

The Virginia Journal



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

FALL 2014

Vol. 35, No. 2



VAHPERD Members,

It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Fall 2014 issue. I hope to continue the successful publications of TVJ and Communicator.

However, the success of TVJ and the Communicator only go as far as the members and our submissions. I ask that you continue to submit the quality work you have in the past. Let the state, region and nation know the outstanding work we are doing in VAHPERD. So this is my continued call for manuscripts for the Spring 2015 issue of TVJ and news information for the Communicator. The TVJ and Communicator depend on the submissions from our exceptional professionals working in the field.

So please continue to e-mail me your manuscripts and news by January 15, 2015 as a Word attachment for the two publications. Please follow the manuscript guidelines posted in each issue of TVJ. My contact information is below.

Sincerely,

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About VAHPERD

Mission Statement

VAHPERD is a professional association of educators that advocate quality programs in health, physical education, recreation, dance and sport. The association seeks to facilitate the professional growth and educational practices and legislation that will impact the profession.

VAHPERD Values

- Excellence in teaching, research and educational practices in HPERD and related professions
- Positive efforts to promote our disciplines
- Professional integrity and high ethical standards
- Effective communication within and between members and related professionals
- An active and healthy lifestyle
- Embracing the role of special and diverse populations

VAHPERD Priorities

Member Services
Communication
Marketing and Promotion
Education

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www.vahperd.org

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TABLE OF CONTENTS

Volume 35, Number 2

FALL 2014

President's Message 2

President-Elect's Message 2

Executive Director's Message 3

Past President's Message 3

The Characteristics of Coaching Expertise 4

Creating a Framework for a Health Promoting University 8

Brand New Brand: Innovative Sports and Entertainment Program Designed
to Attract a "New Generation" at Virginia State University 12

Virginia Adapted Physical Education – Mostly Illegal? 15

Current Litigation Affecting Past and Current Student Athletes 18

Experiential-Learning in Sport Management: Getting Students Involved
in their Community 20

Guidelines for Manuscript Submission 23

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President's Message

Regina Kirk



As my year as President winds down, I want to reflect on the accomplishments and challenges I have experienced. VAHPERD has made positive changes in its Operating Codes. The most important one to date, and effects us all, is the change in voting for Board of Director positions. You, **the membership**, are now the voting body. Please refer to the website, VAHPERD.

org, for detailed information about the voting procedures and the candidates seeking office. You, **the membership**, are also responsible for VAHPERD's future. Please consider becoming an active member by volunteering for a committee, becoming a section chair, or running for the Board of Directors. You, **the membership**, make this organization viable.

Last November, the Board authorized the hiring of a lobbyist to help us better advocate for Health and Physical Education issues in the General Assembly and nationally. Becky Bowers-Lanier has been terrific. Check out the "Advocacy" page on the VAHPERD website for ways to become an advocate.

Additionally, the Board has hired a Treasurer to oversee our expenditures. The Executive Director's operating code has been revised to reflect the changes in responsibilities due to hiring a treasurer. The Convention Manager operating code is still being revised. Judy Johnson is stepping down as Convention Manager in May, 2014. We will be looking for her replacement over the next few months. If you are a detail person, please consider applying for this position.

The challenges in this position are the length of time in it. One year is not a long time when you are trying to effect change. I remember Past President, Rodney Gaines, making a similar comment. The positive in this is that the upcoming leadership is committed and dedicated to making VAHPERD a better organization and one that truly represents its members.

I look forward to seeing you at the Founder's Inn as we kick off our 77th VAHPERD Convention.

Your support as a member is appreciated and valued. I hope you will contact me (kirkvahperd@gmail.com) any time you have a suggestion or concern. Your participation in VAHPERD makes the organization stronger.

Sincerely,
Regina Kirk, President
Moving Forward Together



President-Elect's Message

Fred Milbert



Serving this year as President Elect has been a wonderful learning experience. I have had the opportunity to meet many new people with creative leadership ideas. I have been able to ask questions about how we, VAHPERD, can function as a unit and then explore ways to make that happen. THANK YOU for supporting me in this position and allowing me the opportunity

to build bridges and increase the enthusiasm for every member to improve their participation in VAHPERD.

I attended the Southern District Conference in February and the Southern District Leadership conference. Both experiences rekindled my interest in supporting our profession and supporting every member in our organization. Each opportunity gave me insight and processes on how to improve our services to the membership as well as develop greater advocacy. I am very excited about taking these learning experiences into my leadership in 2015. On September 11, I was able to represent VAHPERD as a committee member for the Virginia Department of Education's revision of the Concussion requirement for a Return to Learn process for schools in Virginia. This is one of the first opportunities for VAHPERD to be represented in a larger venue of professionals such as legislators, doctors, and other professionals who help shape legislative policy for Virginia. VAHPERD's presence was positively noticed and we can say VAHPERD had a voice where it has never been heard before. Hopefully this is the first of many more opportunities.

I am very impressed with the quality and the quantity of the offering of professional development that is available in this year's conference. The opportunities to grow as advocates and take our efforts back to the work place have never been greater. I hope that you are making plans to attend the conference and bring a new member with you. VAHPERD wants to support you, add benefits to your being a member, and assist in developing our advocacy with legislators and the community.

In the coming months VAHPERD will begin a new era for leadership selection with the membership voting for the VAHPERD leaders. Enabling the members the benefit of voting for their officers is a huge step forward for the organization; just one of many new opportunities the membership body can share their voice in how VAHPERD will represent and support our professionals. I encourage all members to visit the renewed website, engage Board members in conversation about your ideas for improvement, advocacy, and professional development needs and most of all become immersed in improving the VAHPED purpose and presence across Virginia.

For my year as President of VAHPERD, I am encouraging you to look ahead and follow the VAHPERD Leadership with your engagement in the following items of interest:

- Should VAHPERD change its name to SHAPE Virginia to follow the national SHAPE America?

continued on page 3

Executive Director's Message

Henry Castelvecchi



What an exciting time of the year!

I trust that all of you had a great start to your school year! The VAHPERD board has been busy over the past few months preparing for the upcoming convention. We had so many great submissions this year that we are starting the convention on Friday morning to offer you more sessions.

I encourage you to take a look at the online program and show up early on Friday morning ready for sessions!

This year there have been many changes within VAHPERD. We have implemented membership voting, hired a treasurer and a lobbyist, and redesigned the website.

As time gets closer to the convention, you will be hearing more about the process of how you can vote for the leadership of VAHPERD. Please read about the candidates on the VAHPERD website and take time to vote during the convention.

At the convention this year you will get a chance to hear Becky Bowers-Lanier, VAHPERD lobbyist. I encourage you to attend her session and find out what she does for us during the year and how you can be an active part in shaping HPERD legislation in Virginia.

Lastly, Larissa Lemp has been working on a full redesign of our website. The website will continue to grow and will include more ways to inform you of current HPERD and VAHPERD news. There are also new ideas being worked on, by her and the board, which will enhance your experience on the site. I hope you will log onto the site and check back regularly.

Thank you for your commitment to VAHPERD and I look forward to hearing from you and hope to see you at the convention!

Henry Castelvecchi
Executive Director



President Elect *continued from page 2*

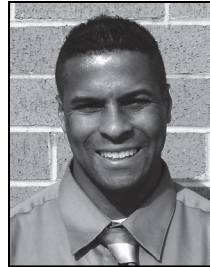
- What benefits would attract new members and engage old members with their membership in VAHPERD? Discounts? Access to insurance?
- How can we improve our efforts in becoming more diverse as an organization?
- What professional development opportunities would you like to see in the future?
- How do we get more of our members to attend the Southern District Conference in February of 2016?

Thank you for being a part of VAHPERD: As the incoming President I challenge you to help the Board and the other Leaders in the Divisions and Committees to meet the challenge: "Returning tomorrow, better than we are today!"

Fred Milbert
President Elect 2014

Past President's Message

Dr. Rodney Gaines



I first would like to encourage all VAHPERD members to let's join together for our 77th VAHPERD Convention at the Founder's Inn and Spa in Virginia Beach, VA from November 6-9, 2014. As always we have a great lineup of educational presentations, and some wonderful keynote speakers that will be addressing us. I also challenge you to not just come to VAHPERD, but bring another faculty member, colleague, students, and family.

I would like to take this opportunity to thank you all for giving me the opportunity to serve as the VAHPERD President. I will be rotating off of the board after this convention, and I just wanted to use this moment to say thank you. We accomplished just about everything we set out to do three years ago. As we head into this convention, we will have Ms. Kimberly Rhodes leading us in our bookkeeping. We worked hard as a board to get a Treasurer for the organization. We also had a vision of having the members choose the President-elect and the VP-elects, and I thank Mr. Fred Milbert who during my tenure as President led the ad hoc committee for this and had the board to pass this motion. We also wanted some influence in government, and I thank Ms. Vanessa Wigand for encouraging us to have a Lobbyist for VAHPERD. The board approved this last November, and we now have an active role in the decision making of the bills that affect our teachers and students in Health and physical education. During my tenure we were able to improve our communication with the American Heart Association, which has helped increase revenue in Jump Rope for Heart. I had suggested that not only the Executive Director sit in on meetings and conference call, but it should include the entire executive committee.

We have achieved a lot in the last 2-3 years, but there is more work to be done. We need fresh ideas and young professionals to pick up the leadership torch, and start serving in VAHPERD. We need to continue to listen to the pulse of our teachers and students, and make sure we are meeting their professional development needs. The one big thing that I learned from my experience as VAHPERD President is Humility. I also learned that you continue to push forward your ideas, especially when you know that they are right in your heart. As I leave I give special thanks to Dr. Kerry Redican and Dr. Richard Stratton for preparing me way back at Virginia Tech for this time. I thank Dr. Delano Tucker who introduced me to VAHPERD, and encouraged me to make my first presentation. I thank Ms. Vanessa Wigand for her mentoring during my tenure as President, and I thank Dr. Liz Payne for serving as my Parliamentarian. I thank Mr. Henry Castelvecchi, Mr. Chad Triolet, Ms. Sheila Jones, Ms. Regina Kirk, and Mr. Fred Milbert for their support and leadership as well. I thank all the board members that allowed me to serve with them, and we accomplished a lot together. I thank everyone again for giving me the opportunity to serve. You, the members of VAHPERD, changed my life forever, and I hope that I was able to have an ounce of influence in your life. Thank you and God Bless.

Dr. Rodney Gaines
Past President

The Characteristics of Coaching Expertise

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College basketball coaches Don Meyer, Mike Krzyzewski, and Pat Summitt sit at the top of the overall wins column for college basketball. Meyer has a record of 923-324, a winning percentage of 74% (Official Website, 2013a); Krzyzewski has a record of 957-297, a winning percentage of 76% (Official Website, 2013b); and Summitt has a record of 1098-208, a winning percentage of 84% (Official Website, 2013c). All three of these coaches have seen great success in their programs and many consider them experts in their field. Each of these coaches has similar characteristics that have made them experts, with one of the important characteristics being that they have all coached for over 35 years. This many years of coaching enabled each of them to gain knowledge, develop their philosophy, and use their experiences to teach and master their coaching techniques.

In every sport there are coaches who rise above the rest. Docheff, (2013) wrote about the leadership traits of coaching legends such as James Naismith, Knute Rockne, Vince Lombardi, John Wooden, and Bill Walsh. These coaches mastered their profession by becoming as efficient as they could be in many areas of teaching, coaching, and leadership. There are many aspects that contribute to being an expert coach, but planning and preparation are certainly vital (Baker, Horton, Robertson-Wilson, & Wall 2003; Wiman, Salmoni, & Hall 2010). These coaches were more precise in how they wanted their practice sessions to go and over time, developed a sense of intuition.

Possessing extensive, specialized knowledge allows expert coaches to draw from their many years of experience and solve problems at a superior level (De Marco & McCullick, 1997). The development of expertise in coaching is a long journey, but in order to gain such a high level of proficiency one has to partake in deliberate practice, thorough planning, and self-evaluation which leads to better problem solving skills and better outcomes for athletes. With this as a background, the rest of this paper will discuss the characteristics of expert coaches and the many attributes that contribute to being an expert coach.

Development of an Expert Coach

Thinking of coaching as a skill that needs to be developed and deliberately practiced allows coaches to breakdown the essence of what they are trying to accomplish. Bell (1997) identified the stages of expertise development as beginner, competent, proficient, and expert. Beginners display struggles such as learning the established rules and procedures. They seldom feel any personal control over workplace conditions and may even lack a sense of responsibility for their own actions (Bell, 1997). The more experience one earns, the more one can begin to predict outcomes and log recurring incidents which help them become more efficient when problem solving in the future. As coaches refine their coaching practices,

it becomes easier to filter out unnecessary information in typical situations and instead, focus on essential information (Bell, 1997). If a problem does arise, experts are able to address the situation with fluidity, elegance, and ease (Tan, 1997).

Gaining experience and rising to the ranks of an expert only comes with time and deliberate practice. The concept of deliberate practice is that one actively seeks to improve an activity in which they are involved. More specifically, deliberate practice in coaching allows coaches to clearly define a task with the appropriate level of challenge for the specific learner (Gilbert & Trudel, 2012). This takes into account the years of development of interpersonal knowledge. Expert coaches are able to effectively communicate with their athletes, which in turn, allows them to explain difficult concepts of sport and sport skills. Some coaches have developed great interpersonal communication skills while others are required to work on those skills. Deliberate practice plays a role in that regard as well. Anyone can increase his or her coaching expertise if the time is invested (Wiman, et, al. 2010).

Expertise

Expert performance has been defined as consistently superior performance on a set of relevant tasks in a specific field of human activity (Tan, 1997). The characteristics possessed by those who have been able to attain this level of performance vary depending upon the individual context and the activity. Yet, the traits inherent among experts in one field are frequently shared by those characterized as experts in another field. Consequently, the process of developing expertise is applicable to individuals across many different professions and activities.

Within the sporting context, coaching expertise has been characterized as consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts (Gilbert & Trudel, 2012). Studies performed on the expertise development process of coaches revealed several commonalities among expert coaches, including involvement in sports as children, working with experienced coaches early in their careers, significant consultation with other expert coaches, and a willingness to learn from experiences as part of a continuing coaching education (Wiman, Salmoni & Hall, 2010).

In essence, extensive past experiences guide the process to becoming an expert coach. In addition, an individual's drive, passion, commitment, open-mindedness, and empathy for athletes are important personal characteristics supporting development.

Coaching Experts

Two unmistakable coaching legends who were, and continue to be, regarded as experts in their fields are Vince Lombardi, former

Green Bay Packers football coach, and John Wooden, former UCLA basketball coach (Docheff, 2013). Along with Docheff, (2013), De Marco and McCullick (1997) suggested that these two coaches were experts because of the many years of experience they had in their field of work. Additional to the many years' experience, Lombardi and Wooden were not mere experts because of their sole victory or league championship but rather because of their consistent superior performances that their teams had over their many years of coaching (Tan, 1997).

Besides the fact that both Wooden and Lombardi played at high levels of competition, thus accumulating many hours of experience, their previous coaching experience prior to their prominent coaching stints helped them in gaining more subject knowledge, which is said to be the heart of coaching expertise (Gilbert & Trudel, 2012). Before reaching their coaching prominence, both Lombardi and Wooden were able to gain valuable experiences and develop their coaching knowledge at various levels as well as with different organizations (DeMarco & McCullick, 1997). The 19 years that Lombardi and 15 years that Wooden experienced at different levels supports the "10 year rule" that Simon and Chase (1973) originated in their study of expertise in chess.

Young coaches everywhere work hard to improve their ability to develop well-trained and highly skilled athletes. Along with the skills and hard work, coaches must be determined with a strong sense of persistence. Baker, Horton, Robertson-Wilson and Wall (2003) suggested that a 10-year commitment to high levels of training is the minimum requirement to reach the expert level. Others have suggested the aforementioned 10,000 hour rule (Simon & Chase, 1973), which simply stated, is deliberately practicing specific skills for 10,000 hours. The belief is that once a person has reached the 10,000 hours of practice, they would have gained enough experience to consider themselves an expert (Gilbert & Trudel, 2012). It is still uncertain that expertise is achieved by reaching either of these feats, but it is certain that improvement comes from the commitment and dedication of doing one's best consistently over a period of time. To be clear, the 10-year rule has been clarified by Ericsson, Krampe and Tesch-Romer (1993) that it is not just the ten years of training, but more importantly, the quality of those ten years of training along with deliberate practice.

Characteristics of Expert Coaching

When examining what it is that helps individuals excel, one can point to certain characteristics. Like with Lombardi and Wooden, Tan (1997) pointed out, "experts make a significant investment in learning all that they can about their subject, and they often seek out others' views on pertinent topics" (p. 31). Cote and Sedgwick (2003) explained characteristics of expert coaches as: "planning proactively for training and competition, creating a positive training environment, facilitating the athletes' goal setting, building the athletes' confidence, teaching technical and physical skills effectively, recognizing individual differences in the athletes, and establishing positive personal relationships with each athlete" (p. 40). Furthermore, Manross and Templeton (1997) cited six characteristics of expertise as planning thoroughly and completely, focusing on individual student performance, developing automaticity of behavior, giving creative feedback, attaining command of subject matter, and using reflective practices.

In pursuing excellence as a coach, experience has proven more valuable than any other personal trait or specialized skill. Yet, it is this wisdom collected over the course of a coaching career that configures the unique skills of the expert coach. Despite the vast quantity of personal attributes prevalent among expert coaches, research has identified automaticity and relationship building as two integral traits possessed by expert coaches, which distinguishes those who have mastered the art of coaching from everybody else.

Professional Knowledge

Professional knowledge is the knowledge that a coach or teacher brings with him or her from their years of experience and years of study in the field. According to Gladwell (2008), the 10,000 hour rule is currently the most popular theory used in reference of an expertise framework. Gladwell stated, "The emerging picture from studies is that ten thousand hours of practice is required to achieve the level of mastery associated with being a world-class expert- in anything" (p. 40). One reason that these hours and years of experience become so important is because a coach will be able to look back at different situations he or she has faced and learn from the ways they have handled those situations. The less experienced young coaches will have to make decisions based on limited knowledge, reflect upon how the decision works out, and learn from that decision.

The experiences that veteran coaches have accumulated over time will allow them to make quick easy decisions that will be right for their teams. During those many years of experience, veteran coaches will have simply had more opportunities to gain greater subject knowledge. Veteran coaches will have attended more coaching clinics, worked more camps, read more books and articles, and socialized more extensively with other coaches in their field. All of these experiences strengthen coaches' knowledge base, better their coaching style, improve ways for their players to learn techniques and tactics, and strengthen player performance in game situations.

Interpersonal Knowledge

Another important component of coaching expertise is interpersonal knowledge. Gilbert and Trudel (2012) stated, "interpersonal knowledge refers to the ability to connect and communicate with athletes and other stakeholders" (p.21). Coach and player relationships have a huge impact on the success of a program. Players need to know that they can trust the coach and vice versa as trust and mutual respect are of fundamental importance in coaching high achievers (Jones & Spooner, 2006). When coaches give positive feedback to their players, constantly trying to make them better instead of belittling them, the athletes will trust the coach because they know the coach has their best interest in mind. When coaches connect with their players they are able to understand how particular athletes learn and how they handle problems.

Intrapersonal Knowledge

Gilbert and Trudel (2012) stated, "intrapersonal knowledge refers to self-awareness and introspection" (p. 21). According to De Marco and McCullick (1997), "Expert coaches appear to be more aware, analytical, evaluative, and corrective of their performances. Driven by the desire to improve their own coaching practices,

expert coaches often watch themselves on game and practice video” (p. 39). Some coaches find a peer coach to observe and critique them in order to get feedback and improve their coaching (D. Carpenter, personal communication, September 2013). Since one of the most important characteristics of expert coaches is the drive to improve oneself and one’s coaching skills (De Marco & McCullick, 1997), coaches must continually find growth and improve upon and change techniques in order to continue movement towards the desired level of expertise.

Automaticity: Processing Information Quickly & Efficiently

Expert coaches possess extensive, specialized knowledge that results in their ability to be highly perceptive and superior problem solvers (De Marco & McCullick, 1997). They possess a rare capability to distinguish meaningful and pertinent information from less important information before generating the correct response. Experts make decisions that, at times, appear to defy logic or explanation, but still represent superior solutions to professional problems (Bell, 1997).

This concept of automaticity is a unique skill developed by the most gifted coaches through decades of learning experiences within the profession. As coaches progress and become more proficient, instruction becomes so familiar that their intuition and ‘know-how’ become prominent. The benefits of automaticity are vast both in scope and value. By making the coaching process ‘automatic’, expert coaches are able to concentrate on the issues that demand more of their attention (De Marco & McCullick, 1997). Less experienced coaches frequently get distracted from the task at hand because of the lack of routines they have failed to implement (Bell, 1997). Scholars have classified several characteristics that distinguish the expert, including: having greater task-specific knowledge, interpreting greater meaning from available information, storing and accessing information more effectively, and having the ability to make decisions that are more rapid and more appropriate (Baker, Horton, Robertson-Wilson & Wall, 2003). Each of these characteristics is a component of automaticity, signifying its strength as an indicator of coaching expertise.

Building Relationships With Athletes

Knowledge of the sport and coaching experience are undoubtedly crucial components to developing coaching expertise. However, one can possess decades of experience and a wealth of knowledge regarding a sport and still be an average coach. The aforementioned UCLA basketball coach John Wooden is often labeled as the premier coach in the history of sports. Within his famous pyramid of success, Wooden provided 15 blocks representing common characteristics of effective sports coaches. The base of the pyramid is composed of five coaching qualities (love, friendship, loyalty, cooperation, and balance) Wooden believed to contribute to positive coach-athlete relationships (Gilbert & Trudel, 2012). Studies on coaching expertise have found that many high performance coaches agree that this emphasis on relationship building is the foundation of effective coaching.

Another block of Wooden’s pyramid, empathy for athletes, has been established as a characteristic that facilitates coaching development (Wiman, Salmoni & Hall, 2010). Skilled coaches feel a strong personal involvement in, and responsibility for,

the successes and failures of their athletes (Bell, 1997). Expert coaches demonstrate personal accountability for player learning problems and believe they do, or should provide the solutions. On the other hand, the apex of Wooden’s pyramid consisted of only one block. This block of ‘teacher’ was the core of Wooden’s philosophy and the attribute that defined his coaching expertise the most (Gilbert & Trudel, 2012). Wooden and other successful coaches have recognized the importance of relationship building and embracing their role as teachers. An emphasis on these two characteristics separates the experts from the non-experts, regardless of knowledge and experience.

Planning and Preparation

Expert coaches simply plan and prepare for the known and the unknown more than coaches who are less successful, which is an extremely important factor in coaching. Great teachers create a clear, thorough picture of what they are going to do in a lesson, who they are going to teach, and what is needed in order to teach (Manross & Templeton, 1997). There is only so much time that can be spent practicing during the week so one must make the most of each and every practice. By planning ahead, ‘going with the flow’ is eliminated, and deliberate practice is experienced. Planning and preparing reduces, and in best cases, eliminates wasted time. Even with a structured plan or agenda adjustments or changes to the plan can easily be made if necessary.

Legendary coach Wooden was a master of planning and preparation. For every practice a schedule was created. It is said that Wooden spent more than an hour preparing for each practice and he precisely planned each detail so players were constantly active either working on drills or shooting free throws (Baker, Horton, Robertson-Wilson, & Wall 2003). Important practice time was never wasted with players standing around while waiting their turn to engage in a team drill.

Experience and Time

Planning and preparing to the best of one’s ability will in turn produce better experiences. Planning meticulously and then noticing where parts of the plan need to be adjusted is part of building on experience. Wooden kept notebooks on drills, practices, lectures, and play diagrams (De Marco & McCullick, 1997) that accumulated over the many years that he spent coaching. Throughout his coaching experiences he collected extensive lists of what worked and what did not work.

Imagine a coach planning great practices, drills, and techniques. The next step is fine-tuning all of the plans, drills, and techniques so they (the coaches) are better through the commitment of experience. By doing these things to the best of one’s ability, for instance 10,000 hours, it is likely that great success is a possibility.

Implications

Young coaches almost always enter the profession eager to push their teams to the limit in order to earn victories. Does getting the victory, however, mean that they are expert coaches? Past experiences, knowledge of the game, relationships with players, and the development of oneself are all contributing factors of making a coach an expert. There are many different areas and levels of expertise but in order to reach the expert level, coaches need to

put forth the time and effort to improve their knowledge, their relationships with players, and themselves to get to the desired level. De Marco and McCullick (1997) stated, "Expertise is not something with which someone is born, nor is it something that results from the simple accrual of years on the job. Experience is a necessary prerequisite for developing expertise, but coaches need to learn the lessons from their experience to become better coaches. Regardless of their current level of expertise, all coaches can improve their coaching skills" (p.39-40).

Little evidence has been found to suggest that expertise comes primarily through heredity or as a birthright (Tan, 1997). Thus, expertise is something that can be developed over time. However, it is important to recognize that simply accumulating knowledge and experience isn't alone sufficient to becoming an expert in coaching or any other profession. Gaining experience in the field may be the most important tool in developing coaching expertise, but efficiently applying it is essential. Furthermore, utilization of past experience should not only be limited to X's and O's or practice routines. Rather, it is critical that coaches are also constant learners and pursue the most effective ways to reach their athletes. Much of this is accomplished through building strong relationships and allowing the past experiences of oneself and others to serve as guidance.

In any profession, becoming an expert takes time and hard work. Planning and experience are just the tip of the iceberg in what it takes to become excellent at the coaching profession. Nevertheless, by mastering planning and preparation for practice, drills, and techniques, a novice coach is off to a good start. Then adjusting those things due to good or bad experience, one will definitely be on their way.

The reflection process shown by Lombardi and Wooden during their coaching days, is also described by Tan (1997) in which, "experts objectively and honestly assess and identify their shortcomings and knowledge deficiencies, with a high degree of precision" (p. 33), leads to the belief that experts are often open minded. As described by Wiman, Salmoni and Hall (2010), "the issue of open-mindedness seems rather critical as it can facilitate the coach's learning in a variety of ways (e.g., the coach is willing to learn and willing to accept assistance from others)" (p. 58-59). Without the open-mindedness and the thirst for knowledge of Lombardi, Wooden, and other legends, coaches may never reach their prominence. Both coaches had experience in both playing and coaching before hitting their stride, and as Dodds (1994) stated, "expertise demands both experience and effectiveness, but neither alone is sufficient" (p. 162).

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Creating a Framework for a Health Promoting University

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The concept of a “Health Promoting University” (HPU) has generated both interest and enthusiasm as universities face the challenge of addressing of college student health and how it impacts learning, both abroad and in the United States. The bases for this concept are three World Health Organization (WHO) public health initiatives: the 1977 Declaration of Alma-Ata, the strategy for “Health For All By The Year 2000”, and the 1986 Ottawa Charter for Health Promotion. The focus of these three initiatives has led to “new” public health efforts which are ecological in nature and are based on “settings”: the environments within which people live and work (Ashton, Tsouros, Dooris, Dowding, & Thompson, 2002). According to the Ottawa Charter for Health Promotion, “Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love” (Dooris & Martin, 2002, p.17). This “settings” approach to public health was first systematized in 1987 with the WHO Healthy Cities project in Europe followed by other “settings” in Europe such as homes, schools, workplaces, hospitals, prisons and other environments (Tsouros, Thompson, Dooris, & Dowding, 1998).

Of interest to this article is the “setting” of the “university” having as its goal the development of a framework for a coordinated approach to health promotion for American university students. Universities in the 21st century are distinctive in the number of key roles they could play in the area of health promotion, roles that provide opportunities that affect the health and wellness of students, faculty and community members. First and foremost, a university is a center of learning and development where education, training and research take place. It is a center of creativity and innovation as well as a setting in which youth develop independence and learn life skills. A university is also a resource for, and a partner in, the well being of the local community. Finally, a university is a business – a business concerned with its image and its performance within a competitive market (Abercrombie, Gatrell, Thomas, Tsouros, Thompson, & Dowding, 1998).

These key and multifaceted roles provide the university opportunities to be an excellent “setting” for health promotion. However, there are also constraints to such an initiative. First of all is the issue of funding – rather than experiencing increases in funding, universities have instead suffered from funding cuts in recent years. As a result, class sizes have increased, as have faculty and staff workloads. Students are often faced with crowded classrooms, libraries and laboratories, receive less support from “stressed” and “stretched” faculty and student learning and development offices on campuses, face reductions in financial support and look forward to a more volatile and depressed job market (Abercrombie et. al., 1998). Additionally, university administrators often view the role of a university as one that addresses the learning and vocational needs of students—not their health needs. Some university administrators do recognize the link between health and learning and realize that the concept of a health promoting university as one that would appeal to parents as well.

Health Promoting Universities around the World

Globally, within several countries there are indeed universities actively engaging in health promoting university projects. The HPU “setting-based” approach has been thus far adopted at two universities in Great Britain: the University of Central Lancashire (Dooris, 1998) and Lancaster University (Dowding & Thompson, 1998). HPU projects at these universities reflect the collaborative approach they have taken to the development of a health promoting university. Several universities in China have also adopted the HPU concept on their campuses. The Chinese University of Hong Kong launched its Health Promoting University Initiative in 2000. A Health Promoting Universities project was also implemented in six Beijing area universities Xiangyang, Lan, Xueping, Tao, Yuzhen, & Jagusztyn, 2003).

In Canada, the approach to university student health that is has been applied to the development of an HPU is the Ecological Model of Health Behavior, first introduced in 1988 (McLeroy, Bibean, Steckler, & Glanz, 1988). Based on the ecological foundations of health promotion, it was designed to guide behavioral interventions and emphasizes the environmental and policy contexts of behavior while incorporating social and psychological influences as well. It proposes that behavior has multiple levels of influence: intrapersonal (biological and psychological), interpersonal (social, cultural), organizational, community, physical environment, and policy factors all play a role as part of the “environment” which influences health behavior. The ecological model also maintains that the influences on behavior interact across these levels and that, in order to be most effective in changing behavior, multi-level interventions should be used. Sallis, Owen and Fisher (2008) propose that ecological models are most powerful when they are behavior-specific.

Creating Health Promoting Universities in the United States

Differences in university systems throughout the world require somewhat different approaches. While the concept of a “health promoting university” as seen in the United Kingdom and in China has not been universally adopted in North America, this is not to say that American colleges/universities are not involved in health promotion efforts on behalf of their students, nor that the WHO public health initiatives have not been promoted.

One of the leading voices for student affairs administration, policy, and practice, National Association of Student Personnel Administrators (NASPA) has weighed in on the health in higher education issue through its Health in Higher Education Knowledge Community (NASPA, 2008) which outlines a framework for health promotion planning that utilizes the socio-ecological model, the model of choice for addressing issues such as violence prevention, college student drinking, and other issues embedded within cultural norms. Further support for advancing student learning by addressing the health of university students is found in the Council on the Advancement of Standards in Higher Education, through

its Professional Standards for Higher Education which focuses on the available resources in a systemic way to address the primary prevention needs of the student population as they contribute to the learning mission of the institution (Dean, 2006).

Many American universities are striving to improve student health through the adoption of the American College Health Association's (ACHA) document Healthy Campus 2020 which provides a model for developing student health related objectives and prioritizing interventions in dealing with these issues identified through assessment. Another tool, the American College Health Association-National College Health Assessment (ACHA-NCHA-II) provides universities with an excellent tool to help understand the health of students as well as their health risk behaviors. Institutions of higher learning can use the results to analyze, prioritize and address the health problems students at individual universities face. The ACHA-NCHA-II also provides an excellent tool with which an individual university can compare its students with those of the nation as a whole. Unfortunately, while a national picture is provided by such surveys it is not a complete picture as not all universities participate in the survey on a yearly basis. But individual universities can certainly benefit from the data it provides.

Individual institutions of higher education that participate in the ACHA-NCHA-II receive tabulated results regarding their student populations which allows for targeted program planning and intervention that can be tailored to the specific needs of the particular student population. Results reveal that the health of American college/university students and their academic performance is being affected by a variety of factors. Behavioral patterns represent the single most prominent domain of influence over health prospects for college students (American College Health Association, 2009). The strategies students choose to cope with stress, relationships, sleep difficulties, concerns for family members and friends, deaths of loved ones and feelings related to depression and anxiety are frequently inadequate: they consume alcohol, smoke cigarettes, make poor choices in regard to diet, physical activity, and sexual behavior. These behavioral choices can lead to physical ailments, which further impact academic performance.

However, while infectious diseases and other physical ailments continue to be reported, mental health and social health issues are at the forefront when it comes to impediments to learning and living a quality life. College student health status and behavior are affected also by social circumstances and environmental conditions. Interpersonal linkages, or lack thereof, and cultural influences affect students as to hazards existing in the places where students live, study and work. While toxic agents (pollutants and products) are generally well-controlled by university policies, other environmental issues that affect student health do not always receive the recognition required when it comes to a university that is "health promoting". Physical education courses are not required, parking structures and shuttle services encourage inactivity, and the "fast food industry" is increasingly part of dining offerings at universities (J. Grizzell, personal communication, January 09, 2008).

Since student health appears to be multi-factorial the best way to address it requires a coordinated effort. Coordination

of efforts by all the campus entities associated with the many factors affecting student health and academic performance is key. Making sure that the efforts being provided across a campus are linked and that the various campus units charged with improving a particular aspect of the health and well being of students work together is very important. If a university's mission of enhancing learning and knowledge is to be achieved, a "health promotion agenda" must be implemented. Attention should be drawn to policy opportunities for promoting the health of the student population (American College Health Association, 2009). As understanding and awareness of effective health promotion tools and interventions increases, broader leadership is necessary to gather the determination to change from a clinical approach to disease prevention and health promotion. Thought leaders, vice presidents and deans in particular, must also become engaged in the discussion and debate on how to best focus on promoting the health of university students.

Creating a Health Promoting University – A Suggested Framework

In order to ensure that a college/university is a health promoting one, where efforts are coordinated, it is suggested that the following six components are crucial to its development.

1. Administrative support and commitment within a senior administrative unit

Having a top administrative officer (e.g., Vice-President for Student Affairs) engaged in the oversight of a coordinated approach to campus health as a strong advocate is critical. Ideally it should be an individual who reports directly to the University President. What is important is that the administrative officer is committed to assuring the campus is a learning, living and working environment that is health enhancing and motivates students to address their personal health and well being as well as their academic needs. This administrative officer will understand the link between all the dimensions of health: the physical, social, intellectual, emotional, environmental, and spiritual as well as understand and advocate for needed health promoting policies.

2. The Appointment of a Cross-campus Steering Group and a Campus Coordinator to facilitate collaborative planning for student health

An organizational structure specifying functional relationships among various components of the institution, including the total college health program, is the responsibility of the institution and its governance body. To facilitate collaborative planning for student health, the proposed framework suggests that representatives from all the offices that are involved with some dimension of student health and wellness across a university campus be included in a **Cross-campus Steering Group** with representatives from a variety of offices and groups on the university campus along with as much student representation as possible (e.g., the health service, counseling, recreation, residence halls, commuter services, food services, new student orientation, environmental health and safety, fraternity, sorority and service clubs, disability support services, career center,

multicultural and diversity office, academic support services, student retention services and student government). To oversee the work of this cross campus steering group, and to facilitate the coordination of the steering group's efforts, a full or part-time (at least 50%) **Campus Coordinator** who oversees and facilitates the execution of the activities of the Cross-campus Steering Group should be appointed as a visible symbol of the university's commitment to becoming a "health promoting university".

3. The development of a plan for continuous improvement of all the dimensions of student health and wellness

As noted earlier, the daily choices they make with respect to coping strategies in confronting stress, refusal behaviors around cigarette smoking and substance abuse, diet and physical activity are the leading factors determining current and future health as well as academic success. Inadequately dealing with stress, relationships, sleep difficulties, concerns for family members and friends, deaths of loved ones and feelings related to depression/anxiety are the most frequent causes of poor academic performance. These behaviors should be addressed in a plan based on data provided by surveys such as the ACHA-NCHA II or others created by individual universities. Evaluation of the plan's health promotion efforts should be continuous so efforts that are effective can continue to be implemented while those that are not effective can be improved upon.

4. The involvement of students in planning and implementing health promotion activities for the campus and surrounding community

The goals and the organization of a Health Promoting University should be focused not only on meeting the health needs of the students, but also engaging students in the planning and implementing of health promotion programming for themselves as well as for the surrounding community. Students should be involved in planning and leading health promotion initiatives. Administratively this could occur with student membership on the HPU Cross Campus Steering Committee. The development of a cross-campus Health Promotion Student Task Force consisting of representatives from student organizations involved in health related areas (e.g., service clubs, honoraries, student clubs, service learning requirements focusing on health issues, and other student driven efforts that focus on health) would be very useful. These collaborative experiences on the undergraduate level will help develop students' leadership and advocacy skills and will provide a better understanding of the value of collaboration among disciplines to achieve specific health promotion goals.

5. The creation of a healthy learning, living and working environment that helps improve academic performance and student retention

Mission, vision, and values statements demonstrate an institution's commitment to student health and set the tone for building a healthy campus community. Post-secondary institutions have a responsibility to create an environment

that is safe and supportive for all students. Mechanisms for a healthy campus environment include establishing a task force, enforcing a code of student conduct and nondiscrimination policies, allocating funding for health promotion programs, and using environmental interventions.

Environmental interventions include campus housing opportunities that support healthy lifestyle choices, such as "wellness halls" or substance-free housing; condom availability; and alcohol-free social events. Broad environmental themes could include promoting access to and use of university grounds and facilities; developing and implementing projects to minimize waste and to promote recycling; instituting "tobacco-free" campuses; developing environmental policies that encourage a "green" campus and that attend to issues of energy use, transportation, parking, and noise.

6. The provision of professional development opportunities for staff, faculty, administrators and student health promotion leaders.

Professional development provides opportunities for participants to identify areas for improvement, learn about and use proven practices, solve problems, develop skills, and reflect on and practice new strategies. It is an important component of the framework of an HPU and requires funding and technical support. Professional development is the key to helping faculty, staff and administrators understand their role in building a healthy campus. Knowledge of the student services that are available (e.g.; health services, counseling center, learning center, HIV testing, etc.), how and to whom to refer students as well as understanding of their role in health promotion efforts are all extremely important in regard to promoting a supportive and nurturing learning environment and need to be provided through various professional development opportunities. Also necessary are professional development activities that can provide an understanding of issues related to diversity and cross-cultural differences.

A framework for a health promoting university such as the one proposed here, one that is based on the theory and experiences of the countries that have adopted this approach but which also incorporates the uniqueness of American colleges/universities as well as its students and their health needs, could be of great use in American colleges and universities. While health promotion activities are indeed occurring on many campuses, they are often fragmented with various offices providing isolated efforts. By working together utilizing a coordinated, systematic approach that is supported by the administration and provides for a continuous improvement process, university "settings" can bring both health and academic benefits to students.

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Brand New Brand: Innovative Sports and Entertainment Program Designed to Attract a "New Generation" at Virginia State University

Leon Wright Bey, *Professor HPERD Department, Virginia State University, Virginia State University, VA*
Menjiwe Martin, *Director of Student Activities, Virginia State University, Virginia State University, VA*

The Sport Management Majors Club (SMMC), an organization that provides professional development for students at Virginia State University (VSU), plans to add a new dimension to its mission during the Fall 2014 Semester. That is when "Same Team Sports and Entertainment (STSE)," a new student-centric program will be launched.

Overview

Through class assignments, internships, and SMMC projects, STSE will offer experiential learning opportunities for students enrolled in the Sport Management Program and other disciplines while providing an array of promotional opportunities for VSU, community-based, and global clients. While building upon previous relationships that have been established with dynamic industry leaders, STSE will seek to present clients with customized strategies designed to meet their marketing and event management goals.

Under the guidance of Ms. Menjiwe Martin, Director of the Department of Student Activities (DSA) and Leon Wright Bey, Professor, and Faculty Advisor for the SMMC, Same Team Sports and Entertainment will be managed by undergraduate and graduate students. The staff, which will be comprised of administrators, faculty, staff, and students, will aim to create an exciting unified brand that will encourage diverse groups to collaborate on a variety of mutually beneficial projects while serving as partners on the "same team."

The need for a program such as Same Team Sports and Entertainment may not be an aberration. In fact, one university recently created a similar innovative initiative.

"The University of California, Berkley, seeking new ways to generate revenue for the school and its athletic department, is developing a naming-rights package for Memorial Stadium's football field that could extend to an 'innovation lab' at the stadium and other assets on campus. The 2,700-square-foot lab, scheduled to open this fall on the main concourse along the stadium's north end, will be operated by Cal's Haas School of Business..." (Muret, 2013).

"During the week, the innovation lab will serve as a working classroom where students will be charged with resolving real-world problems presented to them by Bay Area businesses as well as a showroom for new products and services. On game days, the enclosed lab will be open with demonstrations for fans" (Muret, 2013).

"It's a creative way to showcase the school's academics through the visibility of its football program," said Solly Fulp, Cal deputy athletic director and chief operation officer. Fulp also indicated that "the school is in talks for naming rights to the field with companies ranging from technology to banking." "The

innovation lab is 'an add-on and one that is being discussed in virtually every one of our conversations right now,'" he said (Muret, 2013).

In harmony with The University of California, Berkley's project, STSE is intended to enhance the image of VSU and its external partners. With that in mind, it will be in constant search of ways to create a wide variety of "memory-making" experiences for its clients and spectators. That stance is compatible with the results of a recent consumer research study that was conducted by the Chicago Bears and Turnkey Intelligence. Among its major foci were what drives fans' recall and the goals of corporate partners. As "Chris Hibbs, Bears vice president of sales and marketing," noted, "...a fully integrated program...requires multiple points of engagement between partners and fans" (Seiferheld, 2013).

Evolution of the Program

The foundation for Same Team Sports and Entertainment can be traced to March 2012 when the DSA and the Sport Management Program partnered to launch the inaugural VSU Men's and Women's Intramural Basketball Championships (IBC). With its pulsating "national championship" atmosphere, that event shattered attendance expectations by drawing 1,200 fans, and earned rave reviews while demonstrating the viability of the aforementioned partnership.

As it approaches its fourth year of existence, the IBC, which has attracted large crowds each year since its inception, is now a fixture on the DSA Sports and Recreation calendar and is fast becoming one of the "must-see" events on the VSU campus. With the support of Dr. Linda Person, Health, Physical Education, Recreation and Dance Department Chair, her Administrative and Office Specialist II, Ms. Celeste Wynn, and other administrators, the event has now transcended initial expectations and incorporates: a multitude of University departments; students of various disciplines; community-based partners; and extensive learning opportunities for students. It also strengthened the DSA and SMMC partnership that eventually gave birth to the Same Team Sports and Entertainment idea.



VSU and External Partners at the First IBC (2012)

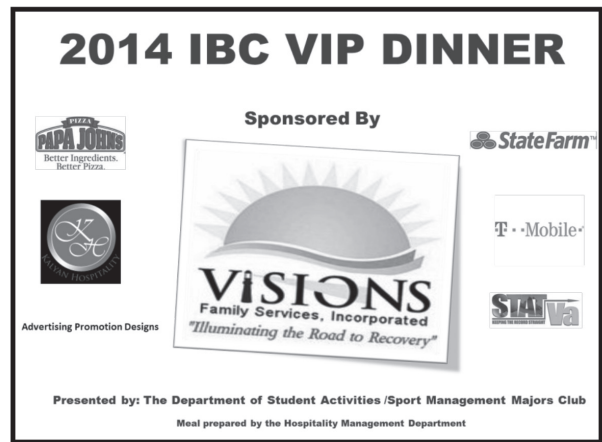
What is unique about the IBC, and its “fan engagement emphasis,” is that it is planned and executed primarily by student groups (e.g., Front Office) representing Sport Management and other disciplines. By completing assignments which are related to their particular academic programs and career goals, they gain the type of real-world experience that they will need to be competitive in the global marketplace. Those projects are in accord with the “act like the person you would like to become” advice that sport and entertainment management expert, Bill Sutton, gives his students (Sutton, 2013).

For example, students have: created the brand and print marketing materials for the event; employed social media strategies and served on “street teams” to promote the IBC; provided half-time entertainment; coordinated special “media timeout promotions” with sponsors; developed and properly executed risk management plans; created a media-based commercial; organized and implemented the press conferences that have preceded each of the three previous IBC events; and conducted interviews with players. They have also helped to coordinate special appearances by: “celebrity singer, song-writer,” Marcus Canty; VSU’s renown award-winning cheerleading team (“Woo Woo’s”), which has involved fans in special dance routines; “Nutzy,” a dynamic mascot from the Richmond Flying Squirrels Baseball Club; a nationally recognized DJ; community-based youth organizations; a WNBA player; a professional ABA men’s basketball team, the Richmond Elite; members of the VSU HPERD and Athletic Departments; the VSU ROTC Color Guard; special “National Anthem” performers; etc.

Prior to the most recent (2014) IBC, a precedent was established by the VSU Hospitality Management Program (HMP) when its students, faculty, and administrators (including Dr. Deanne Williams, Department Chair, and Jeffery Chapman, Chef Instructor), prepared the first IBC VIP Dinner for sponsors and other supporters. Held in their own HMP Restaurant, that event served as a precursor to Same Team Sports and Entertainment which will aim to provide: innovative networking forums for its clients; high quality practical experiences for students; and interdisciplinary partnerships.

Among the sponsors who attended the event was Mike Lee, a VSU HPERD Department alumnus, and a highly successful local entrepreneur. Lee’s business partners, who include his brother and fellow alumnus, Reggie, and their associate, Ruben Gracia, have provided constant support for VSU. One of their companies, Visions Family Services, Inc., was the sponsor for the aforementioned dinner. Following that event, Sport Management and other students gained additional practical experience by: ensuring that Lee and other sponsors were recognized via PA announcements throughout the women’s and men’s games; engaging sponsors in a variety of interactive promotional events; and accommodating sponsors and special guests in a special “VIP Section.”

The sponsors/partners for the 2014 IBC included: the Department of Student Activities; State Farm; T Mobile; the VSU Athletic Department; Kalyan Hospitality; the VSU Hospitality Management Department; the Department of Mass Communications; Advertising Promotion Designs; Papa Johns; StatVA; Thompson Hospitality; the Health, Physical Education, Recreation and Dance Department; and the Sport Management Majors Club. While illustrating the “same team concept,” assistance in



securing the sponsors/partners was provided by Ms. Felicia Reid, administrative assistant in the Department of Student Activities, Mr. Saleem Sullivan, a former administrative assistant in the VSU HPERD Department, and Mr. Jonathan Young, Director of Corporate Relations/Academic Advisor, in the VSU Reginald F. Lewis College of Business.

Services Offered

As partners, the Department of Student Activities and the Sport Management Majors Club have worked with a multitude of organizations, hosted many events, and collaborated on several projects and initiatives. In addition to the IBC, the partnership supported the Intramural Football Championship (IFC), which is held in VSU’s Rogers Stadium during the fall semester of each academic year. An outgrowth of the IBC, plans are currently underway to present the third edition of this exciting annual event.

Utilizing the same principles that guide the planning and execution of the IBC, this outdoor championship game offers similarly beneficial “real-world” practical experiences for students and unique promotional opportunities for potential clients. The IBC and IFC are two examples of the many ways in which the DSA and SMMC have already demonstrated their ability to assist in providing services to meet the needs of its constituents.

Given the cumulative experience already gained through the aforementioned partnership, students will benefit from an integrated instructional delivery process that will enable them to offer clients services such as:

- 1. Networking and Business to Business (B2B) Opportunities:** Exposure to businesses and academic programs for potential collaboration.
- 2. Marketing and Public Relations Programs:** Opportunities to increase visibility and brand awareness through large-scale event participation, social media, printed materials, special appearances, etc.
- 3. Career Development/Internships and Employment Opportunities:** Access to interns; ability to hire qualified students; and engagement in symposia, expos, classroom forums, etc.
- 4. Sponsorship Opportunities:** Involvement in brand exposure and opportunities for communicating specific products/services.

5. Event Management: Opportunities to launch products/services, and to participate in press conferences, promotional events, etc.

Clients

The aforementioned partnership supported Virginia State University's Men's Intramural Basketball Team, which is under the direction of Coach Samuel Rivers, as it reached the "Final Four" of the 2014 National Intramural Tournament at North Carolina State University in Raleigh, NC. The VSU squad was among 80 teams competing in that event. Moreover, several members of Rivers' Women's Intramural Basketball Team, who were ranked among the statistical leaders, received national recognition for their outstanding performance and support from the "partnership."

Same Team Sports and Entertainment is proud to announce that these teams will be its very first clients during the Fall 2014 Semester! In much the same way as "AAHPERD has undergone a national renaming and rebranding effort to introduce" its "newly unified organization to members" and others, (Momentum, Newsletter of SHAPE America – Society of Health and Physical Educators, 2014), STSE students will be responsible for developing a new branding campaign for these elite intramural basketball teams.

More specifically, as the VSU men's team prepares to defend its 2014 Regional Title, and its women counterparts prepare for another successful season, STSE students will support their quest for national titles by: offering long-term front office support; providing marketing and branding strategies; and generating fan engagement ideas.

To ensure that each squad receives maximum benefits, STSE students will be held accountable for staying apprised of key contemporary developments, one of which is

"Generation HD," which "is shorthand for Generation Heads Down: With eyes glued to their smartphone device wherever they go, this generation is hard to miss. For Generation HD, it's not less is more, it's more is more. Generation HD wants more of a relationship with a brand, more acknowledgement of their following of that brand, and more transparency into the brand's values, not just the product or the team roster" (Conway, 2013).



VSU Men's Team (L to R): Jamar Cooper, Earl Gee, Curtis Bunn, Robert Douglass, Terrance Granger, Dominique Cox, Tyrell Sitton (Not Pictured: Cedric Kwindja)



VSU Women's Team - Front Row (L to R): Johnita Baker, Ashley Harris, Nicobe Dennis, Taylor Henderson, Effina Jackson. Back Row (L to R): Kayla Brown, Aubree Parker, Katherine Mathieu, Ashley Logan, Lorraine Turner. (Not

Inasmuch as STSE will value diversity and focus on ways to connect fans with brands, the needs of Generation HD and, for that matter, of all groups will be highly regarded. In fact, Generation HD is so powerful that it has inspired STSE to create a "brand new brand,"... Generation SC, which means "Generation Satisfied Customer."

Contact Us

To learn more about the Same Team Sports and Entertainment program, contact: Ms. Menjiwe Martin, VSU Director of Student Activities (mwmartin@vsu.edu) and/or Leon Wright Bey, Professor and Faculty Advisor for the VSU Sport Management Majors Club (lbey@vsu.edu).

You may also call 804-536-6394.

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Virginia Adapted Physical Education – Mostly Illegal?

Matthew D. Lucas, Ed.D., C.A.P.E., Longwood University

For many that teach special education in a public school setting, at the elementary, middle, or high school level, seeing students with disabilities going to “Adapted Physical Education Class” is not an uncommon occurrence. These students with disabilities are often brought from self-contained special education classrooms - which is another topic in itself - to the gymnasium for their “own” physical education. Students with autism, severe learning disabilities, physical disabilities, and other disabilities are grouped together for their special physical education class. Some receive better physical education than others. But is this set-up the way it should be, or suppose to be? Is it just the easier way? Is it a violation of the law?

The Individuals with Disability Education Act is the cornerstone of special education. The law guarantees a free and appropriate public education to children with disabilities. Included in this law is a legal guarantee of the subject of physical education. Sec. 300.108 Physical education of the Individuals with Disability Education Act (IDEA) states:

The State must ensure that public agencies in the State comply with the following:

(a) General. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving free appropriate public education, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(b) Regular physical education. Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless--

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child’s IEP.

(c) Special physical education. If specially designed physical education is prescribed in a child’s IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

(d) Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

(Authority: 20 U.S.C. 1412(a)(5)(A)) (IDEA, 2004)

One part of this law deals with Least Restrictive Environment (LRE), the inclusion of the student with a disability to the maxi-

imum extent possible with students without disabilities. Statute: TITLE I / B / 612 / a / 5 of the law states [italics are included by the author of this article]:

(A) In general.--*To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*

(B) Additional requirement.--

(i) In general.--A State funding mechanism shall not result in placements that violate the requirements of subparagraph (A), and a State shall not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability a free appropriate public education according to the unique needs of the child as described in the child’s IEP.

(ii) Assurance.--If the State does not have policies and procedures to ensure compliance with clause (i), the State shall provide the Secretary an assurance that the State will revise the funding mechanism as soon as feasible to ensure that such mechanism does not result in such placements. (IDEA, 2004)

To this end, the reader can be reminded of two important items included in the law: 1) If children without disabilities receive physical education, than students with disabilities should also receive physical education and 2) Students should receive this education in their own specific LRE.

So what LRE placement possibilities are there for the students with disabilities in physical education? Ideally, many people recognize the following five placements for adapted physical education or placements very similar:

Level 1: General education PE. The school general ed. PE teacher would provide the instruction.

Level 2: General education PE with support personnel. The school general ed. PE teacher would provide the instruction and support personnel (teaching assistants, volunteer, etc.) would go with the student to PE to assist him/her.

Level 3: General ed. PE with adapted PE providing either direct instruction and/or consultation. PE instruction would be provided by the general ed PE teacher. The adapted PE teacher would provide direct instruction in the general ed PE classroom and/or consult with the general ed PE teacher. Support personnel would assist the student in PE class.

Level 4: Part-time general ed. PE and part-time adapted PE. PE instruction would be provided in both general education setting and special education setting. Both the general ed. PE teacher and the adapted PE teacher would each provide instruction. The instruction can be either a flexible schedule with mainstreaming or fixed schedule with mainstreaming. Support personnel would assist the student in both the adapted PE classroom and the general ed. PE classroom. This could include teacher assistants familiar with the student.

Level 5: Self-contained adapted PE. All of the PE would be taught in the special education setting by the adapted PE teacher. Support personnel would assist the student in the adapted PE classroom. (Lovejoy Independent School District: Lovejoy, Texas (Public School), 2013)

When discussing these placements, the reader should note that The Virginia Department of Education (VDOE) explicitly states “This continuum of alternative placements” also:

- must provide for supplementary services, such as a resource room or services or itinerant instruction, provided with general education classes;
- must include integrated service delivery, which occurs when some or all goals of your child’s IEP are met in general education classes with similar-age children;
- *must be based on the individual needs of your child, not a single model used for a specific population or category of children with disabilities* [italics provided by the author]; (Virginia Department of Education. Parents Guide to Special Education, 2010)

It should also be noted by the reader that the Virginia State Department of Education (VDOE) requires pre-service health and physical education teachers to simply take one class as part of their college coursework to be certified to teach children with disabilities (Virginia General Assembly, 2014). Only requiring one course is a topic in itself.

With an understanding of the legal obligations in terms of LRE and the VDOE guidelines, the reader needs to ask themselves a few questions.

- 1) How often does a school provide a continuum of placements such as the ones noted earlier?
- 2) How many schools simply place students with disabilities in an adapted physical education class and not base this decision on “the individual needs of your [the] child, not a single model used for a specific population or category of children with disabilities – as stated by the VDOE”?
- 3) Why is this non-compliance often the norm?

One may speculate that the answers to these questions are unfortunately largely a result of the fact that many school districts do not employ individuals with a unique background in adapted physical educators (teachers with extra training) and instead have general physical educators teaching the courses (Block, Taliaferro, Campbell, Harris, Tipton, 2011). The author does not feel that data has been collected in regards to the first two questions, but

for these questions, the reader needs to look no further than a few schools in which he/she is familiar. Are students that are taught in self contained special education classes placed in a self-contained adapted physical education class with relatively no assessment to determine a placement? Are all students with disabilities simply in self contained adapted physical education class? Are all the children with autism in an “Autism Physical Education Class”? Are all the children with mental disabilities in a “Mental Disabilities Physical Education Class”? Are all students with physical disabilities in a “Physical Disabilities Physical Education Class”? Are these students with disabilities all at a level where they should go to a self-contained class or should some – based on their ability - be in a general education class with assistance?

All students with disabilities should be assessed, and the assessment should be provided to parents, teachers, therapists, administrators, and other specialists at an IEP Meeting. Yes, some may be placed in a smaller self-contained class, with a decision from the IEP team, described above, because of their assessment of personal characteristics, maybe as a result of their disability – not simply because they have a particular disability. However, is this always done in the schools where we teach or observe? Why do teachers and school administrators simply push for the student to be placed in a small group adapted physical education class “for children with disabilities”? The answer is simple and four-part.

- 1) First, the *thinking may be that it is too difficult for the physical education teacher to include students with disabilities in a general education class because of the differing ability level.* School officials may feel it is too difficult to modify instruction for a few students with disabilities that are included in the general physical education class. However, special education law does not say “unless it is too difficult for the teacher” for items such as this. Are school officials – administrators, classroom teachers (case managers for the student), and others including the physical education teacher following the law? Is the least restrictive environment for some students receiving special education classes sometimes a general physical education class, or a general physical education with support (such as with the assistance of an aid)?
- 2) *Second, it is easier for a special education teacher – who is teaching self-contained students with different disabilities and ability to levels - to just send all students at one time to physical education because of their schedule,* instead of choosing either general education PE, 2) general education PE with support personnel, 3) general education PE with adapted PE providing either direct instruction and/or consultation, 4) part-time general ed. PE and part-time adapted PE, or 5) self-contained adapted PE where it would be taught in the special education setting by the adapted PE teacher. Would their schedule be complete turmoil sending their students to different settings throughout the day? One student may go with a general education class to physical education at 9:00. Two students may go to a small self-contained class at 1:00. Three students may go at another part of the day. Does this limit or abolish a planning period for the teacher?
- 3) *Third, teachers and administrators are not aware of the concept and legal obligations in terms of LRE – although they should be.*

4) Fourth, parents are not aware of their duty, or feel intimidated, in IEP meetings in terms of their roles, responsibilities, and legal rights. They are told by experts at IEP meetings what will be done to give the best education to their child and feel that this must be the direction in which to go. Parents may feel that they are not the experts; they believe the school employees and they sign on to what is suggested.

Are "Adapted Physical Education Class" common in schools and are students with disabilities included in the appropriate placement? Or, are students with autism, severe learning disabilities, physical disabilities, and other disabilities grouped together for their special physical education class? Should some be in different individual placements? Would some receive better physical education than others if this is done? There are a variety of factors that make it difficult to provide physical education in an appropriate placement for children with disabilities. However, this should be done for better learning and to comply with special education federal law.

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Current Litigation Affecting Past and Current Student Athletes

Monica Pazmino-Cevallos, *Associate Professor, Dept. of Health and Human Performance, Radford University*

It has long been debated whether collegiate athletes should be paid. David Schultz of Hamline University states “Division I (D-I) college sports are not about the idea of the student-athlete, at least not when it comes to football and basketball. It is a multi-billion dollar business where everyone makes money except the students.” (Rice, 2014). Some institutions of higher education along with athletic departments have started to debate the issue.

“The Oregon athletic department supported ideas to get players extra spending money the last time the issue was up for a vote. Colleges proposed a \$2,000 stipend for college athletes that would take care of things beyond room, tuition and books. Unlike full-ride students on academic scholarships, athletes are also demanded to put in the work on the field to keep their careers alive. A part-time job isn’t an option, leaving many players wanting money to cover gas or groceries.” (Brynelson, 2014)

While at the moment they will not be paid for their efforts on the field from their respective colleges and universities, payment to some athletes is coming. This is all due to the recent settlement of two lawsuits and a case that is currently pending and not been ruled on. The first lawsuit was filed against the NCAA, the largest governing body in collegiate sports and Electronic Arts (EA) but later the defendants separated to form two separate lawsuits. The plaintiff in the case is Sam Michael Keller who was a quarterback for both the Arizona State and Nebraska. (Sam Keller, 2014).

Keller’s class action lawsuit against the NCAA claimed that the NCAA unfairly deprived college athletes of revenue in May of 2009. The suit was settled in June of 2014 for 20 million dollars (Associated Press, 2014). The lawsuit covers Division I men’s basketball and Bowl Subdivision football players whose images, likenesses or names were included in game footage or in an EA video game after 2005 (Associated Press, 2014). Players may still file a claim and certain arrangements still need to be made as well as the judge presiding over the case needs to sign off on each individual settlement. It is estimated that each player will get somewhere between \$400-\$2,000 from this lawsuit but can expect more from the lawsuit filed against Electronic Arts (EA) (Associated Press, 2014).

The second case is a case filed by collegiate basketball and football players. They were suing the video game manufacturer Electronic Arts (EA). The lawsuit is being finalized for \$40 million dollars. The athletes brought about the lawsuit for improperly using their likeness. It is estimated that as many as 100,000 current and former athletes will receive as much as \$4,000. (Farrey, 2014). This settlement is for athletes likeness was used in EA basketball and football video game from 2003 to the present. To start, the lawsuit was only for previous student-athletes but now includes present student athletes and may impact future student athletes. (Auerback, 2013).

EA and the Collegiate Licensing Corporation had come to an agreement in September of 2013 but for a variety of reasons, the settlement was held up. Plaintiffs also included three classes of athletes that could also not agree on what financial portion each class will get in the outcome. Once settled, each player will be

made aware of the settlement. They will also have to register in order to receive payment. Payment will be based on a formula in part as to how many years they appeared on a college or university roster. The fewer athletes that sign up, the more the athletes that have registered will retain as a part of the settlement of the lawsuit. The foundation for this suit as well as the above mentioned suit is because the NCAA allowed EA to use player avatars without the use of player’s names in video games. The plaintiff’s argued that while the names of individual players names were left off, names of players could easily be downloaded off the internet by individual players of the individual video games. According to the settlement, there were several players that were identified by various characteristics in an NCAA football video game in EA internal spreadsheets.

“These characteristics include the following: (1) the name of the real student-athlete; (2) his real-life jersey number; (3) his position played; (4) his hometown; (5) his year of eligibility; (6) his athletic abilities (on at least 22 dimensions, including speed, strength, agility, etc.); (7) his physical characteristics (on at least 26 dimensions, including, weight, height, skin color, face geometry, hair style, muscle shape, etc.); and (8) how he dressed for games in real life (on at least 28 dimensions, including shoes, how they taped, braces worn, undershirts, facemask and helmet styles, etc.)” (Farrey, 2014).

The judge in the case allowed the plaintiffs to enter into evidence a record of injuries that was sustained by the players while at their respective college or university. Other types of evidence that has been accepted by the judge include how revenue has increased for the NCAA from a \$100 million industry in the early 1980s to \$4 billion now, respectively (Farrey, 2014).

It seems that the playing field is changing with the NCAA being involved in more and more litigation. The NCAA increased revenue includes an average of \$770 million from CBS and Turner Productions. Some schools are making millions more per year from their own television deals and the BCS has paid out in excess of \$175 million per year. When the NCAA started to gain revenue from video game sales, players decided to try and collect some revenue as well (Associated Press, 2014). The NCAA claims that it does not restrict players from licensing their name or likeness once they have graduated or left their institution of higher education. It also maintains that it did not allow EA to use a player’s name and likeness in video games (Auerback, 2013). Even with this claim, exactly one year ago the NCAA said it would no longer allow EA to use their logo. This ends a very lucrative deal with a multi-billion dollar gaming company (Associated Press, 2014). Lastly, is a class action anti-trust case brought about by former UCLA basketball player Ed O’Bannon vs. the NCAA. O’Bannon and several other former players are asking for a ruling seeking the right to acquire revenue for the use of their name, image and/or likeness in broadcasting and video games. The judge in this case called for both sides closing briefing on July 10th, 2014 (Berkowitz,

2014). A verdict was reached on August 8, 2014 which the judge ruled against the NCAA. Judge Claudia Wilken released a 99 page opinion and injunctions, stating that the NCAA can no longer stop schools from giving athletes money based on their names, images and likenesses (NIL), and it is not allowed to impose a salary cap below \$5,000. That money can be put in a trust (Trahan, 2014). Regardless of what side wins, the loser will appeal to the 9th circuit. After that, an attempt to go to the Supreme Court is likely but it is unsure as to whether the Supreme Court will choose to hear the case (Berkowitz, 2014).

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Experiential-Learning in Sport Management: Getting Students Involved in their Community

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Abstract

This article will provide information about experiential learning experience in an undergraduate sport management program. The primary purpose of the experiential learning project was to provide undergraduate students enrolled in a sport marketing class real-world knowledge and experience in a practical setting. Students collaborated with a local professional minor league ice hockey team to market, promote, and sell tickets to a designated game. Students, the instructor, and the professional team staff all agreed that this was a positive experience that provided students with invaluable exposure and knowledge.

Introduction

The Association to Advance Collegiate Schools of Business (AACSB) Memorandum states, “Tell me and I’ll forget. Show me and I’ll remember. Involve me and I’ll understand” (Carter et al., 1986, p. 9). In other words, students can learn better from experience (Chan, 2012). Montrose (2008) contends that:

Experiential education complements traditional models of education as a method of teaching and learning that supports the individualized knowledge that occurs outside the classroom walls, and allows students to stretch in unique and creative directions. Experiential learning sends students out of the classroom into a world that is complex and interconnected, challenging their prevailing world view and their ability to take responsibility for their own learning (p. 1).

This article will provide information about experiential learning and its benefits and then present the impact of an experiential education project on an undergraduate sport management class. In this particular sport marketing class curriculum, the final project was a sport marketing plan. Initially the plan was for students to develop a hypothetical marketing plan which is a comprehensive written framework for strategically obtaining marketing objectives. The students were instructed that the sport marketing plan could be written for a single sport product/service, a group of products/services, a new promotional strategy, or an entire sport organization. They were also instructed that the organization should be a “real” company or organization.

However, the “hypothetical” part changed after the instructor was approached by a representative of the city’s professional minor league ice hockey team. She wanted to collaborate with local university sport management students to market the team to a non-traditional fan base and increase ticket sales. Specifically, she reached out to the faculty of this university’s Sport Management Program because she wanted to increase minority presence and college-age fans by collaborating with an HBCU (Historically Black Colleges & University).

The professor felt the experience working directly with the hockey team could even better accomplish the marketing plan

project goals to assist students in understanding the importance of market planning, and to enable students to become familiar with the major components contained in a marketing plan. Additionally, this assignment would give students practice in researching and writing a marketing plan for a company. Both parties agreed that this would be a great experiential learning opportunity for the sport marketing students.

Brief Background on Experiential Learning

Various terms have been used to label the process of learning from experience. John Dewey contended that it is “learning by doing” (Dewey & Dewey, 1915). Hoover and Whitehead (1975) provided the following definition: “Experiential learning exists when a personally responsible participant cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement” (p. 25). Kolb defines Experiential Learning Theory as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p. 41).

The experiential learning structure proposed by Wolfe and Byrne (1975) states that experientially-based approaches involve four phases: design, conduct, evaluation, and feedback. These four phases provided a framework for this particular experience learning project.

Design: This phase consists of setting the specification of learning objectives, the selection of activities for participants, identifying factors affecting student learning, and creating a method for implementation. Experiences will not qualify as applied experiential learning without having the expected educational outcomes articulated and related to the curriculum. Experiential learning can involve learning on the behavioral and affective dimensions as well as the cognitive dimension. That is why the experiential learning approach, when compared to more traditional teaching methods such as lectures and class discussions, may be very beneficial. Experiential learning is interactive; students should be involved in the process.

Conduct: This phase involves maintaining and controlling the design. Although students are deeply involved throughout the process, the important implication of this phase is that the experience is a structured and closely monitored one.

Evaluation: Students should have an opportunity to evaluate the experience by being able to articulate and demonstrate specific knowledge gained from the design and conduct of the experience. A good measure of students’ ability to integrate content and process is to have them critique the experience by identifying what went well and what could have been done differently.

Feedback: Feedback is critical for proper learning to take place after an experience. Students need to articulate their perception of what was learned, and the instructor needs to put things into a broader perspective (Gentry, 1990).

Description of the Experiential Learning Project

The instructor and a representative from the minor league ice hockey team met before the start of the 2013 fall semester to review the goals and objectives of the collaboration. The expected educational outcomes for the students were:

1. To attain practical real-world experience marketing a professional team while applying the concepts, theories, and research in the related coursework.
2. Apply enduring life-long skills, such as planning, communication, and team building.
3. Develop skills on how to think outside the box and problem solve in real-world situations.

It was decided that since the ice hockey season started in October and ended in April, that this would be a semester-long project. It would entail the students marketing and promoting the team on the campus and in the local community, as well as selling 100 tickets to a specifically designated game. The project would then culminate with the final sport marketing plan where they would incorporate their experience and what they learned.

During the first two class meetings, the instructor informed students that as part of the course requirement, they would be participating in an experiential learning semester-long project with the minor league team. Many students felt that it would be a challenge considering that most of them had never been to an ice hockey game and some had never even heard of the city's minor league ice hockey team. The third week of the semester, a representative from the team visited the class to discuss the overall project. In addition, he also familiarized the students with the team's history, current consumer profile and marketing information, and again review the goals and expected outcomes of the project. The class was broken into four groups of five students and each group had to complete a demographic research assignment after the first week following the initial meeting with the representative.

For the initial assignment, each group had to designate its main target demographic broken into on-campus (students/faculty) and off-campus (small businesses/family) persons. Students then identified sub-groups within each main demographic category, create a general profile/description for each sub-group, and pick three sub-groups on which they would like to focus. For the first month, the team representative met with the students during class time once each week to discuss: the progress each group had made; who they had contacted; what ideas they had for marketing and promoting the team to their designated target segment; what ideas they had come up with to sell tickets; what materials or aid they would need from the team's representative; and other matters. Student in each group also had to create a flier for the designated game for which they were selling tickets to hand out and hang around campus and in the community.

This assignment also required students to keep detailed documentation and a record of all group meetings and ideas, and contacts and meetings with campus or community organizations, to include in their marketing plan. Time was designated in class approximately once per week for the first month for students to meet with their groups, however after that, the groups met on their own outside of class and reported back to the instructor

and team representative when time permitted. They had the team representative's contact information and were in contact with her throughout the project.

Several weeks before the game, the class met with other team staff members and toured the facility, which is the same facility that the local National Basketball Association team plays in as well. Students were informed as to how the facility transitioned from basketball to ice hockey games. They also toured the luxury box seats, party suites, and ice level suites since those were seats they could promote and sell to possible consumers. In addition, they were also able to see the hockey team practice and tour the locker and athletic training rooms.

Each group was in charge of meeting with different student organizations on campus and companies in the local community. On the designated game night, the students were able to get a university dance group to perform before the game and they also invited a group of kids from a local community center's after school program. This was in hopes of attracting other students and parents to the game.

Although the students did not meet the goal of selling 100 tickets to the game, they did meet the three expected outcomes mentioned above based on the professor's assessments: observation, oral, survey, marketing plan and presentations, and feedback from the team representative.

Evaluation and Feedback

In the debriefing session in class after the game, each group was asked to give feedback and had to answer the following questions:

- What went well and why
- What did not go well and why
- What could the group have done better to market and sell more tickets

All of the students agreed that it was an enjoyable and valuable learning experience working with the ice hockey team staff, marketing and promoting the team, and getting to attend the game. The students admitted that they put more effort into selling tickets closer to the date of the game so they might have sold more if they had not procrastinated. Students also admitted that they did not follow through with some good ideas on meeting with certain groups on and off campus and other ways to promote the game.

Most of the students had never attended an ice hockey game and some were not familiar with the local minor league hockey team. However, they did appreciate the experience of marketing a product they were not familiar with by researching to get familiar with it. Staff members of the ice hockey organization were pleased with the overall experience as well. One of the students from the class was offered an internship position with the organization, something he says never would have happened without the experience! Quotes taken from the survey students completed regarding their experience included: "The experience was very valuable to understand the principles of sport marketing... This project really made me see how important marketing and management is in the business of sports"; "Every sport marketing class should participate in a project like this one. It is always beneficial to become hands on with the information you learn in the text. Gaining experiences

and building your resume with your different skills in sports”; “The experience was great. Getting behind the scenes to see how everything was put together for the big game was amazing. It was a lot of work but starting weeks ahead of time helped me realize that a timeline is very important when planning an event”; “The experience was valuable to my understanding of the principles of sport marketing because now that I am planning my own sporting events I have a clear understanding of what needs to be done with in a certain timeline”.

The marketing plan was the final assignment related to the semester-long project. Students used what they learned from their experience as well as what they could have done better to develop a marketing plan for the team. The professor believes there was an improvement in the quality of the marketing plans compared to previous semesters. This improvement was attributed to the real world experience and exposure for the students.

Conclusion

The primary purpose of the experiential learning project was to provide undergraduate students enrolled in a sport marketing class real-world knowledge and experience in a practical setting. This type of learning engages students in a deliberate process of hands-on problem solving and critical thinking (Montrose, 2008). Students in this class successfully learned on a behavioral, affective and cognitive level (Hoover & Whitehead, 1975; Wolfe & Byrne, 1975). Students, the instructor, and the professional team staff all agreed that this was a positive experience that provided students with invaluable exposure and knowledge. This was also conveyed

in the feedback from the survey completed by students and demonstrated on the final marketing plan project. The instructor will continue to collaborate with local sport organizations to give the sport management students real-world experiences.

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Picture taken by Radford University's Lora Gordon at the 2014 SWVA VAHPERD Regional Workshop.

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