

INDIANA

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Moving into the Future

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JOURNAL

Indiana AHPERD Journal

Volume 41, Number 1

Winter 2012

Indiana Association for
Health, Physical Education, Recreation, and Dance

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Message from the President

President's Message

Hello to all my fellow IAHPERD members

November found IAHPERD completing another Fall Conference and Exposition. It was a great time to renew old acquaintances, attend a multitude of great sessions, as well as a chance to meet new and interesting individuals. It was the first time that IAHPERD made a call for proposals for workshops from the general membership as well as garnering ideas through the normal channels. This proved to be very successful and we were able to fill all the time slots available and have a waiting list of several presentations in case of a cancelation. We had good attendance at the Conference and heard many favorable comments. This was also the first time that IAHPERD provided the opportunity for attendees to acquire Professional Growth Points through the Indiana Department of Education. IAHPERD plans to continue this service to our members as well as expand on it as more information is gathered on the process.

November is also the beginning of my presidency of IAHPERD. So who is this person that is taking on this new role you may ask? My name is Keith Buetow and I am a long time physical education teacher at Martinsville High School whose specialty is aquatics. I have been part of IAHPERD for at least ten years and have worked in various capacities from a member of a council, to vice president and member of the board of directors, served on different committees and helped with the AAHPERD convention in Indianapolis. Rising to the position of president is a humbling feeling as I follow in the footsteps of some very dynamic individuals that have helped change the face of IAHPERD. I am committed to continuing in this vein throughout my term as president.

My theme for the upcoming year is "Moving into the Future". I have been giving this theme a great deal of thought, beginning with my attendance at the national convention last year. At that time I attended a session entitled "PE 2020". The sole purpose of this daylong meeting was to get individuals thinking about what physical education would look like in the future, in fact, all the way to 2020 as the name implies. I think this theme of "Moving into the Future" is particularly appropriate for us as an organization and individuals as there are many changes occurring around us and at a very fast pace. On the national level, AAHPERD is in the beginning stages of reorganization, AAHE is officially leaving the Alliance and we are in a "Race

to the Top". On the state and local level, schools are being graded and rated in new ways. There will soon be a new method of evaluating and rewarding teachers along with the potential threat of losing physical education on several levels. At the same time we continue to fight the battle of childhood obesity.

The main points of my theme are: communication, advocacy, and change/adaptation. Communication is very important at all levels. I hope to be as open and forthcoming as possible with any and all information that is pertinent to the membership. Already a new avenue of communication has been established or may even be said to be re-established. Through the efforts of K Andrew Richards we now have a Facebook page where everyone will be able to easily communicate and let everyone know what is happening. I also hope to have continued communication with all board of director members, committee chairs and the executive board. Open communication is vital is we are to press on into the future and not get left behind.

Advocacy is the next important area. Promoting our profession on a state level is vital if we are to have an impact on keeping our profession as a viable part of the future. It is important to help our members promote and keep their programs in the many school settings that we serve. Advocacy is also encouragement. Backing our members, giving them the tools that they need to do their job in the most up to date manner is also of prime importance. To use the old cliché we must not only talk the talk but we must walk the walk as well if we really want to be considered the professionals that we know we are.

Lastly is change/adaptation. We must be willing to change with the times and not sit back and hope that things will return to the "good ol' days". We must embrace the new research and findings that are constantly coming our way. We must envision where we want to be and how to reach that point. The days of "rolling out the balls" must be put behind us and we need to help our students find the ways to lead better and healthier lives. This goes to our colleagues as well. We must find the ways to lead on into the future. Adaptation is part of this as well. We need to see what is coming and be ready to make the necessary changes even though it may be difficult or seem irrelevant at the time. Adapting to new situations and then making them our own is in our own best interest.

Again, we must embrace the changes coming our way and respond proactively. We have the potential to be an integral part of change and become even more relevant as a profession even more than at any time before us. We must face the many challenges ahead of us and boldly move on into the future. One of my favorite quotes comes from Neil Portman and these are good words to keep in mind: "the future of the future is the present". We must work now to make the future what we want it to be.

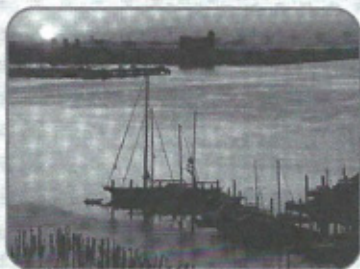
I am enthusiastic about this upcoming year. I think there are many new and challenging propositions in front of us. I hope to hear from you, the members, as issues, problems, questions, and ideas of how we as the leadership of IAHPERD can help you. As for now, I wish you a good rest of the year and I look forward to serving you as president of this fine organization.

Respectfully yours,
Keith Buetow
IAHPERD
President

Future AAHPERD National Conventions

2012

March 13–17
Boston, Massachusetts



Boston is a city rich in history and culture and offers something for everyone. Eat clam chowder at historic Faneuil Hall, stroll through one of the many bookstores in Harvard Square, shop the chic boutiques on Newbury St., cheer on the Red Sox at Fenway Park, or simply stroll along the Charles River. Don't miss a walk along the two-and-a-half-mile Freedom Trail which is one of the best ways to get acquainted with Boston and to efficiently visit the city's bounty of historic landmarks.

2013

April 21-27
Charlotte, North Carolina



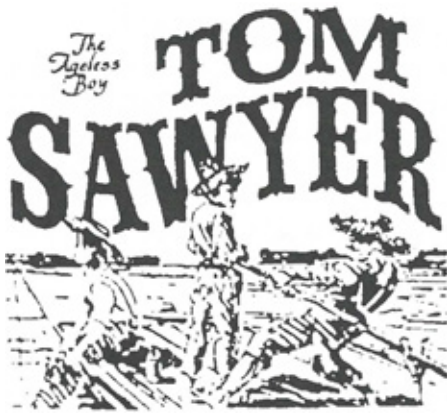
Truly a dynamic city, the changing face of Charlotte will surprise you. Walk along the bustling streets of Center City, step aboard the Historic Charlotte Trolley in South End, or stroll along the tree-lined streets of Dilworth to experience the warmth and Southern hospitality that visitors to the Queen City have come to know.

2014

April 21-27
St. Louis



Meet me in St. Louis, the gateway to the west. Here you can take in the view from the top of the Arch, America's tallest manmade monument, observe nature's power at the confluence of the Missouri and Mississippi rivers. You can get up close and personal with the Clydesdales and tour the historic Anheuser-Busch brewery, or cheer for one of the home teams, including baseball's Cardinals, the Rams football or the Blues hockey team. In the evening enjoy some authentic blues and jazz at one of many St. Louis night spots.



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Negligent Supervision

Noble v West Clermont Local School District
914 N.E. 2nd 1128, decided July 17, 2009

Introduction

Public high school student, who suffered a dislocated elbow while participating with other students in martial arts course on school grounds, brought action for damages against school district and instructor.

Complaint

James Noble, Jr. parents filed a claim of negligent supervision against the instructor of an intersession class - "History and Application of Martial Arts" employed by Glen Este High School. Noble dislocated his elbow while participating in a sumo wrestling match during the class. The plaintiffs further argue in response that sovereign immunity is inapplicable to the facts involved in this case because the plaintiffs did not give consent for their son to participate in the course and because the practice of martial arts is not a governmental function. Therefore, the plaintiffs have filed a cross-motion for summary judgment on the defendants' affirmative defense of sovereign immunity.

Facts

The injuries alleged in this case occurred during an intersession class that took place during the 2004-2005 school year. Intersession classes in this school district were designed to take place during a two-week period, and the students were required to take one class all day every day for a single class credit. Students were registered for intersession courses by the administration

and counselors. Once registration was completed, the teachers of the intersession courses were given a list of the students enrolled in their courses.

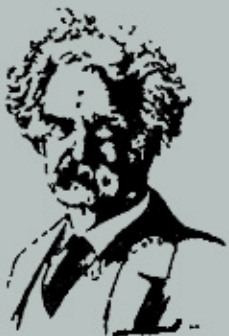
During this particular school year, Nate Lynch taught an intersession course titled History and Application of Martial Arts. An orientation for his class was held one week prior to the beginning of the course, during which, a syllabus was distributed along with the class rules. James Noble Jr. signed a copy of the rules and course expectations indicating that he had read them and that he understood them. The course was structured so that the mornings were spent in the classroom learning the history and development of the different styles of martial arts. The afternoons were spent physically practicing the particular martial art style studied that day. Students in the class were placed in groups according to gender and weight. During the afternoons, the instructors would demonstrate a particular technique and then, the students would practice the technique within their groups. While two students practiced, the remaining students would observe to ensure that the techniques would be performed safely. The instructors would be available to supervise and to answer any questions that the students might have.

James Noble Jr. was injured on the first day of class while in a sumo wrestling match with another student. The plaintiff locked his arm under the armpits of the other student and attempted to lift him up and tum him over. As he did, the other student's weight was in the crook of his elbow when it hit the ground resulting in the plaintiffs elbow becoming dislocated.

Court Analysis

The court made the following points when reviewing the issues in the case:

1. Lynch, an employee of a public high school, was engaged in a governmental rather than proprietary function when teaching full-day martial arts course during two-week intersession. The course counted as a physical education credit and physical education is required to graduate. Therefore, the court finds that



The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.

— Mark Twain

Lynch's teaching of martial arts constitutes the teaching of a physical education course. The court further finds that because physical education is required for graduation and the course was taught as part of the school's regular calendar even though during intersession, the teaching of this course constitutes a governmental function.

2. The public school district was immune from liability to the high school student who suffered a dislocated elbow while participating with other students in martial arts course on school grounds as instructor's actions were an exercise of judgment and discretion in the use of school personnel, facilities, and other resources.

3. The instructor provided a course syllabus and course guidelines and rules and instructed the students on the proper way to perform the exercises, instructor had the assistance of two coaches in instructing students and supervising the exercises, and there was no evidence that instructor's instructions or methods were performed in disregard for care and safety of students.

4. Teachers and coaches, as employees of a political subdivision, have wide discretion to determine what level of supervision is necessary to ensure the safety of the children in their care.

5. Recklessness requires something more than mere negligence. The actor must be conscious that his/her conduct will in all probability result in injury.

6. The instructor as an employee of public high school was immune from liability to the student who suffered a dislocated elbow while participating with other students in the instructor's martial arts course.

7. As the instructor's acts and omissions were (a) within the scope of his employment as a physical education teacher at school, (b) he did not perform malicious or in bad faith, or in a wanton or reckless manner, (c) the students were supervised by three different instructors and were instructed on the exercises that they were to perform, (d) students were provided with a set of safety guidelines and class rules, (e) class was taught during previous semesters without injury having occurred, and (f) there was no evidence that instructor's instructions or methods were performed in disregard for the care and safety of his students.

Court's Conclusion

While the court believes that martial arts might not be appropriate in the high school setting and is mindful of the serious nature of the injuries sustained, there simply is no genuine issue of material fact remaining on the issue of sovereign immunity. The court would note that "most activities in a physical education class contain some inherent element of risk" and "unfortunately, these risks can never be completely eliminated." Therefore, because no evidence has been presented to demonstrate that Lynch acted with malicious purpose, in bad faith, or wantonly or recklessly, the court finds that Lynch is immune from liability in this case. Further, the defendants' motion for summary judgment based on the issue of sovereign immunity is hereby granted. The plaintiffs' motion for summary judgment on the same issue is hereby denied.

Risk Management Recommendations

After reading and analyzing this case, the following are few risk management recommendations that should be employed by physical education teachers when preparing for teaching specialized classes:

1. As part of the class, students should be instructed about safety maneuvers that would prevent them from being injured during their exercises in class.

2. Further, the students should be provided with a set of safety guidelines and class rules and signed by the students, parents and/or guardian thus acknowledging that they understood them. Copies of which should be filed for future reference for at least six years.

3. All students should be instructed on the proper way to perform skills and exercises prior to being allowed to participate.

4. All students should be provided a course syllabus, guidelines, and rules at the beginning of the course.

5. All students should be instructed about safety maneuvers to prevent injury.

6. All instructors assigned to teach specialized classes such as martial arts, strength conditioning, and swimming should have the appropriate certifications that are current.

Thomas H. Sawyer, Ed.D., NAS
Indiana State University

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2011 IAHPERD Showcase

GRADUATE ABSTRACTS



Compliance in Collegiate Athletics: Being part of the NCAA

Tonya Gimbert - Indiana State University

Faculty Sponsor: Tom Sawyer

Compliance is defined as the act of conforming, yielding, or meeting certain requirements set forth by an organizations' constitution and bylaws. The National Collegiate Athletic Association (NCAA) is a private association for many four-year higher education institutions across the United States. It is divided into three Divisions: I, II, and III, as well as subdivisions. Some schools at the Division I level are either Football Bowl Subdivision, Football Championship Subdivision, while others do not have football. In order to be a member of the NCAA, an institution must undergo a certification process, pay annual dues, and abide by all Association rules and regulations (Potuto, 2010). Currently, the NCAA has more than 1,000 member schools.

Higher education institutions house athletic departments with compliance offices. Typical positions consist of: Associate Athletic Director or Assistant Athletic Director for Compliance, Compliance Coordinator, and Compliance Assistant. Some departments have graduate assistantships as well as internship positions available. Larger institutions typically have 5 - 15 staff members; whereas, smaller institutions have between 1-5 staff members. The structure and duties of the office may be divided by sport or by bylaw, each is operated differently. Leaders of the department are required to have at least a bachelor's degree and some a master's degree; however, a law degree is preferred. Three to five years of working experience in compliance is also

required for many of the positions.

Compliance officers create, maintain, and monitor a compliant environment that results in clear institutional control of all athletic programs relative to Conference and NCAA legislation as required by NCAA Division I membership. Rules education for staff members and student-athletes, check and balances between various departments on the institution's campuses, and self-audits are also part of the monthly agendas of the compliance office (Wells and Carozza, 2000). Major topic areas monitored include; but are not limited to, the following: Amateurism, Eligibility, Extra Benefits, Financial Aid, and Recruiting. Infractions in these areas occur when the institution fails to monitor and enforce the rules and guidelines set forth in the Division Compliance Manuals. The rules and regulations were created to maintain an even playing field for everyone. Common minor infractions that occur on a daily basis include: multiple phone calls to a prospective student-athlete (PSA), which is defined as anyone starting school from 9th grade and above, having too many logos on team warm-ups and jerseys, as well as paying for younger siblings of prospects on an "official visit." Major infractions that occur are point-shaving, academic fraud, providing cash and motor vehicles to student-athletes, and providing free or reduced cost housing for student-athletes. The NCAA enforcement staff continues to enforce rules as well as deal with the appropriate penalties when rules are broken.



Drug-Testing Policies of Professional Sports in America

Laura Simon - Ball State University

Faculty Sponsor: Larry Judge

At the professional level, most sporting activities demand athletes perform at the maximum limit of their physical capacity and therefore necessitate risk-taking and pain tolerance. Athletes are often viewed as moral heroes and this opinion has been broadly accepted and eagerly embraced which has helped to spawn a multitude of professional sporting activities. The sports idol myth transcends race, class, and gender. When looking at the world of professional sports today, unique athletic characteristics can be seen: athletes are typically bigger, faster, and stronger. Due to the fact that success in sport is typically coupled with fame and financial rewards, the use of banned performance enhancing drugs (PEDs) to gain a competitive edge is very tempting. But the use of PED's diminishes the moral and ethical principles that underpin sports. The choice to use PED's is an issue that affects not only professional athletes, but also the neighborhood children who idolize them. And this issue is a challenge not just for professional sports, but also for our whole society. The World Anti-Doping Agency (WADA) developed the World Anti-Doping Code, a list of all prohibited substances and methods, to which all Olympic Sports must comply but this has not been adopted by professional sports leagues in the United States. While each professional sport prohibits a similar list of PED's, such as anabolic steroids and stimulants, there is great variety in the scope and frequency of testing. The purpose of this study was to examine the drug testing policies of professional sports teams in the United States.

Fan support for the establishment of new drug testing procedures and policies, and congressional involvement reinforced the public's disagreement with the use of PED's. In nearly all professional sports, the issue of limits on the use of PED's has become an integral aspect of collective bargaining agreement (CBA) negotiations. Yet, drug policies are not uniform for all professional sports. Typically, each CBA explains the policy regarding drug testing, lists of banned drugs, violations, penalties, privacy issues, and rights of appeal. PED violations may lead to suspensions and loss of salary. The literature reveals a few options: (1) increase testing so that the likelihood of getting caught is greater, (2) remove the substantial rewards associated with a high level of success, (3) decriminalize PED use in sport, and/or (4) remove dirty coaches/programs from the sport for life (Dixon, 2008). However, none of these positions alone would completely eliminate doping in sports as different elements motivate people, and the temptations to use PEDs come from many aspects of life. It is clear that consistent testing methods and programs must be developed for professional athletes to have complete confidence that the playing field is level. But, controlling doping only by tests is not sufficient. It is through education and research that we can mitigate the abuse of PEDs by professional athletes. This investigation hopes to act as a springboard for future analysis for a further more sophisticated dialogue on the notion of PED use in professional sports.

Share your Journal with a friend

Increasing Revenue for the City Securities Hall of Fame Classic

Brian Smith - Ball State University

Faculty Sponsor: James Johnson

Based on researching the statistics from the former Hall of Fame Classic fields, the Indiana Basketball Hall of Fame will be better prepared to produce more revenue from its prime income source, as well as better entertain its attendees during future Hall of Fame Classics. The financial areas that were critically analyzed include the history of the Hall of Fame Classic's ticket sales and gift shop sales; further, the enrollments of the schools that played in the Hall of Fame Classic were researched to better determine which schools would bring in the highest revenue amount and exposure to the Hall of Fame itself, as well as the Hall of Fame Classic sponsors. Based on the data collected, it will be most lucrative if the Hall of Fame Classic continues to utilize schools with rich basketball tradition but primarily select schools from non-metropolitan areas, i.e. towns and cities under 30,000. Further high school programs from more rural areas such as Washington, IN or Batesville, IN will help generate the most revenue because of their rabid fan followings. The least financially lucrative years came in 1998 and 1999 when the one-division state tournament

had been deleted for the multi-class basketball system that still exists in Indiana today. 1998 and 1999 were also the two years for the one-day tournament format instead of the two-day tournament format that is currently being utilized. Ticket sales plummeted during those two years. As a way to increase revenue for future Hall of Fame Classics, social media will be further enhanced to reach out to fans, especially younger fans. The Hall of Fame's Twitter and Facebook accounts will provide an opportunity for fans to learn more about players and coaches for the upcoming tournament, as well as watch videos and read about former tournaments.

Other ways to increase revenue and also enhance fan entertainment will include halftime contests such as three-point shootouts, and the Hall of Fame aligning itself with other New Castle, IN-area businesses to provide places for fans to go to be entertained in between the morning and evening session games. The Hall of Fame Classic will represent an excellent opportunity for people to learn about the Hall of Fame's annual and lifetime membership plans.

Strategic Decision Making and Division Changes in the NCAA

Kelly Diamond & Andrew Tuke - Ball State University

Faculty Sponsor: Liz Wanless & James Johnson

University of Nebraska at Omaha's decision to drop football and move to Division I is likely to become a staple of successful smaller Division II programs. The opportunity to rise to a higher level of competition as well as gain greater financial stability and prominence allowed for an opportunity to transition to the Division I level. Organized by the SWOT analysis, research reveals that UNO's decision to move to Division I will provide many improvements to the current programs. Strengths of moving to Division I include achieving institutional goals, Title IX compliance, financial stability and a quality fit in the Summit League. Identified weaknesses in the move such as dropping sports, additional scholarships, funds, will be

countered by joint synergy between the university, athletic department and the community through partnerships. Specifically, public and private partnerships will increase awareness as well as the fan base in Omaha. Guarantee games and conference revenue sharing offer an increase in guaranteed revenue opportunities. Imminent threats include collegiate competition in Omaha (Creighton), challenges in the Summit League and the economic times that have the potential to hinder the success of UNO's development. However, it is evident that there are more positive opportunities to increase the prestige and financial stability of the athletic program by moving to Division I.

Effects of Task Difficulty on Group Cohesion for Fitness Classes

Chelsea Bastin, Kaleigh Flippin, & Stephen Woodward - Ball State University

Faculty Sponsor: Lindsey Blom

This study aimed to investigate whether task difficulty has a statistically significant effect on perceived group cohesion. Initial interest was developed after trying to understand the dynamics of a group and how individuals begin to identify as such. Once this has been determined, we sought to better understand ways that a coach or instructor can facilitate this feeling. To study this, the researchers used a core-curriculum physical activity class at a Midwestern university. Participants ranged from age 18 to 27 ($M=20.63$, $SD=2.087$) with 11 identifying as female and 8 identifying as male. The participants were predominately Caucasian, with 18 identifying as such and one student identifying as African American. Participants were randomly assigned to a group. After being initially asked to complete a

scavenger hunt, groups completed the Group Environment Questionnaire (GEQ; Carron, Widmeyer, & Brawley, 1985) as a baseline assessment. The second round of assessment involved each group receiving randomly assigned packets of information. All packets contained the same scavenger hunt clues in the form of a simple riddle. The control group (Group D) received only the riddles, while the others (experimental groups A, B, and C) received some sort of supplemental material. Supplemental materials included a photo of the location and a description of the location (i.e. "in the library"). Experimental group C received a photo, experimental group B received a description of the location, and experimental group A received both a photo and a description of the location. The information

provided to the groups determined whether they were an easy, moderate, or highly difficult group. Perceived cohesion was measured using an adjusted GEQ. Group A was the only group to show a significant difference; this group's task cohesion mean scores from Day 1 and Day 2 were significantly different. No other groups showed a significant difference from Day 1 to Day 2 for task or social

cohesion mean scores. Though this does not support our hypothesis, it is an interesting finding. Instead of the highest level of difficulty group having the highest cohesion scores, the researchers found that the lowest level of task difficulty group had a significant increase in cohesion scores from Day 1 to Day 2.

UNDERGRADUATE ABSTRACTS

East Central Indiana Health and Wellness Camp

Alison Cramer and Katherine Gallagher - Ball State University

Faculty Sponsors: David Pierce & Paul Nagelkirk

The East Central Indiana Health and Wellness camp was organized over a six week period by an interdisciplinary group of students at Ball State University under the direction of three faculty mentors. Each student was responsible for an activity that was conducted at the camp. Each student conducted an activity from their specialty, which included sport administration, dietetics, communications, physical and health education, exercise science, and wellness. This project gave the students a chance to work with other students from other disciplines to put this project together. During the camp itself the students learned various lessons in event and facility management.

The mission of the camp was to provide the children with relatable life skills they can use to improve their overall health and wellbeing. Each activity in the camp focused on one of the following dimension of wellness; physical, social, emotional, and intellectual growth. The focus of the camp and the activities was to teach the campers how to use health and fitness in their daily lifestyles.

At the beginning of the camp of each week a counselor would explain the different types of wellness's that they were going to be learning about throughout the week. Throughout the week then at the start of each activity the counselor explaining would ask the campers what type of dimension of wellness that activity covered and why. Using this method it was made sure that the campers understood why they were doing that specific activity and how to apply it to their daily lives. At the end of each day the campers would fill out a survey of what they had learned during that day, what their favorite activity was, and what dimension of wellness was that activity

At the end of both camps on the last day the campers went on a field trip to the Mounds State Park and the Oubache State Park. At the Mounds State Park they were able to learn about the history while hiking through the park and geocaching to reinforce the information given. At the Oubache State Park they were able to see the bison and geocache in the park.

Exploring the Player-Booster Relationship

Matt Boes - Ball State University

Faculty Sponsors: Liz Wanless

In recent years the collegiate sports world has been plagued with scandals involving improper benefits. In the majority of the cases, a very wealthy alumnus, or booster as they are often called, gives star players rewards for attending his/her university. With the revenue and popularity of college athletics growing year after year, this is a major problem which the NCAA needs to solve immediately. This project will examine some of the most famous incidents, with a large emphasis on the latest involving Mr. Nevin Shapiro and The University of Miami. In specific reference is the article written by Yahoo Sports reporter Charles Robinson and how it shows that booster/player problems can go on for years and years without being detected highlighted by the Nevin Shapiro incident. Also covered are some of the other major events in the context of accusations, since the NCAA's lengthy investigations have yet to conclude. Former Auburn quarterback Cam Newton's father accepted over 200,000 dollars if he agreed that his son would attend the booster's university. Although Cam Newton himself didn't accept the monetary offer his collegiate athletic accomplishments are still in

question. Another situation examined is Reggie Bush and The University of Southern California. The project will include a detailed account about how out of all of the previous mentioned incidents, the Reggie Bush is the only one to be proven. The result being that Bush was forced to give up The Heisman Memorial trophy, and the NCAA stripping the university of all of its wins during the Bush years. A discussion of the NCAA's determined penalties and discuss if they are too harsh or not harsh enough will be addressed. Lastly, it is imperative to also bring strategies to the forefront to deal with and prevent unhealthy booster-player relationships from occurring in the future.

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Facebook as a Tool in Sport Administration Programs

Colton Robbins - Ball State University

Faculty Sponsors: Liz Wanless

The use of technology affects a person's everyday life. Social media sites are becoming a daily routine for most people in the world. One of the most popular, Facebook, has more than 750 million active users. Facebook is used for many reasons: whether it is social life, business, easy use or a way of keeping in touch, Facebook garners new users daily. An average user is connected to 80 community pages, groups and events. As many more groups are starting to form on Facebook it has evolved into a great marketing resource. The Ball State sport administration program utilizes the Facebook group page option for a plethora of reasons all pertaining to program advancement. First, it acts as a great publicity tool. Potential recruits and parents can browse the program's information. Secondly, it's a great communication resource to current constituents and parents. The site allows for posting new and relevant information about the group and the program. Parents

can see the types of opportunities offered to students and students have easy access to event and meeting information. The Facebook group creates cohesiveness among members and acts as a central social area to make friends. Current and past discussions are preserved on the site. Facebook also allows groups to post the officers of the club. Along with seeing who the officers are, their contact information is available. When hosting events throughout the year, there are always pictures. Club officers post pictures of different events or flyers so that anyone who is interested (recruits, current students, and parents) can stay updated. The sport administration program volunteers and runs many events at Ball State. From passing out programs to being a ball boy or hosting a 5K run, Facebook allows our club to easily communicate, market, post news and information and publicize the Ball State sport administration brand.

Multimedia in Collegiate Athletics: Friend or Foe?

Lindsey Peak - Ball State University

Faculty Sponsors: Liz Wanless

Social networks are a great way for people across the country to stay in touch and for celebrities to connect with their fans, but is it a smart choice for college athletes at any level to use social networks? In many instances social networks have caused unfavorable situations for college athletes. For Matthew Stafford, former Georgia quarterback, pictures of a weekend at Talladega Superspeedway in Alabama were posted with him carrying kegs above his head. At the time of the situation Stafford was only 19 and drinking illegally under aged (Johnson, 2009). Another instance with then Freshman Duke University Basketball player Kyrie Irving resulting in the player filing a restraining order on a woman who claimed to have a relationship with Irving, whom sent hateful messages to his Twitter and blasted him on a YouTube account (Chandler, 2011). Although there are many cons to college athletes and

social networking sites, there are also many pros. Many athletes will use Twitter and Facebook to rev up fans on game day or let fans know they love the support received during the game. Social networking sites are a great way for college athletes to create their own personal brand. But the question comes down to whether college athletes should be promoting their own personal brand or focusing on their program's brand. If athletic programs ban their athletes from using social networks then the issue of first amendment rights and freedom of speech arises. The solution is to help college athletes be aware of what they should or should not post on social networking sites. Some college athletes are required to take a speech class to learn how to talk to the media, and implementing a section or class on how to use social networking sites would be beneficial to both the athlete and academic institution.

Utilizing Twitter in Collegiate Athletics Programs: Sport Marketing and Information

Kevin Hayden - Ball State University

Faculty Sponsors: Liz Wanless

One hundred and sixty characters can make or break a college athletic program in a split second. Twitter has become a social phenomenon as fans, media, alumni, donors, players, coaches, and individuals interested in sports use this social media influence to check their favorite teams or schools as well as rival schools sports information. Many colleges are trying to convert to the "Twitter World" to get more students involved and let alumni and fans know about a specific event or to market a certain product before, during, or after the sporting event. A question probed: How to utilize Twitter in collegiate athletics in sports marketing and information? The following areas will be presented in the poster. Twitter

allows sport programs to update live scores and stats, links to news articles, press releases and other information such as injury reports or what happens in the locker room before and after games (Lassiter, 2011). The program can use Twitter to market in certain aspects like advertising, branding, networking, and current promotions (Blaszka, 2011). Sport managers try to understand the consumer and satisfy their needs as well as possible and accommodate them. Fans and alumni receive inside information in real time for no expense.

Not only do the head of public relations, athletic directors, or personnel of a team use Twitter, but also the coaches. Coaches can use Twitter to communicate with fans, other programs, coaches, and use as a recruitment



tool (Blaszka, 2011). The coaches can't directly tweet to the recruits, but they can use the social media network to entice recruits to come to their program by tweeting about current players, practice, games, and the campus (Blaszka, 2011).

Also, Twitter gives people the luxury of breaking news and information about the program as well as it also has specific Twitter accounts for certain sports at the school that can be constantly updated (Lassiter, 2011). A main account for the whole athletic program along with subgroups such as: football, basketball, baseball, softball, golf, swimming

and diving, tennis, track and field, and volleyball can exist for easy access to the precise information fans crave (Buchan, 2011).

As college athletics continue to grow and get more popular, it is important to have a social media site like Twitter in college athletics. Fans rely on social media, social media relies on information, and sports organizations provide the information. This is a never-ending cycle that will continue for years and help colleges market and distribute information.

Kick It Out! An International Approach to Reducing Racism Through Football

Corey Brueggman - Manchester University

Faculty Sponsors: Ryan Hedstrom

The life-skills through sport program, Let's Kick Racism Out of Football began in 1993, becoming a fully funded body in 1997 (changing the name to Kick It Out). The focus of the organization is to promote positive ideals in the game of football (North American soccer), and also to rid the game of racism. Football in the United Kingdom and Europe deals with racism at various levels including fan/player slurs and chants, fan violence, and racially motivated death threats against players and coaches. The funding for this program is provided by several governing bodies including the Football Association, which is the top soccer governing body in the UK, the Professional Footballer's Association, and the English Premier League. Kick It Out works closely with many local organizations throughout the UK in order to develop grassroots programs promoting the antiracism message. In Gloucestershire a program called Onside expanded on the tenants of the Kick It Out program by focusing on discrimination of the community's minority groups.

As an Onside Representative I performed a variety of sport management related duties. I worked closely with diverse community members by running different programs dealing with both soccer and teaching the values of inclusion and acceptance through sport. I organized and promoted many local soccer camps with students and adults from different ethnic or minority backgrounds such as the Asian, Muslim, African, and Eastern European communities. As part of this program I organized socials at local pubs and sporting venues to show the growth and involvement of Kick It Out and Onside. A key component of all Onside activities was networking with community leaders from various groups. Results of these efforts were increased participation in Onside activities, greater bonds between different social and ethnic groups, and greater funding by Kick It Out due to program success.

In the United States, racism in sports is more covert than it is in the UK and Europe. However, racial and ethnic relations still have a major influence on sport and strides still need to be taken to make US sports more inclusive. Just as in the UK, sports such as soccer can provide a powerful context in which to discuss discrimination, inclusion, and power. One such program, Show Racism the Red Card, first established in the UK, was adopted by Major League Soccer with a focus of addressing the issues of discrimination and racism in sports. While these few programs exist, all sports should develop life-skills through sport programs in order to address societal issues discussed through Onside. Aspiring sport management professionals would benefit greatly from seeking out and participating in these types of programs. My understanding of community relations, policy and governance, promotions and event management, and sociocultural dimensions in sport were all greatly enhanced through this experience.

Attention

IAHPERD Members

As an association, in the future more of our communications will be done through e-mail. If you did not receive an e-mail in January or February from: indianahperd@aol.com – please update your e-mail address.

This may be done by e-mailing your current e-mail, name, and address to: indianahperd@aol.com.

Any questions? Contact Karen Hatch, Indiana AHPERD Executive Director at the above e-mail or by telephone at: 765-664-8319.

Thanks for keeping the IAHPERD membership records up-to-date.

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Applied Event Management: Special Olympics Indiana Youth Basketball Tournament

Alicia Dalrymple, Kaitlin Worthington, & Jessica McCollum - University of Indianapolis

Faculty Sponsors: Jennifer VanSickle

The 2011 Special Olympics Indiana State Youth Basketball Tournament, hosted at the University of Indianapolis and planned by UIndy Sport Management students, created a partnership that benefitted both Special Olympics Indiana and the University of Indianapolis. Sport Management students were required to interview for the Applied Event Management course. Once the class was established, the group then developed a plan of action for the tournament, including creating an organizational chart and establishing committees/roles.

Planning meetings (class time) were held twice a week from the beginning of the second semester continuing through the tournament date of March 26, 2011. Post event wrap up meetings were held for the four weeks following the tournament's conclusion. The volunteer committee recruited and assigned over 300 volunteers, including: referees, scorekeepers, medical staff, announcers, and other operational volunteers. The ancillary events committee planned events and activities that went beyond the games themselves, including a youth rally. The facility committee established the facility layout and secured the necessary equipment. The tournament schedule and bracket was established by the game operations committee.

All of the hard work of planning was successfully implemented on March 26, 2011, the day of the Special Olympics Indiana State Youth Basketball Tournament. Teams from all across the state of Indiana arrived bright and early for team registration in anticipation for a chance to win a state championship. Volunteers also checked in early in order to ready the facility for the exciting full day of basketball. Twenty-six teams were divided into different brackets, depending on both their age and skill level. Games started precisely at 9:00 am and continued until the start of the planned youth rally at 12:00. UIndy head football coach Bob Bartolomeo addressed the athletes and their families in a motivating pep rally that also included appearances from UIndy basketball players. Play resumed following the rally and lasted until approximately 5:00 pm.

The athletes and their families clearly had a great experience during the tournament, due to the strong planning by the UIndy Applied Event Management class. Especially touching moments included the awards ceremonies following games, where all teams were awarded medals or ribbons on a podium. Finally, over 250 athletes on 26 teams competed, ranging in age from 8 to 18.

The Implementation of a 5k Road Race

Rusty Seymour, David Klass, & Robyn Scott - University of Southern Indiana

Faculty Sponsors: Glenna Bower

The number one goal for the USI Sport Management Program at the University of Southern Indiana is to provide valuable learning experiences to all who wish to participate. The Program also provides a format to raise funds for student scholarships. The Sport Management Club leaders are an important group that has taken advantage of the Department's events that are offered through the sport event management class. This paper introduces one particular event that was planned and organized by club members with the assistance of a sport event management class.

During the summer of 2010, sport management club members began to plan and organize the 2011 Hearts on Fire (HOF) 5k. Students from the club and a sport event management class led and implemented the race on February 11, 2011. The HOF 5k was the first leg of the Winter Meltdown Series leading up to the Southern Indiana Classic (SIC) which is a Boston Marathon qualifier. It all began with leadership meetings scheduled every week over the summer to determine the title of the race, logos, registration, sponsorship packages, course design, website development and many other important event design components. As school resumed during the fall of 2010, students from the sport event management class were placed on one of the five committees overseen by a club member. The five committees consisted of the following:

Operations, Sponsorship, Registration, Promotion & Publicity, and Cupid Funfest.

In addition to the HOF 5k there was also a Cupid FunFest, Cupid Fun Runs, and Costume Contests. Local businesses had the opportunity to advertise their merchandise at a Cupid FunFest while the families and runners enjoyed free product, inflatables, clowns, and food. The Cupid Kids Fun Runs were enjoyable for the parents as children ages 0-11 participated in their own event. The youngest child to run was 2 years of age. Finally, for those individuals that really wanted to make it a "theme" run, a series of contests were offered such as the Best Cupid and the Best Cupid Family.

Being connected to the SIC and Winter Meltdown Series was very helpful for the first year of the HOF 5k because there was a discount provided to each runner registering for the three races. This connection provided more advertisement for the race. The race set a local record for turnout in an inaugural 5K with 750 runners, and raising a total of \$5,200 for the sport management scholarship and professional development funds. As a result of the success from the previous year, the University of Southern Indiana Sport Management students were asked to be two legs of the Winter Meltdown Series. The second race was named the March Madness 10k. This year there are two classes along with club leaders working on the two races to make these races better than last year's events.

The Development of a Sport Management Club: An Experiential Learning Project

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Abstract

A major concern of faculty and students is the time required to develop and maintain a club. The purpose of this article was to introduce an experiential learning experience project to develop a sport management club within a Principles and Application of Sport Management course. This particular experiential learning experience project was twofold as it allowed both the faculty and the student to dedicate their time to develop a solid sport management club. In addition, a vital element to a successful club is to find capable, energetic students to lead and maintain the club. The students were able to take leadership roles and a vested interest in maintaining the club following the semester long assignment. The project allowed for a core of strong leaders that enabled the faculty advisor to delegate responsibilities to students. Likeminded students found collegiality, company, and support from each other and from faculty and community agencies. The club prepared students for challenges and demands students to face professional life. It brought together students who were enthusiastic and proactive and allowed them to act independently and with initiative to innovate and act as agents for change.

Keywords: Sport Management Club, Experiential Learning Experience, Experiential Learning Project

Introduction

According to the United States Department of Labor, the sport industry is the fourth largest growing industry in the United States (United States Department of Labor, 2011). This rapid growth has also led to the increase in graduate and undergraduate Sport Management programs from 20 in 1980 to more than 300 today (Masteralexis, Barr, & Hums, 2011). To help develop a degree of consistency and excellence in sport management

education, accreditation standards were formed by the Program Review Council that consisted of the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM) (NASPE/NASSM Sport Management Program Review Council, 2000). In 2008, the NASPE/NASSM Sport Management Review Council was dissolved and the Commission on Sport Management Accreditation (COSMA) was formed "to promote and recognize excellence in sport management education in colleges and universities at both the undergraduate and graduate levels-through specialized accreditation" (COSMA, 2008, p.1). The development of the COSMA program principles have simplified and provided a structure for process of organizing and/or creating a sport management program. Two of the principles of COSMA measures partially focus on operational success by the opportunities offered to students to help support professional growth. For example, COSMA principle 1 – Outcomes Assessment "measure [s] the effectiveness of an academic unit and the sport management programs administered by the unit" (COSMA, 2008, p. 4). One area of interest included within principle 1 is personal development, which may include internship program, event partnerships, conferences, career development courses, and a sport management club. In addition, COSMA principle 3 - Curriculum stresses that, "Excellence in sport management education requires curricula that are both relevant and current" (COSMA, 2008, p 9). One curricula-related characteristics of excellence in sport management education of principle 3 is "the academic unit/sport management program recognizes the role or practical and experiential learning as a relevant component of sport management curricula" (COSMA, 2008, p. 9).

The purpose of this article was to introduce an experiential learning experience (Principle 3)

project to develop a sport management club (Principle 1) within a Principles and Application of Sport Management course. Specifically, the article focused on three parts. First, the article focused on the benefits that a sport management club brings to students and faculty within an academic department. Second, the article stressed the importance of offering experiential learning experience projects within the sport management curriculum. A major concern of faculty and students is the time required to develop and maintain a club. This particular experiential learning experience project was twofold as it allowed both the faculty and the student to dedicate their time to develop a solid sport management club. In addition, a vital element to a successful club is to find capable, energetic students to lead and maintain the club. This experiential learning experience project allowed for students to take leadership roles and to take a vested interest in maintaining the club following the semester long assignment. The project allowed for a core of strong leaders that enabled the faculty advisor to delegate responsibilities to students. Finally, the article introduced how the club is currently maintained through other projects or course requirements being infused within the curriculum. The faculty member is more focused on advising instead of managing the club.

Sport Management Major's Club Literature

One of the major challenges of sport management faculty is how to best prepare students to work in the sport industry and how to differentiate their program from others. The differentiation in Sport Management programs may be the success of the department offering opportunities for students other than the curriculum requirements. Successful sport management programs may offer students opportunities to participate in organized volunteer activities, experiential learning experiences, social events, study abroad programs, and travel to professional development conferences. The success of these programs does not entirely fall under the responsibility of the faculty member but the student as well. An excellent way to gain student support and involvement is through the development of a Sport Management Club.

The Benefits of a Sport Management Club

There is limited research, current or older, that discusses the benefits of a sport management club. However, the limited research clearly indicates there are benefits to both the student and the faculty members within an academic department (Leah, Manson, & Whalen, 2005; Kane & Jisha, 2004). The literature on the benefits of academic sport management clubs begin as early as 2001 to the most recent research the author was able to find in 2005. Thus, the literature from 2001 to 2005 was introduced to establish a foundation of the benefits of an academic sport management club.

Butler (2001) conducted a study to examine whether a major's club may encourage students to join state and/or national organizations. Results indicated a strong relationship between students involved with a major's club and the decision to join a state and/or national organization. Thus, students in the study that were a part of an organized

group of members shared a common goal and were more likely to join professional organizations. Butler (2003) utilized this data to introduce guidelines to help faculty or student learners to establish a majors' club. Butler (2003) found the majors' club was an opportunity for students and faculty to gain support, prepared students for professional challenges, and allowed students to be proactive, to act independently, to show initiative and innovation.

Gillentine and Daughtrey (2001) research showed that major's clubs can be a valuable asset in meeting academic, professional, and personal needs of students. In addition, the study identified two primary responses of the benefits of a sport management club to include instilling a sense of community service and developing leadership traits. Allsop and Fuller (2001) developed an academic program in sport management survey that sought to identify whether or not a university had an active sport management majors' club. The results of the study identified that nearly half of the sport management programs had a majors' club. The departments clearly established benefits to having a sport management club to meet academic and professional needs of students.

Leah, Manson, and Whalen (2004) extended the research by Butler (2001) to identify that undergraduate students were more likely to attend state and/or national conferences, in addition to joining the organization, if they were involved within a sport management majors' club. Kane and Jisha (2004) research sought to discover potential benefits of developing a pre-professional sport management majors' club. The results concluded with faculty members identified opportunities to gain practical experiences as the one of the primary benefits of having the majors' club. Hence, the purpose of this paper was to introduce an experiential learning experience project to develop a sport management club.

The Experiential Experience

The sport management industry requires employees to have a high level of leadership skill upon graduation. Therefore, there has been an increased need for sport management academic curriculums to provide students with not only classroom knowledge related to real-life situations but also active learning.

Active learning has created a systematic change in pedagogical methods that better prepare students to apply "broad-based theoretical education" as well as an education grounded in "technical, experiential skills" (Herreman & Mulch, 2003, p. 66). One example of active learning is in the form of experiential education. According to Barclay (2009, p. 6), experiential learning, "aims to produce outcomes that promote educational growth, continuity and interaction, self-evaluation, and the ability to learn new skills, attitudes or entirely new ways of thinking". Experiential learning entails mental engagement which allows students to process skills, concepts, and process knowledge to construct an understanding where meaning is made and learning is internalized (Kozar & Marckette, 2008; Wingfield & Black, 2005). The experiential education may be infused within a variety of sport management courses

within the curriculum that allows students to perform, self-evaluate, and continue to improve across their professional career. This article focused on one experiential learning project that was incorporated within a Principles and Application of Sport Management course. The remainder of this paper introduced the experiential learning project and curriculum ideas to continue the sustainability and success of the club.

The Experiential Learning Project

Although student organizations may provide students with valuable experiences in preparation for their careers, they can also present problems such as lack of interest, unclear organizational goals, recruitment of students, time commitments and a faculty advisor (Gillentine & Daughtrey, 2001). One such way to eliminate or decrease the chances of these problems interfering with developing, implementing, and maintaining the club is to incorporate a class project to develop the club. Students take a vested interest in the development of the club they are more inclined to maintain the club. Students learn the skills of critical thinking, building consensus, and making informed decision-skills that are vital to our democratic civic process. Such skills can be achieved thorough guided dialogue and debate during committee work and through preparation for conference presentations and community programs. Through an ongoing reflective process, students develop ideas and values that help prepare them for democratic life. In addition, this project lends itself to finding strong leaders which decreases the amount of time the advisor may be working with the students. Another time reducing strategy is to incorporate other projects and volunteer work into other courses.

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The Set-up

The class consisted of twenty-four (N=24) students enrolled in a Principles and Application of Sport Management course. The class met two days a week for 75 minutes. The class was divided into six groups of four. Each group was provided a project assignment that applied the principles of sport management in developing a sport management club. The project exercises were based upon the chapters within the Principles and Practices of Sport Management book by Masteralexis, Barr, and Hums (2011).

During the first 10-weeks of the course students completed exercises that led to the development of a strategic/operational plan (mission statement, goals/objectives), organizational structure, marketing plan, budget, events, and professional development opportunities for the sport management club. The professor graded the exercises from each group and analyzed them for general patterns. During the next class period the professor introduced the collective group product and introduced it to the students. For example, each group provided a proposal of an organizational structure for the sport management club. Following analysis of each groups proposed organizational structure the professor introduced a final product to the class. The class provided feedback and a vote was taken in order to pass the final organizational structure.

Part I - The Beginning – Chapter 1 – The History of Sport Management

During part I of the project students were asked to develop an introductory paragraph focused on the history of the planning, organizing, leading, and implementation of the sport management club. The introductory paragraph was a great way to introduce the project. The history in the development of the sport management club was important for the students to develop for future club members. Future club members need to understand where they came from and why to better understand themselves and their heritage. It is also important to know where the club came from to provide direction for the future.

Part II - Strategic & Operational Planning – Chapter 2- Management Principles (Planning) Applied to Sport Management

As stated by Chaplip (2007, p. 1), "strategic leadership and planning are major determinants of organizational performance". The strategic planning involves the development of a mission, long-term objectives and how they will be accomplished. To provide guidance in developing the strategic plan, students were were asked to develop the sport management club's mission statement, core values, goals and objective during part II of the project. The mission statement represented the purpose of the organization. As Mullin, Hardy, and Sutton, (2007) stated "all strategy begins with an understanding of the environment and your place within it...you must know where you are before you can decide where you want to go or how to get there" (p. 33). The mission statement exercise was important so students knew where they wanted to be and how they were going to get there. The core values were developed as a foundation to accomplish the mission statement. Students developed four goals or

broad statements and three objectives for each goal to chart out a long-term plan with times, tasks, and deadlines. This exercise was useful to future sport managers as it develops their skills into becoming an effective manager.

Part III – Organizing & Leading – Chapter 2 – Management Principles (Organizing) Applied to Sport Management

“The organizing function is all about putting plans into action. As part of the organizing function, the manager determines what types of jobs need to be performed and who will be responsible for doing these jobs” (Masteralexis, Barr, & Hums, 2011, p. 28). The sport management’s mission and strategy influenced the development of the BOG because the organization needs to be structured to meet the mission and strategy (Ashkanasy, 2006; Chalip, 2006). Students were asked to determine the positions for the Board of Governors (BOG) that would represent the club. Once the BOG positions were determined students developed an organizational chart. Following the completion of the organizational chart students wrote job descriptions for each of the BOG positions. Following the finalization of the organizational structure students voted on the BOG. This exercise was intended to help student understand governance and the responsibility and power invested in them when they voted.

Part IV – Marketing – Chapter 3 – Marketing Principles Applied to Sport Management

Students were asked to develop a marketing plan to advertize the sport management club. Exercises were geared towards developing and implementing the marketing plan. Students were asked to identify a logo and motto for the sport management club. To recruit fellow peers’ students completed exercises to develop a flyer, brochure, newsletter, PowerPoint presentations for classes, and a bulletin board template. Students also worked with the Universities’ web designer to develop a sport management club website. Finally, a radio ad was developed for the Universities radio station and a television ad for on campus TV’s. These basic exercises were easily incorporated within the project and provided students with basic ways to promote the club with no funding.

Part V – Events & Professional Development – Chapter 13 – Event Management & Chapter 12 – Facility Management

During Part V of the project students were asked to create an event and professional development plan. Students developed volunteer, fundraiser, social, and professional development activities. The students were asked to develop a calendar of events to stay focused on their activities for the year. In addition to the calendar students were provided with an outline to provide a summary of the events to include the following: (a) name of event, (b) description, (c) dates, (d) time, (e) marketing efforts, (f) budget, and (g) responsible Board of Governor (BOG) member.


Students chose volunteer activities that would assist the Universities’ Athletic Department and the Community. The University Athletic Department included activities such as ticketing, working the Division II Cross Country Championships and the Division II Regional Baseball

Championships, and the Women’s Volleyball Tournament. In addition, students also volunteered to assist with managing the Physical Education Department’s Fitness Assessment testing. The volunteer experiences were an excellent opportunity for students from Sport Management and Exercise Science to interact. The students also planned to assist with Southern Indiana Classic Marathon and Half Marathon.

The majority of the students were involved with the sport event management class that were planning to offer a golf scramble to raise funds for sport management scholarships and professional development funds for the club to travel. Students that were not in the class still volunteered for the golf scramble. Along with the fundraising golf event students were also asked to develop the criteria for the sport management scholarships. Students also planned a 3-on-3 basketball tournament in remembrance of the Universities basketball player that passed away on the court during the game that year. All of the proceeds were donated to the basketball player’s son that was born one month prior to his passing. During all of these events students utilized their sport marketing skills to secure sponsors.

Commitment to professional development was also an important part of the event planning. These exercises were geared towards planning for a presentation to the IAHPERD conference. As noted professional development is a benefit to being a part of the club (Butler, 2001; Leah, Manson, and Whalen, 2004). Students planned to attend the Indiana Association for Health, Physical Education, Recreation and Dance (IAHPERD) conference. Students met many professionals in the field which led to one student receiving an internship and later a job with the Indianapolis Colts. By attending the conference, students gained insight into the profession and the motivation necessary to embrace professional development as an integral part of their career plans. To fund their trip to the IAHPERD conference students were asked to research for potential grants to travel. Students found and applied for the Universities Student Government Travel Grant. Students were granted the funding to travel.

Finally, students planned social event of attending a variety of the Universities sporting events from men’s and women’s basketball, soccer, baseball, and softball. The students had a Happy Holiday party and the end of the year cookout.



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Part VI – Financial Management – Chapter 4 – Financial and Economic Principles Applied to Sport Management

Budgets and financial statements are important tools for the sport manager. The ability to budget is a key in making decisions on allocating money to the proper places when there are limited funds student organizations may have access to. Although a faculty advisor may be the fiscal agent for the club students need an understanding of how to make decisions on where the money is allocated for sustainability. Therefore, students were asked to use the marketing as a guide to develop the budget. Students were asked to consider to forecast total income for the year for the upcoming semester. Revenue forecasts project and then total all sources of income (Lussier & Kimball, 2009). Students began by identifying their potential expenses. Students included expenses of advertising, postage, club travel, printing, and t-shirts. The revenue line items identified were membership dues, fundraisers for the events and grants. The chair of the budget committee was charged with reviewing the budget for errors, collaborate with school officials on opening a financial account, tracking all expenditures, and documenting all meetings in a journal, and providing bi-weekly reports to the club.

Part VII – Intent to Organize Worksheet - Chapter 5 – Legal Principles Applied to Sport Management

Once all parts of the project were completed students had one more step in making the club reality. During the final 5-weeks of the course students were asked to vote for the Board of Governors (BOG) (i.e., president, vice president, treasure, secretary). The BOG moved forward with the Intent to Organize paperwork for creating a new student organization on campus. The club was approved within 48 hours of submission due to all the planning and organization that took place throughout the semester. Once the organization was approved students were divided into committees to implement the Sport Management Club Plan. The committees consisted of financial management, events, marketing, and professional development. The ultimate goal was for the Sport Management Club organization to eventually cultivate into a smaller more distinct group of students that take the role of continuing the success of the club.

Part VIII – Implementation – Chapter 2 – Management Principles (Evaluation) Applied to Sport Management and Chapter 6 – Ethical Principles Applied to Sport Management

Following all the planning students were ready to put their plan into action. The BOG began implementing the plan during the next semester. The sport management club was the beginning of a wonderful opportunity that enhanced and supported the educational experiences of the students that planned and organized events, attended conferences, and volunteered with community organizations. Likeminded students found collegiality, company, and support from each other and from faculty and community agencies. The club prepared students for challenges and demands students to face professional life and it brought together students who were enthusiastic and proactive and allowed them to act independently and with initiative to innovate and act as agents for change.

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*Looking for a Chance to be
Published?*

**THE Indiana AHPERD
JOURNAL IS
REFEREED.**

**Students
Graduate Students
Teachers At All Levels**

2011 Indiana AHPERD Awards

National Middle School Teacher of the Year

Tammy Brant of Selma Middle School was chosen as National Middle School Teacher of the Year at the 2011 AAHPERD convention in San Diego.

Indiana AHPERD Award Program, 2011 Honor Award



Cathy Huntsinger earned a Bachelor's degree from Austin Peay and a Master's from Ball State University. She taught physical education, health, drivers education and English for 33 years primarily at Frankton Jr./Sr. High School. She played a pivotal role in health and physical education curriculum development. Cathy created classes in Anatomy and Kinesiology, Lifetime Fitness and First Aid. Frankton was the first school in Indiana to teach CPR to all students. Cathy worked on the West Central Operational Planning Committee, served on the state textbook selection committee for health education and assisted in writing the state standards for health education and the Academic Honors Diploma.

Professionalism, service, and passion are words that describe Cathy. She has served on the Indiana Advisory Board for the Physical Education Standards and the National Board of Teaching Standards for Health Education. Cathy was a member of the Literacy Task Force that correlated the Literacy Standards and Indiana's Academic Standards in Health Education. She served on the Professional Standards Board. She was instrumental in developing the teacher licensing standards for physical education. Cathy assisted the Tobacco, Alcohol, and Other Drugs (TAOD) Task Force for Indiana and provided service to the Drug Grant Advisory committee and AIDS Advisory Task Force.

Cathy spent time in her early years coaching track and volleyball. She received conference "Coach of the Year" eight of the twelve years she coached. In addition to coaching Cathy spent many years as the Health Club Sponsor, Honor Society Faculty Advisor, sophomore class sponsor, and chair of the Steering Committee for North Central Evaluations. Cathy worked as a volleyball official, track meet director or starter, announcer for junior high sporting events and swimming official. One of her favorite activities was working as the spotter for 30 years for the football games. During the summers she enjoyed coaching the YMCA swim team.

Cathy created an "Activities Night" which served as an evening program where students could participate in various physical activities and learn about drug intervention, smoking, and nutrition. She was instrumental in organizing convocations for the student body, coordinating intramurals, and started the recycling projects.

Cathy recognized that innovation, creativity, and service could be incorporated into her teaching. She has been involved in many service organizations organizing service projects such as food drives, blood drives, collecting supplies for Christmas families and volunteering to play BINGO at local nursing homes.

Cathy has been very involved with IAHPERD serving on the Executive Board of Directors as secretary for seven years. During her twenty-five membership she provided assistance on the Awards Committee, Mini-Grant Committee, Health Council, Secondary Physical Education Council, Middle School Physical Education Council, Advocacy Committee, and the Statewide Youth Festival Steering Committee. Cathy has been the Regional Coordinator, Membership Chair, Publications Chair, Poster Contest Chair, Hoops for Heart Coordinator, Elementary Physical Education Council Chair and Originator of the Regional Rap Newsletter for the regions. She also designed the IAHPERD logo and the bumper sticker "Exercise Your Right to be Healthy". Cathy has received the IAHPERD Leadership Award, Health Educator of the Year and the Secondary Physical Educator of the Year Awards. She has presented at IAHPERD, Midwest, and AAHPERD conferences focusing on "Making Health Fun and Games."

At the Midwest level, Cathy co-authored the Midwest curriculum for Hoops for Heart and Jump for Heart. For many years, she served on the Midwest Jump and Hoops for Heart Task Force and the Health Council. More recently, she served as the Midwest executive secretary.

Cathy, in her fourth year of retirement, has not given up her passion for teaching. She supervises student teachers, and works as a substitute teacher. She gives swim lessons and is the current chair of the Midwest Applied Strategic Plan Committee. She is also on the Indiana Tobacco Prevention Coalition Board appointed by Governor Daniels in 2010.

Cathy is married to Dennis. They have a daughter, Amy and two sons, Doug and Bill.

Legacy Award



Janet "Jan" Miller earned a Bachelor's degree from Indiana State University and a Master's from Ball State University in physical education and health. She taught elementary school physical education twenty-eight years at Fayette County School Corporation, Connersville. She is currently employed as a Recreation Rehab Therapist at Richmond State Hospital. During her tenure at Fayette County she not only taught elementary school physical education, she also served as the intramural director for sixteen years, coordinator for the elementary intramural program ten years and teacher of the Starlab Planetarium System twenty-three years. Jan was the lead teacher for a \$385,000 Carol White PEP grant.

Jan has been recognized for her commitment to teaching physical education. She was elected IAHPERD Elementary School Physical Educator of the Year, 1995 and inducted into the Fayette County Teacher Hall of Fame, 2010. She was also selected as the Fayette County 4-H Outstanding Volunteer, 2002. She continues her membership in IAHPERD in retirement spanning a 33 year history. Jan has served the Association in many capacities as Regional Director of Activities, Jump Rope for Heart Coordinator and member of the IAHPERD Board of Director.

Jan has been married to George for 35 years. They have three sons, Cory and twin daughters Sara and Joani. Jan and George have three grandchildren, Aidan, Savannah and Carter.



Mary Jo McClelland earned her Bachelor's degree from Franklin College and her Master's from Ball State University in physical education and health. She taught physical education for thirty-five years, three years at Jac-Cen-Del Junior-Senior High School and thirty-two years at Southwood Junior-Senior High School, Wabash.

Mary Jo served as eighth grade, junior varsity and varsity volleyball coach and varsity girls basketball coach. She was co-sponsor of Fellowship of Christian Athletes during her tenure at Southwood. She recorded 100 plus varsity wins during her basketball and volleyball coaching career. She was been inducted into the Ripley County Basketball Hall of Fame, 2006. Not only was Mary Jo an outstanding coach, she was an outstanding physical educator. She implemented a drug education program, advanced health education program, line and swing dance, golf and other curricular improvements. She was recognized by IAHPERD in 2001 as the Secondary School Physical Educator of the Year.

Mary Jo is involved in church and 4-H activities. She is a member of the Kappa Kappa Kappa Sorority and was President of the Alpha Epsilon Chapter. She is a member of the YMCA Board and a member of Fellowship of Christian Athletes.

Mary Jo serves as role model for a physically active lifestyle. She has bicycled coast-to-coast with Wandering Wheels. She finished the Bluffton half-marathon averaging eight minutes per mile and has hiked the Appalachian Trail.

A colleague and friend wrote of Jan and Mary Jo, "All I ever had to do was make a phone call. Each was the first to ask where do you want me, when do you need me and what can I do to be of help. You could always count on Jan and Mary Jo regardless of the task or time commitment."

Physical Education Teacher of the Year - Secondary School



LeAnn Haggard has a Bachelor's in physical education and health from Ball State University and a Master's from IUPUI in physical education and exercise science. She teaches physical education at North Central High School, Indianapolis. She teaches two freshmen Physical Education Classes and four Physical Education elective classes in dance. She is also an adjunct professor at IUPUI and the University of Indianapolis teaching classes in Ballroom/Social Dance and Cardio Hip Hop. Her philosophy is simple: lead by example with enthusiasm, love, acceptance and a firm conviction of the value of your subject matter. LeAnn Haggard was the Indiana Dance Educator of the year in 2004, Midwest District K-12 Dance Educator of the Year in 2005 before her appointment as National Dance Educator of the Year in 2006. LeAnn was the cover story for Dance Teacher Magazine in January 2007 where her students and program were highlighted. She has a diverse population of students with the inclusion of students who have language, physical, mental and emotional challenges and faces them all with a motivation that every child can learn when you engage them on their level of understanding. Her

mantra has always been “children don’t care what you know until they know that you care!” LeAnn has authored two children’s exercise CDs for Kimbo Educational; “Feel the Beat” and “Rockin’ Aerobics.” Last year, LeAnn wrote and produced commercials for a new segment for the daily announcements called “Fit Facts.” The students in her Physical Education classes were the actors and actresses discussing fitness tips and fitness myths. In addition to her daily participation with her students, her own fitness regimen includes training for sprint triathlons, an interest she has had for many years.

LeAnn has held positions on the IAHPERD Council, was the VP for the Midwest Dance, Sport and Physical Education Council and has held National positions with NDA. She currently keeps a steady schedule traveling to other states teaching and sharing her enthusiasm for rhythmic movement to Physical Education teachers who want to include dance (rhythmic movement) as part of their curriculum.

Physical Education Teacher of the Year – Middle School

Danielle Ward graduated from the University of Southern Indiana with a Bachelor’s degree in physical education. She has taught elementary and middle school physical education for fifteen years at Holy Redeemer, Evansville. Danielle is also an adjunct professor at the University of Southern Indiana where she teaches prospective elementary education majors how to teach physical education to elementary school children. Danielle is well known for her creativity and ingenuity in designing original activities. She has been invited to share her ideas with Evansville Vanderburgh School Corporation physical educators. Danielle’s curriculum focuses on cardio-endurance, gross and fine motor skill development. She uses visual, auditory and kinesthetic strategies to facilitate student learning. Danielle expects every student to be their personal best. She has established a “Leader Board.” Students are encouraged to do their personal best while practicing for standard skills tests to earn their spot on the board.

Danielle has participated in a number of professional development conferences and workshops. They include “Teaching for a Kinder, Safer World, Games with a Purpose, PE 2 the Max, SPARKS, etc.” She has presented her ideas at several University of Southern Indiana Workshops, the IAHPERD and AAHPERD Conferences.

A faculty member writes, “I have seen Danielle teach and interact with children and it is a treat. She knows how to get students attention and motivate them with highly creative and vigorous games that keep them challenged and also create an atmosphere of challenge for all.”

Danielle is the mother of two girls, McKendree and Madison. Danielle is a passionate fan of the Lady Vols basketball team.

Physical Education Teacher of the Year – Elementary School

Regina Nowak teaches elementary school physical education at Monrovia School District of Pike Township (MSD). Regina obtained a Bachelor’s in physical education from IUPUI and a Master’s in Counseling of Education from Butler University. She finds her counseling degree very beneficial when dealing with specific student behaviors or encouraging those students who are less physically skilled.

Regina has developed unique and dynamic activity-based programs that impact staff, students and community members. Some of her noteworthy programs include: the Early Bird Club, WWW.LEAN (Win With Wellness thru Lifestyle, Exercise, And Nutrition), Family Fitness Night, Parents Commit to be Fit Week, Take 10, Early morning Seatercize, and numerous staff, student and parent wellness initiatives.

Regina’s career achievements include the IPL Golden Apple Award, Runner Up for the MSD of Pike Township Teacher of the Year Award. She has served as a mentor to new teachers, assisted in writing the MSD of Pike Township’s District Wellness Policy, serves as her building representative and secretary for the Pike Classroom Teachers Association, was a nine time grant recipient and has presented at numerous conferences and in-services. She has also served as a practicum-site coordinator for future Butler University pre-physical educators and has served as an IAHPERD region 9 officer, Regina is a graduate of the Teacher Leadership Academy (TLA).

Regina and husband, Ken, have two sons, two daughter-in-laws and a grandson, Franklin. Regina is proud of her efforts to complete her college degree while married, at the age of thirty-eight. She is also proud that in spite of her parents limited education she and her twin brothers were encouraged by their parents to work hard and complete their education.

Regina is living proof that a higher education can be achieved regardless of age, cultural background or financial difficulties. She believes that “nothing is impossible” if you are determined to succeed!



Dance Educator of the Year

Gary Sanders teaches dance at Saint Joseph's College, Rensselaer. His teaching philosophy has been influenced by masters in the field such as Bill T. Jones, Stew Schacklette, Don Allen, Ya'akov Eden, etc. Dr. Sanders believes their influence helped evolve mold his creativity. Gary advocates recreational and aesthetic values of dance. He uses films and television shows such as So You Think You Can Dance, Public Broadcasting, River Dance to promote the many styles of dance to his students.

Gary affords his students many opportunities to demonstrate their talent and skill. They perform at local schools and at the half-time of the state basketball championship game. They also present at Folk Dance Festivals and at Saint Joseph's homecoming celebrations.

Gary has been an advocate for dance at a professional level for years. His professionalism was inspired by his "first social dance class at Moorhead State University." He has served AAHPERD as the Central District Dance Chair, Southwest District Dance Chair, Iowa Dance Chair and is currently Vice-President of Dance for IAHPERD. Gary was elected Minnesota Dance Educator of the Year. Gary has shared his knowledge with professionals at the elementary and secondary levels through co-authored resources, "Teaching Dance in Elementary and Secondary Physical Education."

A resource writes, "Since Dr. Gary Sanders joined the staff at Saint Joseph's College, his focus has been to regenerate the dance program. He has developed new methods for courses, implemented a variety of dances that students enjoy and the courses he teaches can have a waiting list for student participation. The popularity of the dance program continues to grow under Dr. Sander's leadership."

Sports Management

Lawrence Judge is an associate professor of sport management at Ball State University. He is widely recognized for his coaching accomplishments in track and field, primarily throwing events. He has coached 34 All-Americans, six NCAA champions and three Olympians. Dr. Judge has coached athletes in the 1996, 2000 and 2004 Olympics.

Dr. Judge has a distinguished scholarship record. He has co-authored 29 peer-reviewed publications, including 21 first-author publications in prestigious journals such as the International Review for the Sociology of Sport, Journal of Strength and Conditioning Research, and the International Journal of Sports Science and Coaching. Dr. Judge has published 12 textbook chapters and co-authored a text book, Sport governance and policy development: An ethical approach to managing sport in the 21st century. He has given 57 peer-reviewed academic presentations at state, national and international conferences. He has acquired \$118,425 through a variety competitive external grants that focus on cultivating healthy lifestyle habits for children through physical activity.

Dr. Judge is active in his department serving as faculty sponsor of the graduate student case competition team, faculty search and salary committees, advisor to the Sport Administration Club, college representative for the Ball State BOLD campaign, and member of the Academic Freedom and Ethics Committee.

Dr. Judge is also very active in professional organizations. He is Vice-president of the IAHPERD Sport Management Council, President of the National Council for Accreditation of Coaching Education, Chair of the American Alliance Council on Facilities and Equipment and National Chairman of the U.S. Track and Field Coaches Education for the Throwing Events.

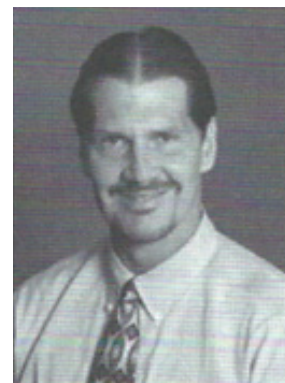
Outstanding Student

Erika Morland attends the University of Indianapolis where she is majoring in health and physical education. Erika leads an active lifestyle. She is an avid runner and has competed in the 500 Festival Mini Marathon. She also a member of an intramural basketball team at University of Indianapolis.

Erika is generous with her time and expertise. She has served as the assistant coach for her sister's AAU basketball team. She has assisted with the Perry Meridian Girls Basketball Camp and with the Special Olympics State Basketball tournament. She currently coaches her high school basketball travel team.

She is pursuing a Healthy Diploma and Mild Interventions. This program provides students with skills, knowledge and motivation to maintain a healthy lifestyle and will enable Erika to work with special populations.

Erika is a member of the IAHPERD Council for Future Professionals



Young Professional Award



David Pierce is an Assistant Professor of Sport Administration and the Associate Chair for undergraduate programs in the School of Physical Education, Sport, and Exercise Science at Ball State University. David has served on the IAHPERD Sport Management council since 2008. He has co-authored 23 peer reviewed manuscripts, given over 30 presentations at academic conferences, and obtained 20 funded external grants and contracts.

As professor of the undergraduate sport event and facility management course, Dr. Pierce serves as event director of the Chase Charlie Races, a series of annual community road races designed to fight childhood obesity and promote fitness in East Central Indiana. The Chase Charlie program has expanded to include after-school running programs at Burris and Cowan elementary schools in Muncie and community fitness programs at the YMCA. Pierce's event management class has raised over \$10,000 for charitable organizations since 2007. He has also mentored two immersive learning classes in implementing the East Central Indiana Health and Wellness Camp in rural Blackford and Jay Counties.

As professor of the undergraduate sport sales course, Dr. Pierce created an experiential learning call center where students serve as account executives for regional sport organizations, including Ball State Athletics and the Fort Wayne Tin Caps. Students have sold over \$25,000 since 2009.

Pierce received his Ph.D. in Sport Management at Indiana University (Bloomington) in 2007 under the direction of Dr. Lawrence W. Fielding. Prior to his employment at Ball State University in 2007, Pierce taught in the undergraduate sport management program at Indiana University, interned for three years with the WNBA's Indiana Fever, and worked three seasons for the Indiana University football program. He has also served as the play-by-play radio voice of the Marian University football program on the Knights Football Radio Network since the program's inception in 2007. Pierce has also appeared on Action Indiana Television and ESPN Radio covering a variety of Indiana high school sporting events. In high school Pierce served as head boys' basketball manager for the 1999 Class 3A state champion Plainfield Quakers.

David and his wife, Sara, have a one-year old son, Charlie. The family resides in Fishers.

Leadership



Renee Frimming is an Assistant Professor in the Physical Education Department at the University of Southern Indiana (USI). She holds an Ed.D. in Health Promotion from the University of Kentucky, M.A. in Health Education and B.S. in Community Health Education from Ball State University. Prior to coming to USI, she was an adjunct instructor at Xavier University, Cincinnati, Ohio and Ivy Tech Community College, Lawrenceburg, Indiana. Dr. Frimming was also an instructor at Ball State University, Muncie, Indiana and University of Kentucky, Lexington, Kentucky. She has been employed with the Indiana State Department of Health and was also employed with the American Red Cross for 12 years in Cincinnati, Ohio.

Dr. Frimming has made presentations at the State, Regional, National and International levels including the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD), the Institute for Health Care Advancement and the American School Health Association. She has also been published in the American Journal of Health Education and Indiana Association for Health, Physical Education, Recreation and Dance Journal.

Dr. Frimming is also an active member of IAPHERD, serving as the Chair of the Awards Committee and a member of the Health Council. She also serves as a member of the Awards Committee for the Midwest District of the American Alliance for Health, Physical Education, Recreation, and Dance. Dr. Frimming is a Master Certified Health Education Specialist (MCHES) through the National Commission for Health Education Credentialing. She is certified as an Adult, Child, & Infant CPR, AED and First Aid Instructor, Basic Aid Training Instructor, and Responding to Emergencies Instructor through the American Red Cross. She is also a certified Instructor with the American Heart Association. She is a member of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and the American School Health Association (ASHA).

Dr. Frimming has served as the as the Director of Undergraduate Studies in her department as well as coordinating many activities for the department. She currently serves on the UCC Core Curriculum and Student Affairs Committee for the University, and is the College Achievement Program Liaison for the Physical Education Department. Dr. Frimming has authored and co-authored several grants. Her community service activities include the SMART nutrition and fitness program, walking and running club, Solarbron wellness program, and training area scouts in basic aid training.

Special Contributions



Bonnie Hopper has 17 years experience teaching elementary, junior high, and high school physical education. At the elementary level, her dedication, expectations, and innovative instruction won her national recognition from the National Association of Sport and Physical Education (NASPE) as she was selected as the 1992 National Elementary Physical Education Teacher of the Year. Prior to that, she shared her expertise at staff developments for the Anchorage School District as well as conferences for Alaska AHPERD. From 1987-1993, she coached the Alaska Jump Rope for Heart Demonstration Jump Rope team leading them through nearly 100 presentations in and out of state. Also during her elementary tenure, utilizing parent volunteers and student mentors, she conducted a personal study and developed a Kids' Aerobic Fitness schedule in her physical education classes, teaching first through sixth graders the importance of developing lifetime fitness habits through innovative activities. Her creations also went into the regular classrooms as she collaborated with classroom teachers adding movement to other curricula to promote learning as well as activity. In 1992, Bonnie was profiled by the Disney Channel as a part of the American Teacher Awards and was also honored as the Alaska state winner as well as the Region Seven finalist for the PTA based Phoebe A. Hearst National Educator of the Year Award.

At the high school level, she furthered her expertise by teaching Lifetime Personal Fitness, Aerobics, and Weight Training as well as a variety of other physical education classes. It was during this time that she collaborated with Bonnie Nygard to co-author an innovative secondary fitness curriculum and resource package which accents a movement oriented and conceptually based approach to dynamic, health-related fitness. Included are many of her novel fitness activities to which today's teens have shown tremendous, positive response.

Since her national recognition in 1992, Bonnie has become a popular presenter across the United States and around the world at local, district, and national AHPERD conferences and conventions as well as doing numerous workshops and staff developments. This includes presentations worldwide for the US Dept. of Defense Dependent Schools, as the health-related fitness materials she co-authored were awarded a five year contract from the Dept. of Defense in the fall of '01. These curricular materials are implemented in middle and high school DoDEA schools.

Summer of 1998 presented Bonnie with an exciting opportunity to become a full-time physical education consultant, to travel, share her creative approach, and promote quality physical education.

Bonnie is also the owner of Rocky Mountain Pedometer Co., located in Boise, ID. Her consulting work now includes training to implement pedometers for school use as well as corporate worksite wellness.

Fund Your Project



APPLY FOR AN IAHPERD GRANT

Contact: Carole DeHaven

Purdue University

800 West Stadium Ave.

West Lafayette, IN 47906

cdehaven@purdue.edu

Jean Lee/Jeff Marvin Collegiate Scholarship Awards



Elizabeth Bell attends the University of Southern Indiana where she is majoring in exercise science. She aspires to attend graduate school to pursue physical therapy. Elizabeth works part-time during the academic year to assist with college expenses; however, she is never too busy to participate in college, professional development and community activities. She is a member of the ESPE Club and a member of the IAHPERD Association. She attended the 2010 IAHPERD conference where she assisted faculty with their conference presentations. A teacher writes, "Elizabeth is friendly, personable and helpful. She's a hard worker, isn't afraid to roll up her sleeves to get the job done and does so with appositve attitude. Elizabeth has the capacity to make drudgery fun."



Brittani Bush attends Manchester College where she is majoring in physical education teaching. Brittani aspires to teach elementary school physical education. She hopes to inspire her students to "work hard, give their best effort to achieve success in all they do."

Brittani is treasurer of the S.H.A.P.E Club, a member of the women's varsity basketball team and a member of the IAHPERD Association. She was awarded the Heartland Conference Sportsmanship Award and the Manchester College athletic department Sportswoman of the Year Award. A teacher writes, "Brittani is capable and conscientious and is the kind of professional who gets things done while not seeking the limelight."



Kevin Selby attends Indiana State University where he is majoring in physical education.

Kevin aspires to be a personal trainer at the college level. Kevin believes that hard work, effort and time management are keys to success evidenced by his own work ethic. Kevin has worked numerous jobs while working his way through college. As if work and school doesn't keep him busy enough, Kevin throws javelin for the ISU track and field team. He officiates intramurals, is a volunteer fitness coach at the YMCA and youth soccer coach. A teacher writes, "Kevin is diligent, demonstrates a strong work ethic and is positive leader for his peers. I predict great things from Kevin."



Caryn Yochum attends the University of Southern Indiana where she is majoring in physical education and health. Caryn hopes to teach physical education in southern Indiana. Caryn works several part-time jobs to pay college education. Although busy with school and work, Caryn is a member of the ESPE Club, participates in intramurals, volunteers at the Caldwell Outreach Program, and is a student supervisor for the West Terrace Elementary School Walking Club. She is a member of IAHPERD and has assisted faculty with their IAHPERD conference presentations. A teacher writes, "Caryn assisted me with a presentation at the state conference. As a result, an elementary physical education teacher requested Caryn do her student teaching with her. Caryn is a fine young lady. I trust my children with her."

*Share your Journal
with a teacher.*

High School Scholarship Awards

Rebecca Chalfant graduated from North Knox High School, Bicknell, IN. Rebecca plans to attend Indiana University to major in Fitness. Rebecca is an excellent student. She graduated from North Knox with a 3.8 GPA. Rebecca was very active in high school. She was a member of the National Honor Society, Fellowship of Christian Athletes, Students Against Destructive Decisions, Drama Club, etc. She was a member of the track and cross country team. She received Academic All-Star Honorable Mention honors in cross country. Although busy working numerous part-time jobs during her junior and senior years in high school, Rebecca managed to remain involved in numerous community activities. A teacher writes, "When I think of Rebecca, I think: Intelligent, Imaginative, Energetic, Driven. Whether in the classroom, in competition, on stage or at work, Rebecca throws herself into the task, enthusiastically doing her best and cheering on others. She brings out the best in others. Simply put, Rebecca does it all and with ease!"



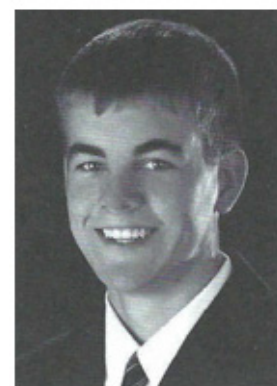
Taylor Gast graduated from Tippecanoe Valley High School, Akron, IN. Taylor plans to attend Trine University to major in Kinesiology and Exercise Science. Taylor was a good student graduating Tippecanoe Valley with a 3.0 grade point average. She was on the Academic Honor Roll during her high school career. She was a Challenge Leader, a member of the Athletic Advisory Committee, Student Government and Fulton County Youth Leadership Academy. Taylor was captain of the girls cross country team, member of the girls basketball, golf and track teams. Taylor worked part-time throughout high school to save for college; however, she managed to give back to her community. She volunteered at the Timbercrest Senior Living Community, Fulton County Animal Shelter, etc. A teacher writes, "Taylor is a person of high moral character as well a strong sense of servant-leadership. She is the epitome of what defines a young role model. She is a person of incredible character and she is one that many people look up to."



Anthony Roman II graduated from South Adams High School, Berne, IN. Anthony hasn't committed to a particular university, but he hopes to work in the world of football as a coach, scout, general manager or business representative. Anthony is a good student graduating from South Adams with a 3.5 grade point average. Anthony was a member of the football and baseball teams and served as manager for the basketball team. He worked with the South Adams football and baseball youth camps, volunteered at the Swiss Heritage Village work days and was involved with several senior class community service projects. He served as an intern at the Berne Tri-Weekly News assisting the sports writer with weekly columns. A teacher writes, "Tony is a diligent worker and a pleasant addition to the office environment. He is very passionate about athletics. It is refreshing to see Tony take an interest in his school and community in an era where many students are more focused on their future and leaving their school behind."



Brian "Ethan" Voss graduated from Milan High School, Milan, IN. Ethan plans to attend the University of Indianapolis where he plans to major in Sports Management. Brian is an excellent student graduating from Milan with a 3.9 grade point average. Ethan was co-captain of the basketball team and member of the tennis and golf teams. He was a member of the German Club, the National Honor Society, Fellowship of Christian Athletes, and held a class office each year in high school. Ethan is a member of the United Methodist Church and volunteered for Bikes for Tykes and ForeKids. A teacher writes, "I am constantly impressed by the dedication and hard work he puts into becoming the best student-athlete he can be. His ability to set lofty goals, set forth a path to reach his goals, and work diligently to achieve those goals is uncanny in people this day and age. He has the ability to raise his level of output and those of other around him. Ethan possess the qualities a coach and school wants in their student-athletes."





IT TAKES HEART TO BE A HERO!



DEREK, Age 4

"I can't wait to do Jump Rope For Heart next year to help other kids like me! The money raised for the American Heart Association really does save lives... it saved mine!"

Jump Rope For Heart is a national education and fundraising event sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Elementary school students have fun jumping rope while becoming empowered to improve their health and help other kids with heart health issues. And it is a great way to satisfy the physical

education standards as determined by the National Association for Sport and Physical Education and the American Association for Health Education.

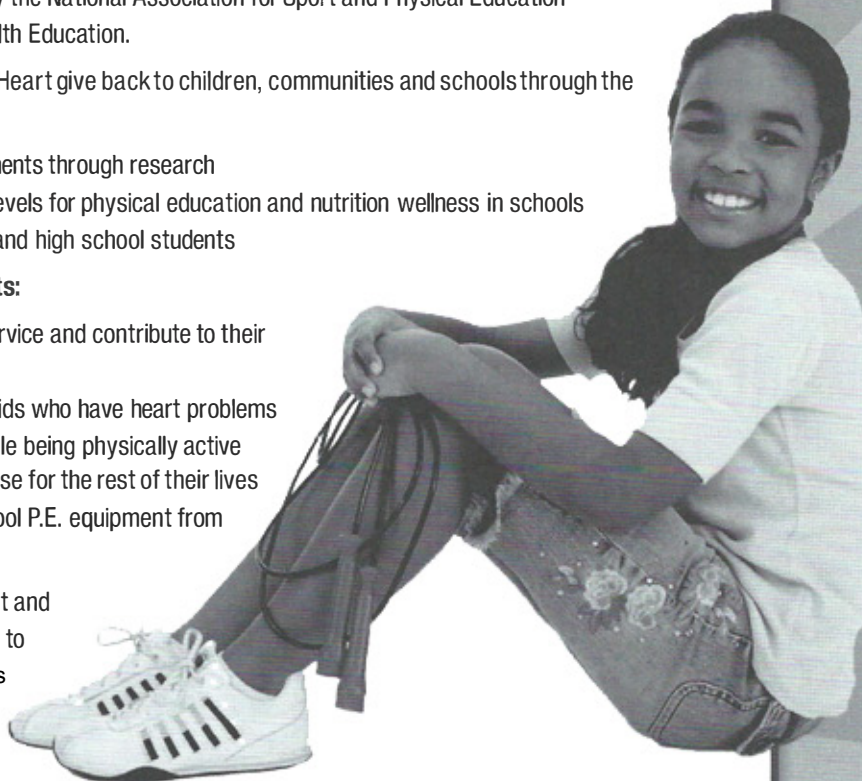
Funds raised through Jump Rope For Heart give back to children, communities and schools through the American Heart Association's work:

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for middle and high school students

Jump Rope For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Join with other children to help kids who have heart problems
- Develop heart-healthy habits while being physically active
- Learn jump rope skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.



**Call 1-800-AHA-USA1
or visit heart.org/jump
to get your school involved.**



American Alliance for
Health, Physical Education,
Recreation and Dance

AAHPERD is a proud program partner of Jump Rope For Heart.

2011 Catherine Wolfe Award Recipients



Rebecca Hall, President Midwest AAHPERD, Lisa Hicks
2011 Meritorious Service Award
Midwest District AAHPERD

Changing of the Guard





Keith Buetow, President-elect, thanks Lisa Angermeier, President, for a job well done.



Lisa Angermeier, Past President, passes gavel to Keith Buetow, President.

WE JUMP. WE SHOOT. WE SAVE.

 American Heart Association

 **HOOPS.**
FOR HEART

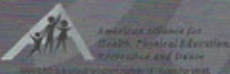
Hoops For Heart is a national event sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students have fun playing basketball while becoming empowered to improve their health and help other kids with heart health issues.

Hoops For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Develop heart-healthy habits while being physically active
- Learn basketball skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.

 American Alliance for Health, Physical Education, Recreation and Dance

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2011 Indiana AHPERD



Collection of Award Winners



Fund Raising: Top 20 2011 Jump Rope for Heart/Hoops for Heart

Top 20 2011 Jump Rope for Heart/ Hoops for Heart

Jump Rope for Heart

Watson Elementary School	\$19,231.64
Floyds Knobs Elementary School	\$16,352.93
Kennedy Primary Academy	\$15,633.26
Hazel Dell Elementary School	\$14,811.85
Fall Creek Elementary School	\$14,216.39
Hoosier Road Elementary School	\$13,171.00
Harrison Parkway Elementary School	\$12,552.24
Loogootee Elementary School West	\$11,855.27
Center Grove Elementary School	\$10,360.75
Maple Grove Elementary School	\$9,189.31
Forest Glenn Int'l Elementary School	\$9,081.79
Highland Hills Middle School	\$8,935.34
Peifer Elementary School	\$8,207.80
Noble Crossing Elementary School	\$7,978.91
Meadowlawn Elementary School	\$7,782.23
William Tell Elementary School	\$7,623.40
Kolling Elementary School	\$7,509.50
Rockville Elementary School	\$7,494.50
Eastern Pulaski Elementary School	\$7,324.75
Creekside Elementary School	\$7,132.00

Hoops for Heart

Noblesville Intermediate School	\$12,727.90
Bibich Elementary School	\$11,040.24
Liberty Intermediate School	\$7,759.40
Westfield Intermediate School	\$7,604.00
Westchester Intermediate School	\$6,658.02
Kankakee Valley Intermediate School	\$6,062.00
Kitley Intermediate School	\$6,039.48
Albion Elementary School	\$5,935.86
Heritage Intermediate School	\$5,653.51
Taft Middle School	\$5,613.52
Indian Creek Intermediate School	\$5,508.82
Wea Ridge Middle School	\$4,510.66
Wolf Lake Elementary School	\$4,104.52
Cedar Canyon Elementary School	\$3,868.25
St. Mary Catholic Community School	\$3,387.00
North Harrison Middle School	\$3,328.14
North Vernon Elementary School	\$3,327.90
South Whitley Elementary School	\$3,248.77
Johnston Elementary	\$3,151.89
Monon Elementary School	\$3,072.40

Combination Jump Rope & Hoops for Heart

Geist Elementary School	\$12,080.00
Thorpe Creek Elementary	\$11,554.00
Indian Creek Elementary School	\$9,137.85
Our Lady of Perpetual Help School	\$8,939.39
Christ The King School	\$8,809.00
College Wood Elementary School	\$7,859.61
North Elementary School	\$7,620.79
Sacred Heart School-Jeffersonville	\$5,978.25
Aurora Elementary School	\$5,930.00
Haubstadt Comm. School	\$5,545.00
St. Patrick School	\$5,266.00
Mintonye Elementary School	\$5,173.16
Hayden Elementary	\$4,258.00
Waterford Elementary School	\$4,165.70
Fishers Elementary School	\$4,156.44
Cardinal Elementary School	\$4,067.53
St. Barnabas School	\$4,027.40
Adams Central Middle School	\$4,020.15
Manchester Elementary School	\$3,975.64
Smith Elementary School	\$3,881.37

Physical Education and Health Education (PEHE) 2020: Collective Visions for the Future of Health and Physical Education in Indiana

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Abstract

When considering how to approach the continued lack of support and marginalization experienced by health and physical education (HPE) in Indiana the voices of teachers, preservice teachers, and higher education faculty are valuable assets. In order to create a platform for the expression of those voices, a session titled Physical Education and Health Education (PEHE) 2020 was held at the 2011 IAHPERD state conference. During this session participants discussed their visions for the future of HPE as well as barriers that inhibit quality instruction. This paper reports the results of the discussions held at the PEHE2020 session and aims to provide insight into a collective vision of the future of HPE in Indiana schools.

Key Words: advocacy, IAHPERD, Indiana

Physical Education and Health Education (PEHE) 2020: Collective Visions for the Further of Health and Physical Education in Indiana

The future of health and physical education (HPE) in the state of Indiana is of consequence to and the concern of HPE teachers as well as the larger society in which we all live. As obesity rates continue to climb, HPE has become even more relevant to children enrolled in our nation's public schools, yet federal and state support for the subjects continues to dwindle. This paradox is made clear in the last reauthorization of the Elementary and Secondary Education Act, referred to as No Child Left Behind (US Department of Education, 2002), which provides a definition of the national core curriculum to the exclusion of HPE. This omission is reflected to some degree in the Indiana, as the only requirements for HPE are one and two credit hours at the high school, respectively (Indiana Department of Education, 2006). These state and national trends

have contributed to the marginalization of HPE in Indiana public schools.

Despite lacking support from state and federal policymakers, there is an abundance of evidence to support the inclusion of HPE in the school curriculum. For example, a study done by the California Department of Education (2005) indicated that there was a strong correlation between physical fitness and academic achievement. Similar results were discovered in a 2007-2008 study in Texas. In fact, not only were physically fit students' standardized test scores higher than their less fit counterparts, but these students were more likely to have better attendance rates and fewer disciplinary issues (Texas Education Agency, 2009). Supporting HPE programs is a primary objective of the U.S. Department of Health and Human Services' (2010) Healthy People 2020 campaign. This set of objectives aims to increase the years of quality life free from disease; to achieve health equality among Americans; and to create healthy social and physical environments in which quality life, healthy development, and healthy behaviors are promoted. Within the guidelines the importance of HPE is promoted as a way to build healthy habits among American youth. Additional evidence related to the importance of HPE can be found elsewhere (e.g., Graber, Locke, Lambdin, & Solmon, 2008; Shephard & Trudeau, 2005; Trost & van der Mars, 2010), including in previous issues of the *Indiana AHPERD Journal* (Richards, 2011; Richards, Hemphill, Templin, & Blankenship, 2010).

Given policymakers' reluctance to support HPE in the school curriculum despite the body of evidence that affirms its educational and health value, informed spokespeople are needed to bear the flag of advocacy. Within the Indiana Association for Health, Physical Education, Recreation, and

Dance (IAHPERD), the responsibility for helping to advocate for and promote these disciplines is shared by the Advocacy Committee. However, it is important that initiatives supported by IAHPERD represent the opinions and concerns of a variety of key personnel including physical education and health teachers, higher education faculty, and HPE teacher preparation students. In order to gather information from a wide range of vantage points to help inform the advocacy mission, a session titled Physical Education and Health Education (PEHE) 2020 was held at the 2011 IAHPERD Conference. The purpose of this paper is to provide an overview of that session and to summarize the information that was gathered. However, since PEHE2020 was based on the National Association for Sport and Physical Education's (NASPE; 2010) PE2020 campaign, we will begin by providing a brief overview of the program and the initiatives it has helped to develop.

NASPE's PE 2020 Campaign

NASPE's PE2020 initiative seeks to gather information from children, physical education teachers, school administrators, university/college faculty, physical education teacher education candidates, community members, policymakers, and other key personnel to develop a collective vision of the future of physical education by the year 2020 and beyond. In order to accomplish this initiative, NASPE has developed a multifaceted approach to collecting information from members. First, it launched the PE2020 website (<http://www.aahperd.org/naspe/about/relatedLinks/pe2020/>), which includes a forum that allows individuals to post their visions for the future of physical education to share with others. Visions are categorized by level (e.g., elementary physical education, high school physical education) and themes (e.g., technology, obesity, research). NASPE has also collected several video visions, which are posted on YouTube (<http://www.youtube.com/user/PE2020videos>). Additionally, several national forums have been planned, the first of which was held at the 2011 American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Conference in San Diego, CA. These forums allow members to discuss their visions face-to-face and give NASPE immediate feedback.

NASPE's PE2020 Planning Committee has compiled information from all of these sources in order to outline several initiatives that target the five areas that respondents would like to see improved by the year 2020. The first initiative, technology, focuses on developing a position statement and other supporting documents that promote best practices in the use of technology in physical education. The second initiative seeks to connect physical education programs to community-based physical activity programs by promoting the NASPE's Let's Move in Schools Campaign and the Comprehensive School Physical Activity Program. Guidelines for extending the influence of physical education beyond the school day are also being developed. Physical education teacher education, the third initiative, seeks to acknowledge that changes in physical education will need to be reflected in the preparation of physical education teachers. Curriculum acknowledges that, although there were differences in opinion related to the

exact content, there was collective agreement that physical education should be purposive. Thus, this initiative aims to develop and share examples of high quality school-based curricula. The final initiative, high school physical education, recognizes that many participants saw high school physical education as a specific concern. Along these lines, initiatives that specifically target high school setting are forthcoming. A complete summary of the initiatives can be found on the NASPE website.

Overview of PEHE 2020

Using NASPE's PE2020 initiative as inspiration, the purpose of PEHE 2020 was to provide members of IAHPERD an opportunity to meet and discuss the future of HPE in the state of Indiana. The session was attended by a total of 30 IAHPERD members who represented inservice HPE teachers, university faculty, and preservice teachers from across the state of Indiana. At the beginning of the session participants were told that their responses to the questions would be used to develop an article for the *Indiana AHPERD Journal* and a report that would be given to the IAHPERD Board of Directors. They were also told that the responses would be kept anonymous in all of the reports. These participants were split up into five groups and each group was asked to respond to the following questions: 1) What are some of the barriers that prevent quality HPE?, 2) what is your vision for the future of health education by the year 2020?, 3) what is your vision for the future of physical education by the year 2020?, and 4) what can IAHPERD do to help move this vision forward? Each question was taken in turn and the session facilitator led a discussion that incorporated each group's responses.

Additionally, participants were asked to provide their input on how the following elements of HPE could be improved by the year 2020: 1) teacher accountability, 2) student assessment, 3) use of technology, 4) instructional materials/facilities, 5) school and community support, 6) teacher preparation, 7) inservice professional development, 8) higher education and research, 9) instructional strategies and curricular models, and 10) government support and legislation. The ten elements were written on sheets of poster paper and then each of the five groups was asked to develop a statement related to two of them. After they had developed their statements, the groups taped the responses to the wall and then proceeded to walk around reading the responses that other groups had generated. After reading the responses they could either a) put a sticker next to a response they agreed with or b) write a new response on the paper for that category. For example, an individual who approached the poster which read "use of technology" and read the statement "technology will be incorporated into every physical education lesson" could either put a sticker on the sheet next to the comment or write another comment that better reflected his/her vision for the use of technology.

Data Analysis

After the workshop, responses to the questions and prompts were transcribed and analyzed by the authors. The four questions described above were analyzed using a variation of the grounded theory approach summarized

by Strauss and Corbin (Strauss & Corbin, 1998), which is marked by constant comparison and inductive analysis (Lincoln & Guba, 1985). To begin this process, the transcribed participant responses were organized by question. The authors then independently read each response and made notes related to important concepts and emerging themes. Once each author felt comfortable with the data, he began grouping participant statements into themes in order to communicate the collective meanings represented in the responses to each question. After the transcripts had been coded independently, the authors met to discuss the data and came to consensus on one set of themes that best communicated the meaning portrayed in the data. Definitions for each theme were then developed in order to clarify their meaning and the themes and definitions were reread and checked for accuracy.

Data collected on the ten elements of quality HPE were analyzed differently. After transcribing the responses,

the authors read the statements provided related to each element and grouped similar statements in order to reduce redundancy. The number of stickers next to each statement was tallied and the statements related to each element were rearranged in order by number of stickers. The statement for each element that had the most stickers was assumed to be the one which received the most support and is reported in the results of the paper.

Results of the PEHE 2020 Session

The data analysis process resulted in the development of themes related to each of the four questions posed to the groups. The themes for each question will be presented in turn and quotations from the data will be used whenever possible (see Figure 1 for a graphic representation of the themes). Responses to the ten elements of quality HPE will be presented when discussing visions for the future of each discipline.

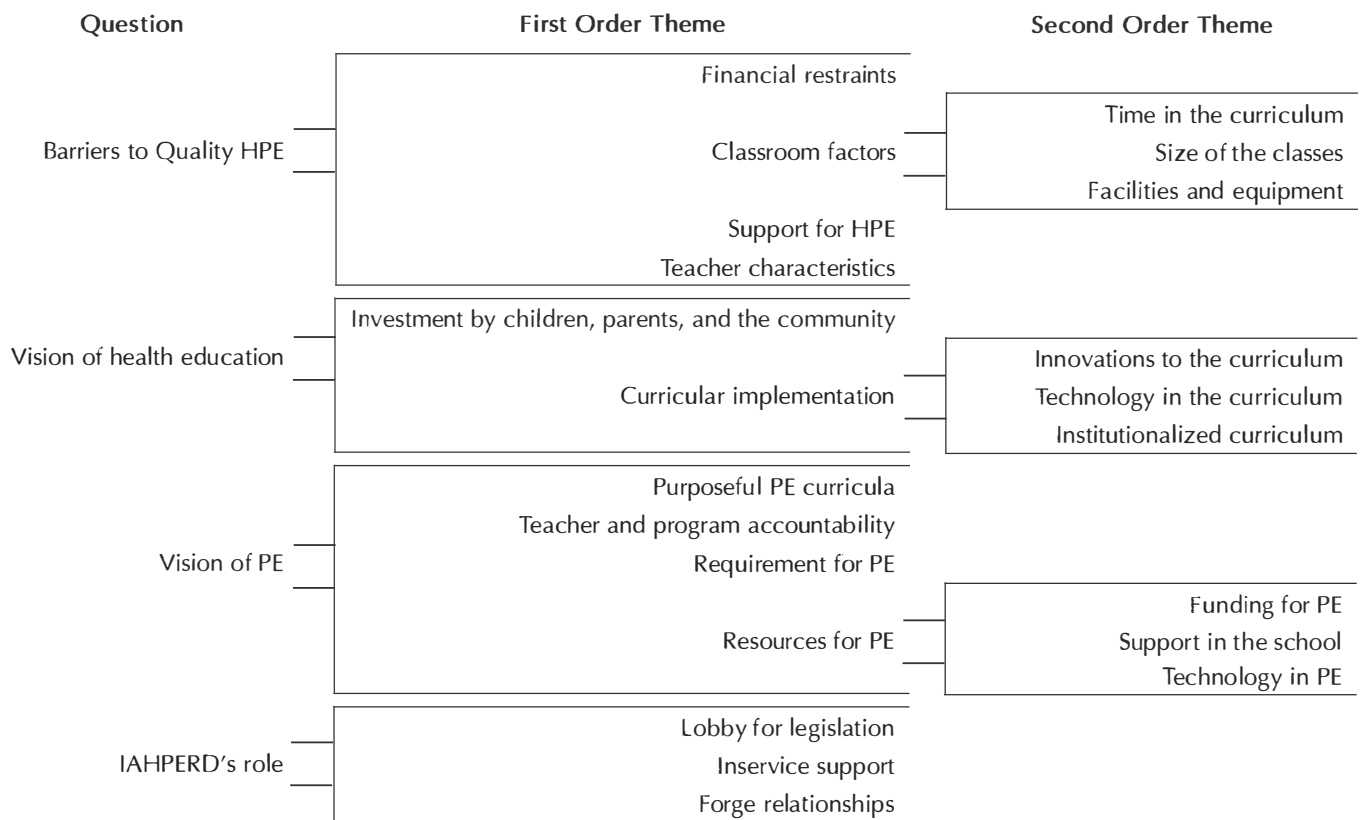


Figure 1. Graphic representation of the themes derived from the analysis of data collected in the PEHE 2020 workshop at the 2011 IAHPERD State Conference. The figure depicts themes and subthemes related to each of the four questions asked of the participants in the workshop.

Barriers to Quality HPE

The first question asked participants to consider barriers that were operating to inhibit the provision of quality HPE. Responses were grouped into the following themes: financial restrictions, classroom factors, support for HPE, and teacher characteristics.

Financial restraints. When discussing barriers to quality HPE, participants recognized the impact of financial restrictions that prevented the ideal provision of content. The physical education “budget,” “funding,” and “cutbacks” were examples that fit within this theme.

Classroom factors. Classroom factors that inhibit the provision of quality HPE are related to a lack of time in the curriculum, large class sizes, and inadequate facilities and equipment. Examples of comments included “time of period/frequency,” “class sizes,” and “too many students, not enough equipment.”

Support for HPE. This theme recognized that a large inhibitor to quality HPE relates to support from fellow teaching colleagues, administrators, and community members. Participants believed that the “perception of physical education by students, staff, and administration,”

as well as lacking “community/parent support and expectations” and negative “opinions or myths about the subjects” prevented HPE from realizing its potential in Indiana schools.

Teacher Characteristics. Teacher characteristics expressed issues related to HPE teachers and the way in which they were prepared to teach. Items grouped into this theme recognized that some of the limitations related to HPE emanated from within the profession. Examples include issues with the “current training” of teachers as well

as those who “roll out the ball” and lack the “creativity” to teach effectively.

Visions for the Future of Health Education

Visions for the future of health education related to participants’ aspirations for health education by the year 2020 and beyond. Two themes dominated responses to this question: curricular implementation and investment on the part of children, parents, and the community. Visions for the ten elements related to quality health education are summarized in Figure 2.

Elements of Quality Health Education	
Use of Technology	– Use tablets or hand held devices to monitor lifestyle choices – diet (4)
Student Assessment	– Should assess content and skill knowledge (4)
Teacher Preparation	– Learn to create dynamic lessons/objectives (6)
School and Community Support	– Parental involvement during and after school (6)
Teacher Accountability	– Meet state standards for health education (4)
Higher Education and Research	– Compare and contrast a health vs. non-healthy lifestyle based on whether the student has taken a health class or not (6)
Government Support and Legislation	– More available grants and funding (5)
Instructional Materials and Facilities	– Interactive and dependable technology (5)
Inservice Professional Development	– Educate the entire staff specific for health (10)
Instructional Strategies and Curricular Models	– Student oriented, project-based learning (8)

Figure 2. PEHE 2020 participants’ vision for ten elements of quality health education. Numbers in parentheses represent the number of participants agreeing with each comment.

Curricular implementation. This theme referred to the ways in which participants envisioned the health education curriculum changing in the future and contained three subthemes. The first subtheme, institutionalization of the curriculum, emphasized the way in which health education would become part of the standard school curriculum and included quotes such as “daily health education for the full year,” “part of the national curriculum,” and “make sure there is health education in elementary [schools].” The next subtheme emphasized changes that would need to take place in order to make the health education curriculum more innovative. Specifically, respondents believed that bringing in “guest speakers (patients/nurses/doctors),” promoting “comprehensive K-12 sex education,” and the inclusion of “CPR training [via] the American Red Cross” would help to improve the health education curriculum. Finally, the participants emphasized the importance of integrating technological advances into the health education of the future. Statements such as “no textbooks – all high tech,” “integration of technology,” and the uses of “I-PADs” are

emblematic of participant comments in this subtheme.

Investment on the part of children, parents, and the community. This theme recognized the significance of getting children, their parents, and the larger community to buy into the importance of health education. Participants believed that “more family interaction/involvement,” “self-motivated” students, and “community involvement” were essential for health education to flourish.

Visions for the Future of Physical Education

Similar to the visions of health education espoused in the previous section, this section intends to portray participants’ vision for the future of physical education by the year 2020 and beyond. It contains the following four themes: requirements for physical education, teachers and programs held accountable, the implementation of purposeful physical education curricula, and additional resources for physical education. Additionally, Figure 3 provides the most popular participant responses to the ten elements of quality physical education.

Elements of Quality Physical Education	
Use of Technology	– Fitness tracker to increase motivation (7)
Student Assessment	– Remediation for low-performers to increase fitness competency (8)
Teacher Preparation	– Learn to create dynamic lessons/objectives (6)
School and Community Support	– Promote community sports leagues and other resources (9)
Teacher Accountability	– High level of teacher certification to teach physical education (3)
Higher Education and Research	– Research on best practices for adaptive and non-adaptive students: inclusion, etc. (5)
Government Support and Legislation	– Required daily physical education instructed by professionally certified PE teachers (12)
Instructional Materials and Facilities	– Up to date equipment and to help meet standards (8)
Inservice Professional Development	– Educate the entire staff specific for PE (10)
Instructional Strategies and Curricular Models	– Use a variety of curricular models (8)

Figure 3. PEHE 2020 participants’ vision for ten elements of quality physical education. Numbers in parentheses represent the number of participants agreeing with each comment.

Requirements for physical education. Participants clearly expressed that physical education should be required for all children – a philosophy that they believed should be supported through federal legislation. Examples of comments in this theme included “daily physical education all year long (mandatory),” “every kid, every day,” and “no more [physical education] waivers.” Two comments provided more specific information related to the requirement for physical education: “no exclusion for athletes” and “no more online PE.”

Teacher and program accountability. Included in the vision participants espoused was the belief that teachers and their programs should be held accountable for delivering a certain standard of quality physical education. Although the specifics of that standard were not elaborated, quotations such as “teachers held accountable,” the employment of only “highly qualified teachers,” and an emphasis on “quality” physical education are examples of comments contained in this theme.

Purposeful physical education curricula. Participants believed that the curriculum taught in physical education classes in Indiana should be meaningful for children. Although no particular curricular model or teaching approach was specified, comments calling for “teach[ing] based on student improvement,” the implementation of “standards-based” physical education curricula, and “tracking fitness parameters (height, weight, BMI, strength, cardiovascular fitness, flexibility) [that are] passed on from K-12 and [students are] trained for progress” support the idea of purposeful curricula.

Resources for physical education. This theme related to participants’ vision for the type of physical resources and support afforded to physical education in the future. Responses were divided into three subthemes that emphasized funding for physical education, support in the school, and instructional technology. Examples of quotations included “more federal funding,” “support of school and administration,” “longer time frame for classes,” and “include unlimited technology” for teaching physical education.

IAHPERD’s Role in Realizing the Collective Vision

After establishing the type of HPE participants envisioned for the future, the final question asked participants what IAHPERD could do in order to help move the vision forward. Responses to this question were broken into the following three themes: lobby for legislation, inservice support, and forge relationships.

Lobby for legislation. The message that IAHPERD needs to establish a stronger presence at the statehouse was clearly communicated by the participations who believed that lobbying efforts were essential to realizing their vision. Specifically, comments such as “lobby legislature for funding,” “help educate politicians and school administration on benefits of [physical] activity and test scores/achievement,” and “fund people to lobby for the epidemics that PE and health have solutions for” were characteristic of this theme.

Inservice support. Beyond lobbying the legislature,

participants believed that it is important for IAHPERD to provide support to inservice HPE professionals in order to equip them with the skills and knowledge needed to better perform their responsibilities. For example, comments such as “provide curricular support for new activities,” “go to school, observe teachers, [and] write reviews,” and lead training sessions for IAHPERD’s vision of what a PE/health teacher needs to be” were included in this theme.

Forge relationships. The third theme related to IAHPERD’s role in realizing the collective vision for HPE related to forging relationships with other professional organizations and the government in order to promote quality HPE in schools. Examples of comments in this category include: “bigger presence at national AAHPERD [American Alliance for Health, Physical Education, Recreation, and Dance],” form alliance with other associations like AAP [American Academy of Pediatrics],” and “have a stronger relationship with the DOE [Department of Education].”

Discussion

The results of the PEHE2020 workshop provide some interesting insights into the ways in which participants view the current state of HPE in Indiana as well as their aspirations for the future. In approaching the discussion of these results, it is important to reiterate that participants were specifically asked to conceptualize *ideal* versions of HPE. This required them to go beyond what is considered possible by the year 2020 in order to focus on what they would desire to happen. The difference between these two ways of approaching the future of HPE can be seen in the contrasting the following two questions: 1) where do you think HPE will be by the year 2020?, and 2) what is your hope for the future of HPE by the year 2020? Participants in this session were asked to focus on the later.

First and foremost, reading the results of the discussion demonstrate that this group of individuals was extremely dedicated to the HPE professions. They all had visions that clearly articulated advancements in the practice of HPE that would result in improvements to program quality and students’ learning. Although these perspectives may not accurately represent the collective views of all Indiana HPE professionals, it does demonstrate that there are teachers, preservice teachers, and higher education faculty in the state who are committed to quality practice and have some concrete ideas about what that would look like. Similarly, they were also able to articulate the barriers that inhibit the accomplishment of their vision.

Some of the barriers discussed by the participants, such as financial limitations and time during the school day, are not in the direct control of the HPE profession. These are the result of the complex system of American education that take into account local constraints as well as state and federal policies that fail to provide the type of support needed for HPE to flourish. For example, without the support of state and federal policies that provide requirements and incentives for quality HPE programs, it will be difficult for the subjects to achieve a secure foothold in schools, especially in a climate of marginalization. However, the inclusion of a theme related to teacher characteristics

highlights the role certain HPE professionals play in fueling stereotypes and legitimizing marginalization. Teachers who “roll out the balls” in the gymnasium or fail to provide meaningful instruction in the health classroom do not help the profession move forward. These participants realized that, in some ways, we can be our own worst enemies in the pursuit of the affirmation of HPE in schools.

Several of the concepts introduced as current barriers to the provision of quality instruction were also cited as some of the most important resources that would be necessary to move toward an ideal version of HPE. The two most prominent examples are support and financial resources. These participants believe that support is paramount to the ability of HPE to realize its potential. If policymakers, administrators, community members, parents, and children appreciated the role of HPE in the pursuit of health and a well-rounded education, marginalization would decrease. HPE professionals would be seen as competent members of the school community and would be afforded the respect and admiration they deserve. One very important and tangible show of support would be increases in funding. With additional funding programs would not be reduced at the same rate and students would receive more HPE in Indiana schools. Equipment budgets would also be large enough to enable an adequate supply and teachers would be able to purchase the resources needed to implement innovative practices.

The participants also recognized the role of IAHPERD in supporting the future of HPE and provided several recommendations for how this could be facilitated. Participants would likely be happy to hear that IAHPERD is currently working on initiatives that align with all three of the areas that were highlighted during the session. Related to inservice support, IAHPERD has lead satellite and regional workshops in order to make professional development more accessible to Indiana HPE teachers. The organization has also begun to forge more concrete relationships with the American Heart Association and other like-minded professional organizations. Indiana HPE professionals can anticipate more collaborative initiatives in the future. Finally, IAHPERD recognizes the need to have a stronger legislative presence and has begun investigating the logistics involved in hiring a part-time legislative advocate. The organization is similarly hoping to reinstate its annual legislative action day during which HPE professionals from across the state have the opportunity to meet with policymakers in the state capitol.

Conclusions and Final Thoughts

Prior to attempting to draw conclusions from the results presented in this paper it is important to recognize a number of limitations that necessarily influence the quality of the data. First, the sample size was relatively small – only 30 members participated in the session. Since there are several thousand HPE teachers, preservice teachers, and higher education faculty in the state of Indiana, it cannot be stated with certainty that the opinions espoused by the participants in this sample are representative. Also, this report is limited by the limited amount of data available

for analysis. The analyses would be stronger if additional data had been collected through surveys or individual or focus group interviews. However, it should be noted that the purpose of this paper was not provide a research-based account of HPE professionals’ goals for the future of their disciplines, but to summarize a discussion from a conference session.

Despite the limitations outlined above and others that have not been articulated, we believe that several important messages can be taken away from the results of the PEHE2020 session. First, HPE professionals and pre-professionals are able to articulate their views and ambitions for the future and are eager to do so. We were forced to cut the conversation short at several times during the session in order to stay on track and could have easily spent another hour or more in discussion. Furthermore, HPE teachers are aware of the current circumstance that impact their ability to teach effectively and are very in tune with local, state, and federal structures that limit their potential. Since several groups noted that HPE is somewhat limited by teachers in its current ranks, they are also not naive enough to think that the problems are all external to the professions. They recognize that improvement in the ways in which government structures support HPE must be accompanied by improvements from within. The importance of community support is also highlighted as the HPE professionals articulated their hope for additional parent and student involvement in the future.

The session participants were also able to articulate the ways in which IAHPERD could help to improve the quality of HPE in Indiana. If the purpose of IAHPERD is to represent the membership, than this can only be done effectively if the voices of the members are included in the organization’s policies and initiatives. Therefore, IAHPERD would benefit from taking members’ visions into account and finding additional avenues through which to solicit them. For example, participants could be asked for feedback through email messages and social media outlets, such as Facebook. Town hall forums could be held annually at the state and regional conferences in order to get member feedback and ask for new directions. This would allow for a platform through which the discussion that was started in the PEHE2020 session could continue. It would also allow for this discussion to transition into action. This is an especially important step as it is one thing to sit around talking about the future of HPE and another to use input from participants to form an action plan. It is our hope that the discussion that began in the PEHE2020 session is the start of a dialogue that will influence the future of IAHPERD and HPE in Indiana.

Although the purpose of this paper was restricted to reporting on the PEHE2020 session, it does provide a glimpse into a valuable avenue for scholarship. HPE teachers, preservice teachers, and higher education faculty have opinions and beliefs related to the current status and future of the disciplines that need to be voiced. Future researchers could gather valuable data relative to these perspectives through both surveys and interviews with HPE professionals. Acquiring this data would help to direct

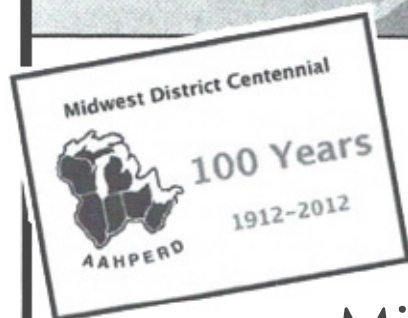
future advocacy and policy initiatives as it would articulate the perspective of the individuals who will ultimately be responsible for the implementation of the policies: the HPE professionals.

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Assessment of Employer's Desired Skills for Entry-Level Sport Management Employees

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Abstract

Sport Management programs have come under increasing scrutiny by industry executives and critics who decry their ability to adequately prepare students for career success. Therefore,

it is essential that sport management programs know the skills and knowledge needs of employers in the sports industry and adjust their curricular offerings accordingly. The purpose of this study was to determine the competencies employers in the sports industry in Indiana desire from current sport management graduates. Twenty-eight professionals from six different segments of the sport management industry in Indiana responded to the online survey. The competencies most desired by sport management professionals were communication skills, teamwork abilities, and professional practice. The results of this study provide important implications for sport management educators who desire to better prepare students for successful careers in the field.

Key words: professional preparation, competencies, hiring

Assessment of Employer's Desired Skills for Entry-Level Sport Management Employees

Sport Management, as a degree, has evolved rapidly since its inception in the 1960s. Over the past decade, sport management has become a popular major on campus and many universities have been quick to add it to their program offerings. Within the past eight years the number of universities offering the sport management major has nearly doubled. According to the North American Society of Sport Management website, over 300 colleges and universities currently offer sport management degrees at the undergraduate and/or graduate level (www.nassm.com). This is in contrast to only 166 in 2003 (Jones, Brooks, & Mak, 2008) This rapid explosion of programs has caused some to question the rigor of the sport management degree, claiming the curriculum prepares students to excel only at the lowest-level jobs in the field (Belson, 2009). Critics

have also suggested that sport business executives view the sport management degree as a detriment in terms of the preparation of future professionals (Heylar, 2006). In successfully preparing students to obtain full-time positions that lead to management level careers, it is essential that sport management program faculty identify the competency needs of employers in the sports industry and adjust their curricular offerings accordingly.

The first comprehensive attempt to discover the skills required for employment in the sport management industry was conducted by DeSensi, Kelley, Blanton, and Beitel in 1990. In this study, the authors surveyed over 1,000 employers in six different areas of the sports industry: collegiate sport clubs, private sports clubs, college athletics, professional sport, local government agencies, and voluntary agencies. Communication was the one skill identified as essential by employers in all six segments of the industry, with personality being tagged as very important by every segment. Leadership was designated as very important in four of the six categories: intramural/sport clubs, college/university athletics, local government, and voluntary agencies. Other important skills noted by all were work stamina, public relations, management, appearance, and general education.

Other studies followed the work by DeSensi et.al., but focused on a single sector of the sport industry. For those desiring employment in event management, applicants needed to possess good communication skills, be detail-oriented and demonstrate multi-tasking abilities (Fletcher, Dunn, & Prince, 2009). Professional sport employers regarded communication and experience in the field, with knowledge of legal issues, as essential for career success (Petersen & Pierce, 2009). In parks and recreation, communication, knowledge of the profession, interpersonal skills, adaptability, and responsibility were the top skills identified for entry-level employees (Fletcher et. al., 2009). "Soft

skills” such as listening, customer service, professionalism, and multi-tasking were preferred by managers in parks and recreation over professional skills such as budgeting, marketing, finance, leadership, and management (Hurd, 2005). Campus recreation directors desired prior experience in the field, a neat overall appearance, and excellent writing and communication skills (Schneider, Stier, Kampf, Haines, and Wilding, 2006). Management of the budget, an ability to work with anyone, personal management, commitment, and integrity were also rated as very important for those who desire a leadership position in campus recreation (Ball, Simpson, Ardovino, and Skemp-Arit, 2008).

To manage athletic clubs an understanding of employee motivation, an ability to handle customer complaints, communication skills, decision-making abilities and personal management skills, like time and stress management, were required competencies (Horch & Schutte, 2003; Lambrecht, 1987). Sport facility directors also desired an employee who understands legal issues and is able to recognize safety hazards along with problem solving skills and effective decision-making skills (Case & Branch, 2003).

The sport management industry, like many others, is evolving daily. The education that prepares students for immediate employment in this industry must also evolve based upon the needs of the employer. With the plethora of generalist sport management programs in existence today, a comprehensive approach to discovering the competencies sport employers desire would be helpful to the majority of faculty and students in the field and allow for the development of these skills to begin at the earliest entry point to the sport management program. The purpose of this study is to gain insight from sport employers in the state of Indiana with regard to their perceptions of the essential competencies needed for entry-level employment within the sport management industry.

Method

One hundred professionals responsible for hiring entry-level employees were identified as potential participants in this study. Participants were selected from various segments of the sport industry in Indiana including professional sport, recreational sport, governing bodies, intercollegiate athletics, non-profit agencies, and private companies. Forty-five sport companies’ websites were reviewed and individuals were selected based upon their position, as either members of the human resource staff or as one who supervises employees in entry level positions. Individuals were contacted via e-mail and asked to participate in the study. The assessment was administered via Survey Share, a web-based survey program. Informed consent was gathered from each participant and the research was approved by the university’s Institutional Review Board. Data were analyzed using SPSS software. Means and standard deviations were calculated for each skill listed in the questionnaire.

A modified version of the Recreation Management Competency Assessment (RMCA) was used for this study (Hurd, 2005). The RMCA was developed to identify the competencies needed for entry-level employment

in the parks and recreation sector and has been used by some universities as a tool for evaluating interns in parks and recreation. The RMCA assesses competencies in the following five general areas: communication, community relations, interpersonal skills, leadership & management, and professional practice.

Comparing the competencies listed in the RMCA to the skills desired by sport management professionals, as identified in previous literature, revealed many similarities, including the most desired skill, communication. Hard skills such as knowledge and decision-making abilities, along with soft skills such as customer service, multi-tasking, and listening were also assessed. Before using the RCMA, the authors consulted four hiring professionals in the sport industry in Indianapolis to review the applicability of the RMCA to the sport industry. After incorporating minor changes suggested by hiring professionals, a modified version of the RMCA was produced. Two items were combined into one (ability to be a self-starter and ability to take initiative) and the wording in one item was changed to reflect the totality of the industry (from “Have knowledge of the parks and recreation profession as a whole” to “Have knowledge of the profession as a whole”). One competency, community relations, was replaced by computer skills to reflect the current dependency of organizations upon computer technology. Questions in the computer skills category included: a desire for skills with specific software (Microsoft Office, Excel, Power Point), the ability to learn a new program specific to the organization, and the ability to effectively communicate via e-mail and text messaging. One item was added under communication: “the ability to take instructions so that a job gets done right the first time”. Two items were added under professional practice: “has great attention to detail” and “takes ownership of work and is confident of the finished product”. Both of these additions were suggested by the reviewing professionals.

Participants ranked the desirability of each skill using a five point Likert scale, ranging from imperative (absolutely necessary to be considered for the position) to strongly preferred (greatly increases chances of being considered for position) to preferred (good quality; will be considered as a strong attribute during selection) to discretionary (may or may not increase chances for being considered) to not necessary (will have no bearing on chance of being considered for position). Participants were then asked to rank the importance of each general area as a whole (communication, computer skills, interpersonal skills, leadership, management, and professional practice), using the same scale as before (1 = imperative and 5 = not necessary). Finally, researchers gathered demographic data regarding the area of the sport industry in which the participant worked at the time of data collection (professional sport, recreational sport, governing body, intercollegiate sport, non-profit, private business, or other).

Results

Twenty-eight practitioners completed the survey, representing professional sport (5), recreational sport (5), governing bodies (5), intercollegiate athletics (7), non-

profit agencies (5), and private business (1). The five skills identified as most desirable included the ability to clearly communicate with clients, work well with people, clearly communicate with agency staff, work in a team, and act professionally. In terms of the general competency areas,

communication and professional practice had the greatest number of skills desired by sport management employers. The top fifteen skills are listed in Table 1 by skill. In Table 2, the top fifteen skills are listed by general competency area.

Table 1 Top 15 Skills

Skill	Mean	Standard Deviation
Ability to clearly communicate with clients	1.25	.44
Ability to work well with people	1.29	.46
Ability to clearly communicate with agency staff	1.43	.523
Ability to work in a team	1.43	.573
Know how to act professionally	1.43	.573
Ability to listen to staff and clients	1.44	.577
Ability to make ethical decisions	1.46	.692
Ability to take instructions so a job gets done right the first time	1.50	.638
Has positive work habits (ie. timeliness, completeness, consistent quality of work)	1.50	.577
Is punctual	1.52	.643
Ability to manage multiple tasks	1.54	.576
Have a positive attitude	1.57	.634
Ability to effectively manage time	1.57	.573
Knowledge of Microsoft Office (Word, Excel, Power Point)	1.60	.786
Willingness to work long, nontraditional hours	1.68	.819

Table 2 Top 15 Skills by General Competency Area

Communication	Ability to clearly communicate with clients
	Ability to clearly communicate with agency staff
	Ability to listen to staff and clients
	Ability to take instructions so a job gets done right the first time
Computer Skills	Knowledge of Microsoft Office (Word, Excel, PowerPoint, Access)
Interpersonal Skills	Ability to work well with people
	Have a positive attitude
Leadership and Management	Ability to work in a team
	Ability to make ethical decisions
	Ability to manage multiple tasks
Professional Practice	Know how to act professionally
	Has positive work habits (ie. timeliness, completeness, consistent quality of work)
	Is punctual
	Ability to effectively manage time
	Willingness to work long, non-traditional hours

Least desired skills included the ability to supervise, schedule and discipline staff. Four of the five lowest rated skills by employers fell under the leadership and management general competency area. They are listed in Table 3.

Table 3 Five Lowest Rated Skills

Skill	Mean	Standard Deviation
Ability to discipline and/or fire staff	3.64	1.06
Ability to schedule staff	3.3	1.03
Ability to conduct program evaluations	3.07	.94
Ability to supervise a diverse staff	3.04	1.07
Ability to supervise staff	2.96	.962

Discussion

The small sample size warrants caution in generalizing the results to the sport management industry as a whole. However, insight into the mindset of hiring professionals in the sport industry is offered. Current sport management professionals desire entry level employees who are both strong communicators and understand how to conduct themselves on the job. The emphasis on communication skills is consistent with previous studies and continues to be highly valued by employers. Therefore, sport management faculty must continue to develop the oral and written abilities of students, not only teaching students how to draft longer written works, but imparting them with the ability to communicate in a succinct, explicit, and professional manner in person and via electronic means. Additionally, students should be taught listening as a communication skill, particularly when interacting with co-workers and customers.

Leadership and management skills were considered least important by sport management professionals. This finding was consistent with findings obtained in previous research. However, it must be noted that this survey asked professionals to rate skills for entry-level employees. In general, most entry-level employees do not have supervisory responsibilities. Therefore, it was not surprising that respondents identified these skills as least important.

It is interesting that the list of the most desired skills does not contain one single knowledge-based competency. Employers were asked the importance of understanding financial processes, program evaluations and management principles, along with possessing basic knowledge of the field and knowledge of the profession as a whole. None of these were deemed imperative for employment. The lack of emphasis on entry-level employees' knowledge-base is intriguing. This could be due to the fact that those surveyed are far removed from the initial work experience and know their jobs so well that they have forgotten what it is like to be unfamiliar with the information needed to be a successful employee. In addition, it could signal the employers recognition that the sport management degree covers such a wide-range of potential employment opportunities, therefore rendering it almost impossible for the educator to provide every piece of knowledge needed to perform the duties of the job. Perhaps it indicates that current industry professionals assume candidates with a bachelor's degree will possess a basic knowledge of the industry, therefore choosing "soft skills" such as communication, listening, and professionalism as more important. Whatever the reason, it certainly implies a willingness to train entry-level employees and provide them with the information needed to adequately perform the job. A follow-up question in future studies concerning the lack of emphasis on knowledge is warranted.

Implications

The results of this study points to the value of the internship, as communication skills, interpersonal skills, and professional practice skills are acquired and honed in an internship situation. For sport management programs that do not require an internship experience, this study provides reasons for including it in the curriculum. However, educators should not expect the internship experience to be the only opportunity for students to learn these skills. Communication, teamwork, interpersonal, and professional skills can be developed and practiced through class projects, experiential learning activities and service learning activities (Barclay, 2009; Lamb, 2008; Charlton, 2007; Wolfe & Green, 2006). Additionally, these results challenge educators to examine their internship grading practices. Intern evaluations that are competency based will allow for sport management programs to ascertain if their programs are adequately preparing students for entry-level positions in the sport management field and if specific internship placements are aiding students in employment preparation.

The emphasis on "soft-skills" such as communicating, listening, time-management and teamwork present a challenge to educators to move away from the traditional methodology of lecture classes and evaluations which require only a regurgitation of facts toward a more project-based or experiential method of teaching. Methodologies that are experiential, project-based, or problem-based in nature and are executed in groups allow students to develop these "soft skills" before the start of the internship experience and first job (Johnson, Johnson, & Smith, 1998; Krajcik, Czerniak, & Berger, 1999). Likewise, these results present a challenge to the instructor how teaches on-line courses as the vast majority of the desired skills involve interaction with others and may be best enhanced through face-to-face interaction and instruction. Creativity in teaching in the on-line environment will be needed to generate the "soft skills" desired by employers.

Conclusion

While further research on a larger and broader scale is needed, the noted competencies combined with the appropriate content knowledge lay the foundation for designing future Sport Management curriculum. Future research should focus upon clarification of the elements of the skills desired by employers. For example, communication is noted as an essential skill by all, but the methods of communication have changed rapidly over the past few years. So, do employers expect new hires to be able to effectively communicate via e-mail and text message as well as orally? Additionally, future research should focus upon the knowledge expectations of sport management graduates and the specific elements involved. For example, how important is it that students understand strategic planning, ethical decision-making or sales strategies? This could be accomplished using the Council on Sport Management Accreditation Common Professional Core as a guideline and could greatly assist curriculum planners in providing an educational experience that meets the employers' needs and expectations.

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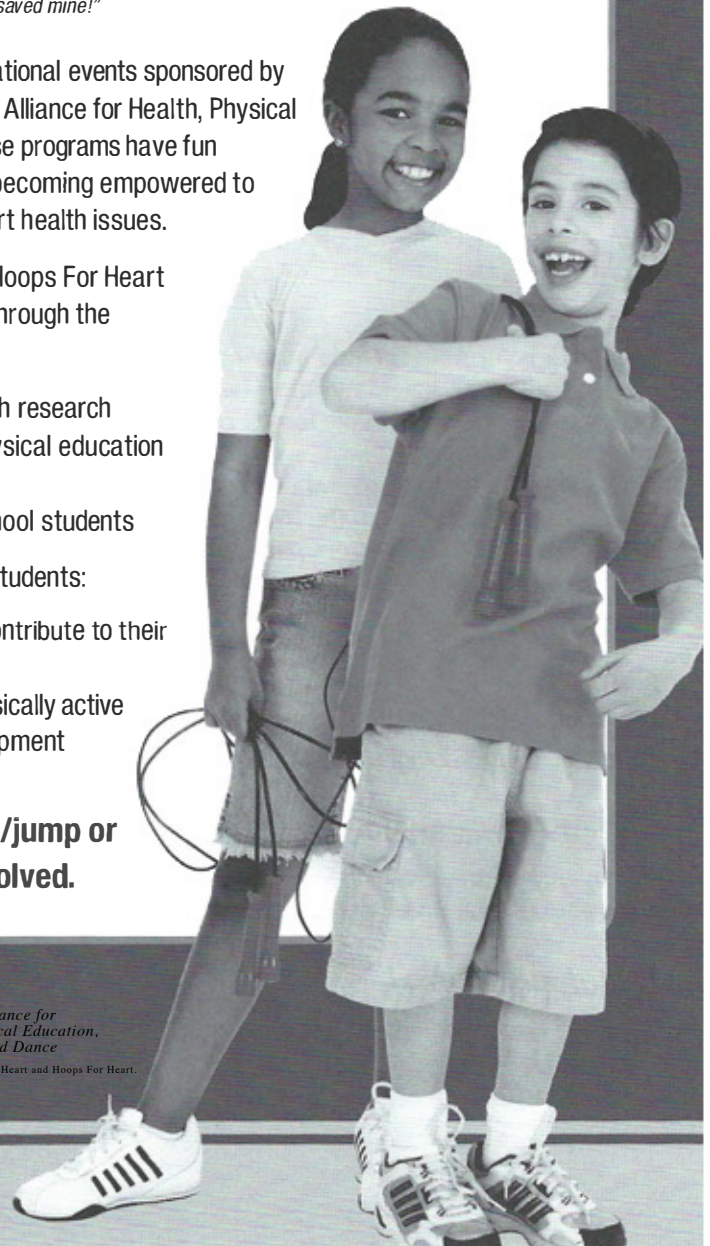
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