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This Issue's Highlights

CONVENTION SCHEDULE AND INFORMATION

RESEARCH ON CHILDHOOD OBESITY

TOUR DE FITNESS UPDATE

OVERVIEW OF LAFAYETTE'S PICARD CENTER

LAHPERD Journal

FALL 2013
VOLUME 77 | NUMBER 1



Louisiana Association for Health, Physical Education,
Recreation, and Dance
www.lahperd.org

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IN MEMORIAM

DR. CHARLES RICHARD BUCK



Charles Richard Buck was born August 15, 1933 in Oklahoma City, OK. He was the son of Kenneth and Rosa Buck. He went to heaven on August 22, 2013 at MD Anderson in Houston, TX. He graduated from Putnam City High School in 1952. He received his B.S. degree

from Central State College, his Master's degree from the University of Oklahoma and the Doctor of Education degree from the University of Arkansas. He had a short stint in the Army and was stationed in Germany.

He served on the faculty of Northeast Louisiana University (NLU; now the University of Louisiana at Monroe) from 1967 to 2001 when he retired. While on the faculty of NLU, he served on the university curriculum committee for 20 years. He was also active in the Louisiana Association of Health, Physical Education, Recreation, and Dance for 30 years and served as President. He served as intramural director at NLU for 7 years and instructor trainer for aquatics, CPR and first aid.

In 1962 he married Pat Priest and they had two daughters: Kim and Missy. In 1997 he married Bobbie Byrd, a native of Texas. They enjoyed many years traveling in and out of the U.S. and along the east and west coasts visiting old lighthouses.

Membership in the Ouachita Valley Runners Club was a lifetime of adventure and fun. He ran with them in his younger days and later he just wanted to help with races. He ran the White Rock Marathon in Dallas, TX, the Blue Angel Marathon in Florida, and ran in the Bay to Breakers Race in San Francisco, CA.

He enjoyed sports officiating, hunting, (especially duck), and fishing. He had a big heart for helping and volunteering in any way he could. He usually didn't need to be called on, but happy when he was. Seeker Springs ministry was where he wanted to be, especially riding on a big mower and

would help do anything. He loved that place and those people who made the youth camp function.

Memorials in Dr. Buck's honor may be made to Seeker Springs Ministry, 1280 Okaloosa Road, Eros, LA 71239.

PRESIDENT'S MESSAGE

IT'S TECH TIME

Venessa Livingston-Cormier
W.W. Stewart Elementary School

I am very excited about what LAHPERD has to offer our members for the 2013 Convention. Several new events and initiatives are in the planning stages to increase professional development opportunities and improve communication. I have arranged for great speakers and planning a new schedule that should enhance the convention additionally.

This year's convention theme is "Jazzin' It Up with Technology." LAPHERD acknowledges the need to prepare for the challenge of a dynamic world by promoting technological literacy and leadership, resulting in personal growth and opportunity. The national childhood obesity epidemic has forced experts to rethink how health and physical education has been taught in the past. Incorporating technology into health and physical education is clearly a trending topic in physical education research and curriculum design (*Strategies*, November/December 2012, Vol. 25, No. 8). We must use technology to improve our methodology and the quality of our programs, products and services.

Don't get caught trying to work with today's students, using yesterday's tactics. Expand your technological literacy! Our 2013 Convention will help you to do just that. In the sessions and workshops this year, you will learn about the most powerful features of various applications, social networking, tips, tricks, and short cuts to help you become more effective, efficient, and have more fun in your work! You will be given lots of online handouts and time for questions and answers.

The benefits of using iPads, iPod Touches, and iPhones are apparent for classroom teachers, but you may not realize the contributions they can make in your role as a coach, health teacher and adapted/regular physical education teacher. There are countless apps with countless uses for the tech-savvy in our discipline. Some of these uses include: keeping yourself organized, communicating with students and parents, tracking data, sharing the results of your program, and being able to access information about each of your students at any given moment! If you have any of these devices available at your school - or in your pocket - you will learn how to get the most use from them!

The wealth of information that you will receive at this convention is sure to benefit all in attendance. We are taking the initiative to seek out professionals and offer them the opportunity to learn and grow professionally through various web pages and social-networking sites. As you may know, Louisiana is considering reducing the number of physical education programs at both the elementary and high school levels. We know what the school systems are going through with the dismal outlook on most budgets; however, we at LAHPERD urge you to continue your support with quality physical education programs at every level. We need you to be a part of the efforts to grow and have an impact on health, physical education, recreation, and dance in this state. Individually, you make a difference. Collectively, just imagine what more we can accomplish!

We are working on a record-breaking attendance. So be sure to come, bring a co-worker with you and let's make history together!

Please look for the registration form online for the fall Convention in Baton Rouge, "Jazzin' It Up With Technology," to be held November 6-8. You will find additional information about this convention on our Web site, <http://www.lahperd.org>.



CONTRIBUTING EDITORS' INVITED SUBMISSIONS

CHILDHOOD OBESITY AND PHYSICAL EDUCATION: WHERE DO WE STAND?

David Bellar
School of Kinesiology
University of Louisiana at Lafayette

A Google search for childhood obesity performed recently resulted in an incredible 39,700,000 hits returned in 0.17 seconds. The last thirty years have resulted in a doubling of obesity among children (Ogden et al. 2012). These obese children are likely to grow up to become obese adults (Freedman et al. 2005). The Centers for Disease Control and Prevention estimated the hospital costs associated with childhood obesity to be 127 million US dollars in 2001.

As educators we have to wonder if the obesity is affecting academic performance of students. Datar, Sturm and Magnabosco (2004) examined a sample of over 11,000 kindergarten students and concluded that obesity was not predictive of academic performance on test scores when other factors such as socio-economic status and parental education were considered. A recent review of research in this area echoed these findings, but added that a student's weight was more negatively associated with teacher's assessments of the student than their academic performance (Zavodny, 2013). It does not appear that obesity is associated with poorer academic performance.

Though overweight and obesity do not relate to academic performance, there is evidence for a relationship with a child's temperament. Bergmeier et al. (2013) reported in a review that among infants and preschoolers Body Mass Index was related to a temperament. In another review (Pulgarón, 2013) reported that obesity was related to a number of psychological disorders, including attention-deficit hyperactivity disorder (ADHD).

What is clear from recent research is that childhood obesity is a complex problem that does not have one simple solution but has been treated with interventions that involve behavior modification, family support and lifestyle changes (De Miquel-Etayo et al. 2013; Kirschenbaum and

Gierut, 2013) . The NIH is currently funding studies on multi-level interventions designed to address all the potential influences in childhood obesity (Pratt et al. 2013).

For the physical educator what does this all mean? Though the research into effective interventions for childhood obesity does suggest increased physical activity, most studies indicate that this is only helpful in combination with many other forms of treatment. Therefore, physical education can help combat childhood obesity through teaching students skills with which to increase physical activity, but is unlikely to be a solution on its own. Cawley et al. (2007) using data from the Youth Risk Behavior Surveillance System reported that there was no evidence that increased PE lowered BMI or the probability that a student would be overweight.

Though PE may not be a solution for childhood obesity by itself, increased physical activity among children is important regardless. Recent work in south-east Spain concluded that engagement in four PE sessions per week of high intensity resulted in significant increases in cognitive function over 2 sessions of normal intensity per week in a group of 67 adolescents (Arday et al. 2013).

Based upon the most recent evidence it appears that PE has a role to play in childhood obesity and cognitive function, but itself does not represent a solution. However, given the far-reaching impacts of physical activity as a part of interventions for childhood obesity and as a means of supporting cognition, this critical form of education should be protected in our nation's schools.

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HEALTHY AND READY TO LEARN

Joan B. Landry
Picard Center for Child Development
and Lifelong Learning
University of Louisiana at Lafayette

As part of its Coordinated School Health initiative, the Picard Center for Childhood Development and Lifelong Learning at the University of Louisiana at Lafayette hosted the first Coordinated School Health Summit on July 25 and 26, 2013. The summit brought together educators and school administrators from across the state to explore resources and methodologies to address student health within the school system.

While it is accepted that healthy children are more likely to be ready to learn, coordinating a full school day of academic instruction with health related programs and activities can be a challenge. Despite this challenge, current research findings indicate a strong correlation between students' physical activity level and standardized test scores.

Schools are not expected to implement coordinated school health programs alone; however, school interventions are a major factor in efforts to improve student health. According to the U.S. Centers for Disease Control and Prevention (CDC), a child's school is second only to the family as an entity responsible for the development of children in our nation. Collectively, the CDC recognizes eight components that make up the Coordinated School Health (CSH) Model as a guide to improving student health. The model is a holistic approach incorporating health and physical education, nutrition, counseling and other health services, healthy school environment, staff wellness, and family/community involvement.

Coordination efforts vary depending on a school district's resources and system capacity, but in the end the following are needed: build partnerships and teamwork among school health and education professionals in the school; build

collaboration and enhance communication among public health, school health, and other education and health professionals in the community; focus efforts on helping students engage in protective, health-enhancing behaviors and avoid risk behaviors.

Schools cannot achieve their primary mission of education if students and staff are not healthy, and schools in Louisiana are beginning to take steps to impact student health and performance. School interventions by Louisiana districts are critical to address the growing childhood obesity threat in our state. Statements in Louisiana's ACT 256 (2012) indicated that more than one-third of the children included in statewide health assessments were found to be at risk for weight-related negative health outcomes. This finding echoes the obesity rate of U.S. adults, which is one-third of the U.S. population thus highlighting the need for a comprehensive approach to student health.

The Picard Center has long been involved in supporting data-driven decisions. Basing decisions on data instead of emotion or subjective observations allows for clear goal setting, achievable outcomes, and resource management. Individual beliefs as well as social norms can affect whether or not CSH is prioritized within a system. Armed with the right data and critical analysis, school systems can target interventions to the needs of their students and impact overall school health.

In an effort to assist schools and school districts, the Picard Center convened a two-day CSH Summit based on the theme, "Healthy and Ready to Learn." The summit focused on planning around the eight components of the coordinated school health model developed by the CDC. Participants were encouraged to explore current practices associated with CSH and the availability of district and state resources. During the summit, emphasis was placed on building upon school systems current level of CSH implementation utilizing the CDC's model to allow for self-evaluation and action planning to impact childhood obesity and academic performance. Researchers and partners of the Picard Center presented information on evidence-based interventions and evaluation tools to assist school systems to measure future programming impact on student and staff health. School systems currently implementing CSH at various levels shared barriers and success stories of

CSH implementation. Vendors of health and wellness curricula and other related services also were on hand for capacity building.

Keynote speaker Mark Bloodworth with the Tennessee Department of Education introduced attendees to his state’s successful strategies for CSH funding and sustainability. Tennessee law mandates and funds a coordinator for every school district to ensure that all of the components of the CDC’s model are implemented in every school.

In addition to speakers from Tennessee, Texas, and the CDC, state representatives from the Louisiana Departments of Health and Hospitals and the Louisiana Department of Education presented on a range of topics from nutrition to chronic disease prevention. The state officials along with representatives from Blue Cross Blue Shield of Louisiana, the state chapter of the American Heart Association, and Southwest Louisiana Area Health Education Center shared information about resources available to assist Louisiana school districts in their CSH efforts.

The goal of the Picard Center’s first CSH Summit was to allow school districts to share, learn and plan for CSH implementation. The districts participating and the state and local agencies involved walked away with a better understanding of the need to continue to use information to make a difference in the health of our children. It is the goal of the Picard Center to make a difference by partnering with additional school districts throughout the state. This expansion would provide a comprehensive look at the health and fitness of Louisiana school children. The Picard Center prepares a written detailed analysis of fitness assessment and BMI data collected by Physical Educators. The report summarizes the outcomes of

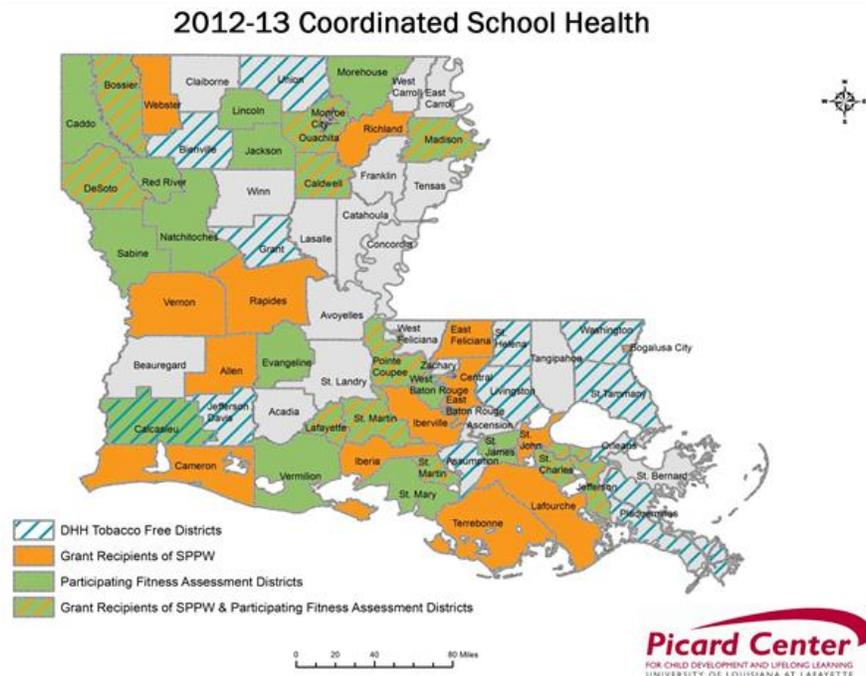
individual schools, districts as well as the entire state and ranking. This report provides educators, administrators, teachers, parents, students, community partners, and policy makers with important data correlating health and fitness to academic performance of the participants. Policy change and state mandated laws historically have affected the greatest statewide and sustainable impact on Childhood Obesity epidemic using the Coordinated School Health model.

The summit also allowed participants to become more familiar with the Picard Center’s work related to the center’s CSH initiative. Under

ACT 256, the Picard Center supports CSH with Health Related Physical Fitness Assessment (HRPFA) data from 30% of Louisiana’s public school children. Twenty-one school districts in Louisiana currently participate in the fitness assessment program with the Picard Center. Through the program, schools collect and report

fitness data, which the center aggregates and analyzes in a report back to the district at the conclusion of each school year. In addition, the Picard Center provides technical assistance, training, and guidance on how schools can use the data to improve student health. The implementation of the HRPFA thus enables evaluation of the effectiveness of state, district, or school-level interventions and promotes fitness for health.

The HRPFA report and other available data sources have the potential to influence policy if integrated into local and state wellness initiatives. School Health Advisory Councils (SHACs) and local wellness teams are encouraged to utilize this information to work with parents and community members to plan strategies to create healthier children in Louisiana. Parental and community



involvement are key to outcome changes related to childhood health. Parents are encouraged to request their child's fitness information. This knowledge has the potential to assist parents in making informed decisions surrounding their child's health-related level of risk.

Plans are already underway for another CSH summit based on participants' feedback and continued discussion of what school systems need to implement CSH components. The summit proved to be one of the most exciting opportunities for school systems to connect with available resources to improve student health.

TOUR DE FITNESS

Kathy Hill

Governor's Council on Physical Fitness and Sports

The Tour de Fitness program is a joint project of the Louisiana Association for Health, Physical Education, Recreation and Dance and the [Louisiana Governor's Council on Physical Fitness and Sports](#). It is an outreach project designed to in-service teachers with a focus on injecting creative and fun ways to increase physical activity levels during a typical physical education class period. Typical topics covered include: Format of a model lesson, instant activities, health related fitness concepts, skill related fitness concepts, lesson/skill development, being sure your lessons cover appropriate standards, GLE's and assessment, and closing activities.

The program is free to school systems who request a "Tour" event in their parish. The only commitment from the parish is to provide a gymnasium. Clinicians conduct a three hour workshop for elementary and secondary teachers. If both levels are to be in-serviced, two gymnasiums will be needed. They do not have to be on the same campus. All clinicians are either Nationally Board Certified Teachers or current/past LAHPERD Teachers of the Year in their respected area. Workshops can be somewhat tailored to fit the individual focus of parishes if requested.

At the conclusion of the workshop, participants are given: (1) a CD with all lessons

covered during the workshop. Also, included on the CD is valuable resource information and websites for future use, (2) educational information from the American Heart Association regarding heart disease for classroom use (3) a Tour de Fitness t-shirt.

The program has been in existence for 6 years and has been very well received. More than 1500 teachers have benefited from this program. If your parish is interested in hosting an event, please contact: Kathy Hill, khill@lsu.edu.

LET'S MOVE! ACTIVE SCHOOLS

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is proud and excited to be a part of First Lady Michelle Obama's newly released *Let's Move! Active Schools* - an unprecedented collaboration to bring physical activity back to American schools. The program provides simple steps and tools, including monetary support and training, to help schools create active environments where students get 60 minutes of daily physical activity through quality physical education and physical activity before, during and after the school day.



Let's Move! Active Schools mobilizes "School Champions" - teachers, administrators, staff, and even parents - who are ready to be leaders for their school community. Champions can go to <http://letsmoveschools.org/> and follow a simple, six-step process that includes building a team, conducting a basic school assessment, and creating a customized action plan. Participating schools will have access to free tools and resources, ranging from in-person training, to program activation grants to direct, personal assistance from certified professionals.

AAHPERD will work to recruit individual champions, provide customized support to schools, and facilitate the training of at least 20,000 school Physical Activity Leaders over the next five years.



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DEPARTMENT OF KINESIOLOGY, SPORT AND LEISURE STUDIES (KSLS)



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Philosophy. The Department of KSLS provides an environment that encourages, supports and nurtures student learning in the classroom, external settings and entry to professional arenas. The faculty are effective facilitators of learning who serve as role models, advisors and mentors; challenging majors *to be the best that they can be.*



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B.S., Kinesiology degree with Concentrations in:

- Pedagogy
- Health Promotion
- Sport Management

B. S., Leisure Studies degree with Concentrations in:

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Graduate Program

M.S., Sports Administration (SPA)



For More Information Contact:

Dr. Willie Daniel, Department Head, KSLS, P.O. Box 4244; Dr. Obadiah Simmons, Jr. and Dr. Christina Gipson, SPA
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College of
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Graduate Programs

The LSU Department of Kinesiology Graduate Program offers Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in four areas of specialization:

- Exercise physiology is focused on the genetic, biochemical, and clinical evaluation of physiological alterations to exercise training and detraining in both human and animal models. This focus is centered on modifications in the muscular, cardio respiratory, and immune systems from an aging, disease, or peak performance perspective.
 - Coordinator: Arnold Nelson anelso@lsu.edu
- Motor behavior research focuses on the learning and performance of coordinated movement, with particular interest in topics such as variables influencing effective and efficient skill learning, gait and balance control, sensorimotor integration for whole body and fine motor coordination, and musculoskeletal system rehabilitation.
 - Coordinator: Jan Hondzinski jhondz1@lsu.edu
- Pedagogy/psychological sciences research investigates factors that influence teaching, learning, and behavior choices in a broad range of physical activity settings, including physical education, health education, and exercise programs.
 - Coordinator: Melinda Solmon msolmo1@lsu.edu
- Sport Management research focuses on the social construction and organization of sport and sport organizations, centering on management, sociological, and organizational perspectives.
 - Coordinator: Chad Seifried cseifried@lsu.edu

LOVE PURPLE
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Have Fun...Teach Healthy Habits... Benefit Your Community

Students love the excitement of Jump Rope For Heart and Hoops For Heart events, and schools love knowing that students are learning healthy habits and community values. The benefits of physical activity, healthy eating, and staying away from tobacco are just a few topics that these educational programs cover, all while raising funds to fight heart disease and stroke. Students learn about heart health while learning to jump rope or play basketball, satisfying the National Association for Sport and Physical Education (NASPE) Standards of Physical Education.



**Learn how your school can support
cardiovascular research and save lives.**

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DID YOU KNOW?

- Obesity among our nation's youth has tripled in the last two decades.
- On average, American children and adolescents spend nearly 4 hours watching television every day.
- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- Some experts predict that, for the first time in history, because of inactivity and obesity-related illnesses, children's life spans will be shorter than their parents'.
- A number of studies have demonstrated that increased physical activity is linked to better school performance.



American Alliance for
Health, Physical Education,
Recreation and Dance



American Heart
Association

Learn and Live®



November 6-8
Crowne Plaza
Baton Rouge, LA

PRE-CONVENTION EVENTS

November 6 at **Episcopal High School**

9 a.m. - 12 p.m.

PUMP UP YOUR P.E. PROGRAM with Scott Williams and Andrew Wymer

12 p.m. - 1 p.m.

H₂O FITNESS FOR EVERYONE with Smiley Reeves and Rhonda Boyd

1 p.m. - 4 p.m.

DARE TO DANCE with Christy Lane



Poster presentations will take place in the Atrium of the hotel from 5 p.m. to 6 p.m. on Thursday, November 7, 2013. A cash bar will be available for attendees. Please come by and mingle with our fine researchers in Louisiana. For more information contact Dr. Russell Carson at rlcarson@lsu.edu.

Future Journal Features

Look for future columns on Coaching Education by Roy Hill (LSU) and Governor's Council on Physical Fitness and Sports by Ruby Macklin.

Pre-Convention Wednesday, November 6th at Episcopal School:

PUMP Up Your PE Program
H2O Fitness for Everyone
Dare To Dance

2013 Convention Program Proposals for Thursday, November 7th at Crowne Plaza:

Health and Welfare Vital Statistics
Decisions, Choices & Options: Teen Pregnancy
Puberty Outreach Program
Kids on the Geaux
The Science Behind Brain Breaks
Smart Bodies and the Louisiana 2 Step
Technological Advances used by Diabetic Students and Athletes: What Does the Physical Education Teacher and Coach Need to Know?
Wiggle Your Way to Be Active
Coushatta Tribal Dancers
Dancin' With A Twist
Mad Hot Ballroom is Back
Training With Adrian B.
Kaleidoscope
Brain Based Movers –Having a Blast While Moving in Class
Let's Move! Active Schools
APE Roundtable
iPad Apps, Tips and Tricks
Tinkling for all Ages
Cooperative Activities
PE... Yeah there's an App for that
Got Sport Ed?!
Challenge your students with a special obstacle course
The Right Stuff
“Stack It, Move It, Use It: Fitness Stacking with Speed Stacks!”
Great Web 2.0 Tools: Animoto and Photopeach
A ‘Hands-On’ Introduction to Pickleball
Adapted Physical Education and Service-Learning: A winning combination.
SkateBuds.com Get Fit Stay Fit Camp Program
Compass: What About Those *&^%\$# SLT's?
Jazzin' It Up With 21st Century Technology
The GUMBO Connection to High School & Paralympic Sports
CrossFit: You'll never step into another gym again.....ever
PE as a Key to the 3 C's
The GUMBO Connection to High School & Paralympic Sports
Join The Movement: Fuel Up To Play 60 – Your School Wellness Solution
Help, Compass!
Martial Arts – An Alternative to Physical Education
Is Your School a Safe Sports School? Lessons from the Finish Line of the 2013 Boston Marathon Bombing
Survey of Athletic Training Alumni to Evaluate Program Effectiveness
Personal Training – Career as a Fitness Professional
A ‘Hands-On’ Introduction to Pickleball
The First Tee and SNAG Golf
Intergenerational Games
Geo-caching: Moving Beyond the Basics
Stay in the Game

Type I Diabetes Mellitus in Secondary School Athletes: A Case Study and Pearls for Practice
New Strategies for Introducing Lifetime Activities
Using Skype in the Classroom
Power of Service Learning for the Student and the Community
Teaching Physical Education for Future Professionals
Benefits of Membership in the American Kinesiology Association
Driver Safety: Defensive Driving Tips
Ultimate Frisbee Competition
Are you ready!
Future Professionals' Social

2013 Convention Program Proposals for Friday, November 8th at Crowne Plaza:

CUPID's Secret
Appropriate Music And Current Dance Trends For School Dances, Family Fun Nights, Field Days, And Circuit Training
Ballroom Dancing
Modern Dance Class for Elementary Students
Keep Them Active
Encouraging Cooperation Over Competition
Lights... Camera... ACTION!!!
Jazzin' Up Your Career: Becoming An Administrator
HOLLA...day (or NOT!)
Fun and creative ways to conduct fitness assessment!
Pilates for Children
Adapt Dat!
Shaken, not Stirred: Using Motivationally Appropriate Music for Secondary Students
1 Mile Fun Run/Walk
Learning SMARTer: Working the Mind & Body
The First Tee National School Program
Safe Routes to School
Benefits Of Teaching Bowling, How To Get Equipment, Curriculum, And Training
Pre-Orientation to the Internship 101
PARKS: Playground Assessment Relevant to Kids' Safety
Archery in Louisiana Schools (ALAS)
Changing Seasons: Transitioning Into Retirement
Grant Writing Instruction For Bowling Equipment From The Bowling Foundation
Benefits of Bicycle Instruction for Children
Pre-Internship: The Umbrella for a Rainy Day –
Technology !! Bringing Excitement To Health and PE Classes!!!
Getting Your 'Docs' In a Row
Part I: Careers in Kinesiology: Preparing for Your Future!
Part II: Let's Get it Together: Your First Professional Job Interview
Recommended vs. Required: Overview of Local and National Policy
Superstars Competition
What is the purpose of Fitness Assessment and what is the role of Picard Center at UL Lafayette?
The Effects Of Sports Supplements On Recreational And Competitive Athletes
Joys and Pains of Technology
Publishing in LAHPERD's Electronic Media
Strength Training for High School Anaerobic Sports

2012-13 LAHPERD Membership Form

Date Received: _____
Amount of Payment: _____
Form of Payment: PayPal _____
Personal Check _____
School Check _____
School/Agency _____
LAHPERD Membership # _____

LAHPERD membership runs from June 1 through May 31 of the following year.
 You may enter your application online at the LAHPERD.org website and pay online;
 or you may use this form and mail your check. If using this form **PLEASE PRINT LEGIBLY**
 and send your check to the address below. Membership is activated when payment is received.
 Since the database is available online, membership cards are not issued. You may check your
 membership number and make changes online using your assigned username and password.

First Name: _____ Middle Name/Initial: _____ Last Name: _____

<u>Classification and Membership Dues (check one)</u>	<u>Fee</u>
Professional (includes liability insurance) _____	\$ 55.00
3-year Professional Membership _____	\$ 150.00
Student (full-time) _____	\$ 15.00
Student w/liability insurance _____	\$ 40.00
Collegial (non HPER, teacher/aide) _____	\$ 25.00
Retired (verify with Executive Director) _____	\$ 5.00
Honorary Life (verify with Exec Director) _____	\$ 0.00
Institutional (publications only) _____	\$ 30.00

_____ Renewal of Membership
 _____ New Member

Are you a member of AAHPERD?
 _____ Yes Membership Number: _____
 _____ No

If it is feasible, how would you prefer that your
 LAHPERD publications be made available to you?
LAHPERD Journal ___ Print ___ E-copy
Au Courant Newsletter ___ Print ___ E-copy

Preferred Address: _____ City: _____
 (year-round) _____ State: _____ Zip Code: _____

Telephone #: _____
 (circle preferred) Work Home Cell

E-Mail Address: _____
 (required) (preferred e-mail address; checked frequently) (alternate/summer e-mail address)

 (Professional: School Name or Work Site) (Student: School Attending) (Parish-work/school)

<u>LAHPERD Division</u> ___ Health ___ Physical Education ___ Sport/Leisure ___ Dance ___ General	<u>Employment Level</u> ___ Elementary School ___ Middle/Jr Hi School ___ High School ___ K-12 School ___ University/College ___ Agency (city, parish, hospital, etc) ___ Other - list site _____	<u>Major Teaching or Interest Area (choose one)</u> ___ Health Education ___ Physical Education ___ Both Health & PE ___ Adapted PE ___ Administration/Higher Education ___ Aquatics ___ Athletics/Coaching ___ Athletic Training/Sports Medicine ___ Dance ___ Exercise Science/Physiology/Kines ___ Fitness/Strength/Conditioning ___ Health Promotion ___ Recreation/Leisure ___ Sport Management ___ Other _____
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Make all payment to : **LAHPERD** Check, money order, cash, or online
 membership payments accepted. **NO PURCHASE ORDERS ACCEPTED.**
If check pays for multiple members, each member must submit an application.

Mail to: Bill Dickens, LAHPERD Executive Director c/o Health & Human Performance Northwestern State University Natchitoches, LA 71497



American Alliance for Health,
Physical Education, Recreation and Dance

Join Today and Put AAHPERD to Work for You!

YES, I want to join AAHPERD! Please send my Association credentials and begin my subscription to UpdatePlus and the professional journal(s) I've checked below.

(Mr.) (Ms.) (Mrs.) (Miss)

Name _____

Please fill out both addresses below and then tell us which one you'd like to use.

1. Business/School Address

Place of Employment

Address

City _____ State _____ Zip _____

Work Phone _____ Fax _____

E-mail _____

2. Home Address

Address

City _____ State _____ Zip _____

Home Phone _____

Preferred Membership Mailing Address

Business/School Home

AAHPERD makes its membership mailing list available for rental to companies that feel AAHPERD members would benefit from the products and services that they offer. If you don't want your name made available please check the box above.

Please send me information about my state association.

**Your satisfaction is 100%
guaranteed. Cancel any time and
you'll receive a full refund on all the
months remaining on your
membership. Join AAHPERD with
confidence!**

Customize your membership

Choose your Associations

AAHPERD membership includes membership in any two associations (one if you are a student). A portion of your dues goes to support the associations selected. Please prioritize your choices.

- 1 2 American Association for Health Education
- 1 2 American Association for Physical Activity and Recreation
- 1 2 National Association for Girls and Women in Sport
- 1 2 National Association for Sport and Physical Education
- 1 2 National Dance Association
- Research Consortium** For those interested in research. (Select this in addition to your association affiliation(s) at no extra charge to you.)

Choose your Professional Journals

- Journal of Physical Education, Recreation & Dance*
 - American Journal of Health Education*
 - Research Quarterly for Exercise and Sport*
 - Strategies: A Journal for Physical and Sport Educators*
- You receive a subscription to one professional journal with your membership in AAHPERD. Subscriptions to additional journals are only \$25 each per year.

Calculate your dues

AAHPERD Professional Membership \$ 135

AAHPERD Student Membership \$ 50

Undergraduate Graduate

Additional Professional Journals (\$25 Each) \$ _____

Foreign Postage (Outside U.S. & Canada add \$12 per journal including Update.) \$ _____

TOTAL DUE \$ _____

Payment Options

- My check for membership is enclosed.
- Please charge my VISA MASTERCARD AMEX
- Annual Payment Quarterly Payment *

Card No:

Expiration Date: _____

Signature: _____

*Quarterly payments (credit card only). Available to one year professionals only. Renew automatically until canceled by you.

MAIL TO:

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive, Reston, VA 20191-1598

Phone: 800-213-7193 • Fax: 703-476-9527 • membership@aahperd.org • http://www.aahperd.org

MNW/WP

IMPORTANT INFORMATION - PLEASE COMPLETE: ASSOCIATION INTEREST AREAS

Below is a list of the five national associations within AAHPERD and the interest areas within each association. Each member is entitled to select two associations and three interest areas within each of those associations. If you select the same association twice you may select six interest areas under that association. (Students receive only one association choice and only three interest areas within that association.) A portion of your dues goes to support each association selected.

AMERICAN ASSOCIATION FOR PHYSICAL ACTIVITY AND RECREATION

- Adapted Physical Activity
- Administration & Leadership Development
- Aquatic Professionals
- Aging and Adult Development
- Adventure & Outdoor Education/Recreation
- Facilities & Equipment
- Children, Youth & Families
- Fitness & Wellness
- Lifelong Recreation Sports
- Measurement & Evaluation
- Safety & Risk Management

AMERICAN ASSOCIATION FOR HEALTH EDUCATION

- Administration/Health Planning
- Business & Industry
- College/University Students
- Early Childhood
- Elementary School Children
- Health Disparities
- Health Literacy
- Medical Care Services Programs
- Non-School Adult Programs
- Preservice/Inservice Professional Preparation
- Public/Community Health Education
- Research
- Secondary School Youth
- Technology Apps/Health Informatics

NATIONAL ASSOCIATION FOR GIRLS & WOMEN IN SPORT

- Advocacy/Equity
- Athletic Administration
- Coaching
- International Programs
- Officiating
- Professional Development
- Public Relations/Media
- Publications
- Research

NATIONAL ASSOCIATION FOR SPORT & PHYSICAL EDUCATION

- Athletic Administration - School and Youth Sports
- Biomechanics
- Coaching and/or Coaching Education
- Curriculum and Instruction
- College/University Physical Activity Instruction Programs
- Exercise Physiology
- Motor Development and Learning
- Physical Education Administration P-12
- Physical Education - Middle and High School
- Physical Education - Preschool and Elementary School
- Physical Education Teacher Education
- Sport and Exercise Psychology
- Sport Health Care/Athletic Training
- Sport History, Philosophy, and Sociology
- Sport Management Education
- Youth Sport Studies

NATIONAL DANCE ASSOCIATION

- Advocacy and Public Relations
- College/University
- Curriculum Development
- Dance Administration
- Dance for People with Disabilities
- Dance History
- Dance Medicine & Science
- Dance Performance
- Dance Research
- Dance Technology
- Early Childhood
- Elementary Education
- Ethnic & Social Dance
- Publications Development
- Private Studios/Schools
- Secondary Education
- Students

OPTIONAL DEMOGRAPHIC INFORMATION

Primary Responsibility

- Administrator
- Athletic Trainer/Sports Medicine
- Athletic Director
- Coach
- Consultant
- Exercise/Fitness Instructor
- Intramural Sports Director
- Program Director
- Self-Employed
- Sports Official
- Teacher/Professor
- Teacher/Coach

Employment Area

- Elementary School
- Middle School
- High School
- Early Childhood
- Business/Industry
- Community/Jr. College
- College/University
- Government
- Hospital/Clinic
- Recreation
- Consultant
- Non-Profit

Primary Interest

- Aging/Adult Development
- Adapted Physical Activity
- Coaching
- Dance
- Exercise/Sport Science
- Health Education
- Leisure/Recreation
- Physical Education
- Physical Fitness
- Research
- Safety
- Sport Management

LAHPERD AWARDS' CRITERIA

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

Honor Award

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

Outstanding University/College Senior Major Award

1. The candidate shall be a full-time student of the university/college from which the nomination is made.
2. The candidate shall have attended the nominating university a minimum of two years.
3. The candidate shall be a member of LAHPERD at the time of the nomination.
4. The candidate shall have an overall grade point average of 3.0 or greater.
5. Any university/college faculty member in health, physical education, recreation, or dance, or a supervising

teacher may nominate a candidate by sending the name and a biographical sketch to the chairperson. The supporting information should include date, grade point average, honors and awards, membership(s) in professional organization(s), and a statement from the nominator as to why the student is worthy of the award.

6. All nominations must be submitted to the chairperson by August 1.
7. The person sponsoring the candidate shall be responsible for submitting a copy of a complete, accurate biographical sketch to the chairperson.
8. The biographical sketch shall be topically organized, legible, and current.
9. To be considered for the current year, all biographical sketches must be submitted to the chairperson by August 1.
10. Submit nominations to Yvonne Calvin at calviny@gram.edu.

Service Award

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

Secondary Physical Education Teacher of the Year Award

1. For the purposes of this award, a secondary physical education teacher

is defined as an individual who has major responsibility for teaching physical education in grades 7-12.

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

Elementary School Physical Education Teacher of the Year Award

1. For the purposes of this award, an elementary physical education teacher is defined as an individual who has major responsibility for teaching physical education in grades K-6.
2. The candidate must be a current elementary physical education teacher with a minimum of six years' experience.
3. The candidate must be a person who:
 - a. Serves as a positive role model, epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students.
 - b. Utilizes various teaching methodologies and plans innovative learning experiences.
 - c. Conducts a balanced and sequential curriculum that reflects and understanding of child growth and development.
 - d. Assumes responsibility for his/her professional growth.
 - e. Evidences commitment to the education profession by having served on state/regional/national committees and/or having presented workshops of programs at these levels.

4. Current members of the COPEC Executive Committee are not eligible.

Health Educator of the Year Award

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

Dance Educator of the Year Award

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

- e. Evidences commitment through membership and involvement in local, state, and national dance organizations.

Recreation Professional of the Year Award

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

Taylor Dodson Young Professional Award

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

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

Scholar Award

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

Gilentine Award

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

GUIDELINES FOR SUBMITTING ARTICLES TO THE LAHPERD JOURNAL Electronic Submissions Only (Revised Fall 2013)

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

1. **The Manuscript** Manuscripts should follow the form and style of the current edition of *Publications Manual of the American Psychological Association* and must be double-spaced, **12-point Times New Roman font with standard margins**. All of the authors' names, titles, and institutions should be listed on the cover sheet. **Electronic submissions are required**. Prepare the manuscript in Microsoft Word format and attach author's statement (see Author's Statement below). All correspondence should be addressed to the lead author unless otherwise specified. Limit manuscripts to eight pages or about 2,500 words.
2. **Tables and Illustrations** All tables and figures must be titled. Tables may be embedded in the text at the appropriate place. Use tables for reporting extensive statistical information. Data in tables should not be duplicated or extensively discussed in the text. Figures, photographs, images, etc. should be on separate pages in high resolution. Tables and figures may be edited for spacing purposes.
3. **Author's Statement** The author(s) must provide a statement certifying that the article has not been published or concurrently submitted for publication elsewhere.
4. **Refereed Papers** Only position papers and research manuscripts that meet submission criteria will be considered for blind external review. Each paper will be submitted to three members of the LAHPERD JOURNAL editorial board. Papers are reviewed for content and clarity. Specifically, each paper will be gleaned for 1) identification of the problem and purpose of the study, 2) description of methodology including statistical procedures used, 3) reporting of findings, 4) consistency of conclusions and findings, and 5) quality and appropriateness of references. Lead authors will be notified of the status of the manuscript. Papers may be accepted as is, accepted with minor revisions, conditionally accepted pending revisions, or rejected. Only papers that make a contribution to the profession will be accepted for publication.
5. **Documentation** References should be listed at the end of the article and should be arranged in alphabetical order. Each reference cited in the article must be listed and only those cited should be included in the reference page. Follow the form and style for citing and listing references in the current edition of the *Publications Manual of the American Psychological Association*
6. **Announcements** Any announcements and last minute news items must be submitted electronically prior to layout of the journal. Contributors are advised to use Microsoft Word, 12-point Times New Roman font format for all attachments. Be sure to title attachment for inclusion in the LAHPERD JOURNAL.
7. **Non-Refereed Papers** Submission of *program development papers* and *teaching methods* are welcome. Authors are encouraged to submit photographs, diagrams and tables as necessary with these papers. These papers will be reviewed by the in-house editorial staff, which consists of the managing editor and the copy editor. Some revisions may be necessary. The editorial staff reserves the right to edit these papers when necessary to maximize available space.
8. **Abstracts** All completed abstracts accepted for presentation at the fall LAHPERD conference will be published in the spring issue of the LAHPERD JOURNAL. Incomplete abstracts will be returned to the author(s) to be completed. Complete abstracts should contain: 1) problem statement, 2) purpose of the study, 3) methods, 4) major findings, and 5) conclusions. Limit abstract to 500 words.
9. **Advertisements** The LAHPERD JOURNAL has available space for advertising of university programs as well as for professional products or services. All advertisements should be submitted as camera-ready hard copy. Rates for advertisements are: \$100 per issue for full page; \$50 per issue for 1/2 page; and \$25 per issue for 1/4 page.