/0901dishman\\_exercise.html](http://www.uga.edu/coenews/features/0901dishman_exercise.html)

*NIH grant lets ASU researchers determine the effects of carpal tunnel syndrome on hand dexterity*

Marco Santellom, Arizona State University, Department of Kinesiology Web site, <http://kinesiology.clas.asu.edu/cts>

## **Mission of AKA**

*Our mission through the American Kinesiology Association is to see kinesiology mature into adulthood as a leading discipline in academe. In doing so, the AKA wants:*

- *to represent and advocate for kinesiology at academic, governmental, and professional events, both nationally and internationally*
- *to serve the needs of kinesiology departments (our members)*
- *to assist all scholarly societies associated with kinesiology*
- *to facilitate communication among academic departments, scholarly societies, and professional associations affiliated with kinesiology*
- *encourage cross-disciplinary study in kinesiology as well as cross-disciplinary application of knowledge to problems in the physical activity field.*
- *promote kinesiology in academe and to the public*

*Human Kinetics  
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