

Knowledge Base

4/18/00

Program: M. Ed. Applied Kinesiology**1. A brief description of the program**

The mission of the school is to enrich the quality of human life by expanding, applying, and disseminating the body of knowledge germane to physical activity, recreation, sport, and their applied systems. The aspects of physical activity, recreation, and sport that are relevant to this mission include: (1) biological, developmental, psychosocial, and behavioral attributes of persons engaged in physical activity, recreation, and sport; (2) delivery systems of the educational and management enterprises that reflect the professional outgrowth of the scholarly inquiry into physical activity, recreation and sport; (3) applied research in all areas of human performance, physical activity, recreation, and sport; (4) instruction in a variety of sport, exercise, and recreational activities which enhance the quality of the University experience for all students, with an emphasis on making decisions about personal lifetime physical activity, recreational participation, health, and wellness.

This mission is accomplished by: (1) educating and preparing undergraduate and graduate students for professional positions, and for certification in the professions associated with the study of kinesiology, recreation, and sport (the teaching function); (2) scholarly inquiry, and the dissemination of knowledge about these relevant aspects of human performance, physical activity, and recreation (the research function); (3) providing state, national, and international leadership in the disciplines of kinesiology, recreation, and sport (professional service activities).

These pursuits are manifested in the provisions of: (1) undergraduate and graduate degree programs; (2) an all-University Physical Activity and Health Promotion Program; (3) research programs supported by outside funding; (4) the publication and presentation of scientific research; (5) participation in CEHD and University committees and representative governing bodies; (6) the provision of kinesiology, recreation, and sport related services to the surrounding community, the State of Minnesota, and to national and international agencies.

All persons have equal access to programs, facilities, and employment in the School of Kinesiology and Leisure Studies without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation. (revised and approved 3/10/2000)

The central aim of the M.Ed. in Applied Kinesiology is to provide a flexible program to candidates who can “tailor” their individual needs to their professional aims and objectives. Completion of an M.Ed. in Applied Kinesiology upgrades the practicing professional candidates’ knowledge bases for endeavors in areas such as teaching, coaching, health/wellness, and other applied kinesiology professions. The flexibility of the program offers working professionals course offerings during the summer and in the late afternoons during the regular academic year.

The guidelines of the M.Ed. program reflect the National Association of Sport and Physical Education as well as the NCATE guidelines for professional programs in this area of study. Areas complying with NASPE guidelines include the following: (1) more than 50% of the M.Ed. program is taken in Kinesiology, (2) more than 15% of the M.Ed. program is in a student’s desired area of interest, (3) the curriculum shows evidence of breadth in the theoretical base, (4) students are required to complete a culminating experience, (5) the scope and quality of content is

appropriate to the master's degree level, and (6) less than 20% of required credit hours can be transferred from another institution of higher learning. Because the Division of Kinesiology views the M.Ed. program as distinctly different in emphasis and requirements from its M.A. program, it does not meet or anticipate meeting the following NASPE guidelines: (1) a baccalaureate degree in physical education is not required for admission; (2) the methods of inquiry requirement comprises 10% of the M.Ed. program, as opposed to 15%, but many students take more; and (3) consistent with University of Minnesota guidelines, credits earned within seven years of matriculation are counted, as opposed to six years. In addition, the M.Ed. in Applied Kinesiology provides opportunities for individuals who are interested in pursuing professional development in emerging and growing areas of applied kinesiology, outside of the traditional context of the public school (athletic training, sport management, exercise leadership, cardiovascular fitness, and allied health fields in hospitals and rehabilitation settings).

Goals and Objectives

The primary objective of the program is to provide graduate level, practitioner-based education that offers students an opportunity for post-baccalaureate study within the three M.Ed. in-service emphases of Developmental/Adapted Physical Education, Sport Management, and Sport and Exercise Science. Thus the spectrum of opportunities runs the gamut from specialized training in the teaching of physical education to coaching, sport, and exercise science. The criteria for admission to the program is a minimum undergraduate GPA of 2.5 and either a background of undergraduate preparation in a kinesiology based degree program or the intent to apply their M.Ed. coursework and potential field experiences in educational and human development settings. To complete the M.Ed. Program in Applied Kinesiology, the student must have a GPA of 2.8 and have taken 30 semester credits of adviser approved coursework. At least 20 credits must be taken in the field of kinesiology. These 20 credits include required courses encompassing research methods and a culminating experience. The additional 10 semester credits may or may not be taken in the field of kinesiology.

Program Coherence

The M. Ed. Program is designed and grounded in best practice as determined by current research, with an emphasis on enhancing professional knowledge, competencies, and skills. Five characteristics woven throughout the program are as follows:

1. A coherent individualized program of study for each candidate ranging from coursework, independent study, seminars, practicums, workshops, field experiences, and school-based experience.
2. Content that is linked to best practice and demonstrated by performance assessment, with numerous projects and reviews of the literature focused on the candidate's interests and needs.
3. Integration of up to 10 semester credits of study outside of kinesiology within the candidate's individualized program.
4. Inclusion of a research methodology course for all candidates.
5. A culminating experience linked to the candidate's interests and needs and approved/directed by the candidate's adviser.

Candidates who complete the M.Ed. program in Applied Kinesiology would be viewed as critical and reflective thinkers and inquirers, leaders within their area of specialization, and decision makers guided by best practice and appropriate assessment and evaluation. These attributes fall within the college's advanced study themes of inquiry, practice, and leadership.

Integration of professional community into the M. Ed. program is demonstrated by the use of recognized experts within and outside the University community as adjunct faculty and guest speakers, internship supervisors, and practicum supervisors; input sought from the Minnesota Department of Children, Families, and Learning; collaboration with school practitioners and districts; and faculty interaction with diverse groups and agencies as consultants, advisory members, and agents for change. The Director of Graduate Studies minimally holds semester meetings with Graduate Faculty to review, outline, and update programs in light of the expanding knowledge base, applicable licensure and state law, and demonstrated needs of the population served. Responsiveness to the needs of schools and the community is frequently demonstrated through the culminating experience. Ethical inquiry is dictated by adherence to the guidelines of the Institutional Review Board for the University. Commitment to diversity is exemplified by actively recruiting students of color and is reflected in the content of numerous courses.

Dependent on the focus of the student's program, professional field experience may or may not be incorporated into the program of study. Professional field experience is a requirement in the Developmental/Adapted Physical Education emphasis of Applied Kinesiology, which requires 4 semester credits or 160 hours of field experience. Approximately 80% of that time must be spent in the regular school day setting, with options for the other 20% to be spent in after school or approved community programs for individuals with special needs. A primary focus within the field experience is devoted to the development of the Individual Education Plan. Other field experiences are found within the areas of sport management and coaching.

Literature Review

Program content for the M.Ed. in Applied Kinesiology provides students with up-to-date information on the different sub-disciplines that make up the field of the academic and professional aspects of kinesiology. The M.Ed. is entitled Applied Kinesiology because the focus is on a general overview of not only kinesiology as an entity, both professional and academic, but also the different sub-disciplines that make up the field of study. Over the past 15 years the field has changed rather dramatically, with its name in most instances changing from physical education to either exercise and sport science or to the more inclusive term, kinesiology. In addition, the professional focus of the field has broadened. Kinesiology now encompasses not only the traditional fields of teaching physical education and coaching, but also provides a large number of professional opportunities in the allied health fields, which includes entry into the professions of the therapeutic sciences, cardiac rehabilitation, as well as fitness and sport management. Thus, the curriculum reflects these important changes as it provides content knowledge that is more encompassing than in the past. (See Appendix A)

The body of knowledge in kinesiology that supports the M.Ed. in Applied Kinesiology is represented in the sub-specialty fields of exercise science and health enhancement; motor learning

and control; the social-psychological aspects of human physical activity and sport; the biomechanical and neuromotorcontrol aspects of human physical activity; and research that has focused on the developmental and adapted aspects of atypical human performance. The faculty who teach in the program are actively engaged in research, and the teaching aspects of their contributions to this program are representative of the research that drives both the content of their lectures and laboratory demonstrations. Students enrolled in the M.Ed. in Applied Kinesiology benefit by having faculty who teach the classes in ways that connect the students directly to cutting-edge research issues in the fields of study represented by the current faculty in the Division of Kinesiology. In addition, students have an opportunity to connect their academic studies with several research enterprises within the Division of Kinesiology: The Tucker Center for Research on Girls and Women in Sport, Exercise Science and Recreation; The Laboratory of Physiological Hygiene and Exercise Science; and The Human Sensorimotor Control Lab and Gait and Posture Lab. The latter two labs specialize in sensory motor control, posture and gait, as well as on-going research activities in the area of adapted or special physical education. These connections provide students in the M.Ed. program with a direct linkage to research. The research is also incorporated directly into the classroom content of the coursework in which students enroll, as well as providing opportunities for special projects, and applied research opportunities. (See Appendix B)

In a period between 1991 and 1996, faculty in the Division of Kinesiology published over 150 scholarly papers in journals appropriate for each of their sub-specialties within the field of Kinesiology. (See Appendix C) In addition, faculty hold important national and international appointments, serve on editorial committees of scholarly journals, and are representatives on numerous important committees within such groups as The American College of Sports Medicine, the American Academy of Kinesiology and Physical Education, The Human Factors and Ergonomics Society, and the North American Society for the Psychology of Sport and Physical Activity. (See Appendix D)

Program Review

Reviews of programmatic offering for the M.Ed. in Applied Kinesiology are conducted during the developmental stage and are periodically revisited for both University and professional organizational compliance. Courses contained in the various M.Ed. programs are developed by faculty experts in foundational and pedagogical content, and then submitted to the faculty in the Division of Kinesiology for review and approval. Courses are then sent to a Committee on Educational Policy (CEP), which consists of faculty representation from each of the Departments within the College of Education and Human Development for further review and approval. Review of programmatic materials is subjected to the same evaluative review and approval process with the additional requirement of submission to the Regents of the University for review and final approval. The University of Minnesota transition to a semester model beginning in the Fall of 1999 has produced a complete review and overhaul of the entire Applied Kinesiology program. There was a review of all individual courses by Division of Kinesiology faculty, CEP, and University committees for semester transition.

Delivery of Instruction

Instructional delivery within the Program assumes many forms. These may include lecture and discussion that expands and clarifies readings or Socratic questioning producing dissonance.

Small groups are used for processing various questions and engaging in class projects. Laboratory activities, student presentations, and cooperative learning are also utilized. Individual guidance and direction is frequently provided, particularly in the Readings and Problems courses, and through formal and informal discussions with faculty. Critical review of research and its applications are integral elements of the M.Ed. program. These elements are generally associated with specifically assigned readings, topics of special interest within the general boundaries of a course, a particular interest of the student/practitioner as approved by their adviser, or in relationship to the final culminating experience. For example, the M.Ed. student completing a KIN 5592: Readings in Kinesiology for Dr. Diane Wiese-Bjornstal might choose a series of readings in the psychology of coaching track and field, the psychology of sport injury, an overview of the professional field of sport psychology, or the psychological benefits of youth sport. This would be followed by an outline of the intended project specifying the objective(s), topic, sources for the reading, and methods for securing the readings. A specified written format for presentation would then be determined, such as an annotated bibliography or the production of an article for submission to a journal. Other culminating experiences might include the following: a handbook for a college athletics department, including philosophy, administration, sport psychology, and legal issues; a curriculum guide for school physical education; a youth sport parent survey and parent handbook; an athletic recruitment handbook for high school students; course materials for a teaching assistant in a university athletic training course; a season plan for coaching softball; interview with young, inner city girls regarding lack of sport participation; a proposal for adding a new sport to meet gender equity requirements; an action research project on motivational orientation for participation in physical education classes; and a laser disk of sport biomechanics for use in K-12 physical education.

Instruction itself is evaluated each semester through student questionnaires provided by the Division of Kinesiology, instructor-generated questions or questionnaires, and overview by the division. Both faculty and administration, for the purpose of tenure and promotion decisions, regularly review teaching evaluations.

Appendix A: Bibliography for Applied Kinesiology Conceptual Framework

Reading list from 5170

AAKPE Report: Kinesiology: A Field of Study.

Crick, Francis (1988). Selecting the right problem and sticking to it. *What a Mad Pursuit: A Personal View of Scientific Discovery*

Cronbach, Lee J. (1957). The two disciplines of scientific psychology. *American Psychologist*, 671-683.

Forscher, B.K. (1963). Chaos in the brickyard. *Science*, 142 #3590.

Hafner, E. M., and Presswood, S. (1965, July 30). Strong inference and weak interactions. *Science*, 149, #3683, pp. 503 - 510.

Henry, Franklin M. (1964, September). Physical education as an academic discipline. *Journal of Health, Physical Education and Recreation*.

Locke, L. F. (1990). Conjuring kinesiology and other parlor tricks. *Quest*, 42, 323-329.

Newell, K. M. (1990). Physical activity, knowledge types and degree programs. *Quest*, 42, 243-268.

Platt, John R. (1964, October 16). Strong inference. *Science* 146, #3642, pp.347- 353.

Siedentop, D. (1990). Commentary: The world according to Newell. *Quest*, 42, 315-322.

Wade, M. G. (1990). Further reactions to Newell: unraveling the Darryl and Larry Magical Mystery Tour. *Quest*, 43, 207-213.

Wade, M. G., and Baker, J. A. W. (1995). The changing framework of P.E.: New name, new responsibilities. Introduction to Kinesiology –The Science and Practice of Physical Activity.

Appendix B: Faculty Research Centers

Human Factors Research Lab

Director – Professor Thomas Stoffregen

This laboratory provides students with an opportunity to evaluate human performance in the context of person/machine interaction in everyday tasks and situations such as driving performance, collision avoidance, older drivers, and youthful drivers. In addition to evaluating human performance in transportation issues, there are also opportunities to develop simulation studies of a variety of real world activities in the physical activity domain.

Laboratory of Physiological Hygiene and Exercise Science

Director – Professor Art Leon

This laboratory provides M.Ed. students with opportunities to evaluate health and wellness, physical fitness, strength and a whole host of issues related to exercise science and health enhancement.

Sensorimotor Control and Human Gait and Posture Labs

Director – Professor Jürgen Konczak

These laboratories provide students a range of opportunities to study motor behavior, posture, gait, and locomotion as they relate to a variety of settings, as well as individuals who have both physical and cognitive disabilities.

Tucker Center for Research on Girls & Women in Sport

Director – Professor Mary Jo Kane

The Tucker Center for Research on Girls & Women in Sport is dedicated to exploring how sport, recreation, and physical activity affect the lives of girls and women. The first of its kind in the country, it is an interdisciplinary center leading a pioneering effort on significant research, education, community outreach, and public service.

All of the above research centers provide and encourage students to pursue research activities that cut across different disciplines and contextual situations that relate to physical activity, health, wellness, and human performance.

Appendix C: Representative Faculty Publications from 1996-1999

Allen Burton

Books/Chapters

Burton, A. W., & Miller, D. E. (1998). *Movement skill assessment*. Champaign, IL: Human Kinetics.

Articles in Refereed Journals

Liu, S., & Burton, A. W. (in press). Changes in basketball shooting patterns as a function of distance. *Perceptual and Motor Skills*.

Burton, A. W., Garcia, L., & Garcia, C. (1999). Skipping and hopping of undergraduates: Recollections of when and why. *Perceptual and Motor Skills*, 88, 401-406.

Yu, I., & Burton, A. W. (1998). Ssireum (Korean wrestling) for persons with sensory and mental impairments. *Palaestra: Forum of Sport, Physical Education, and Recreation for Those With Disabilities*, 14(3), 37-41.

Burton, A. W. (1999). Hrdlicka (1931) revisited: Children who run on all fours. *Research Quarterly for Exercise and Sport*, 70, 84-90.

Burton, A. W., & Davis, W. E. (1996). Ecological task analysis: Theoretical and empirical foundations. *Human Movement Science*, 15, 285-314.

Mastro, J. V., Burton, A. W., Sherrill, C., & Rosendahl, M. (1996). Attitudes of elite athletes with impairments toward one another: A hierarchy of preference. *Adapted Physical Activity Quarterly*, 13, 192-205.

Broadhead, G. D., & Burton, A. W. (1996). The legacy of early adapted physical activity research. *Adapted Physical Activity Quarterly*, 13, 111-122.

Burton, A. W. (1996). Dynamic similarities in action systems. *Brain and Behavior Science*, 19, 71-72.

Peter Hancock

Books/Chapters

Hancock, P.A., & Desmond, P.A. (Eds.). (in press). *Stress, workload and fatigue*. Lawrence Erlbaum.

Hancock, P.A. (Ed.). (1999). *Human Performance and Ergonomics*. Volume 17: Handbook of Perception and Cognition. Academic Press: New York.

Hancock, P.A. (1997). *Essays on the Future of Human-Machine Systems*. Banta: Eden Prairie: MN. (Second Printing, 1998).

Articles in Refereed Journals

Hancock, P.A., Simmons, L., Hashemi, L., Howarth, H., & Ranney, T. (in press). The effects of in-vehicle distraction upon driver response during a crucial driving maneuver. *Transportation Human Factors*.

Scallen, S.F., & Hancock, P.A. (in press). Implementing adaptive function allocation. I. Adaptive tasks. *International Journal of Aviation Psychology*.

Duley, J.A., Scallen, S.F., & Hancock, P.A. (Submitted). The response of experienced pilots to interface configuration changes for adaptive allocation.

Hancock, P.A. (Submitted). On operator strategic behavior.

Hancock, P.A. (Submitted). Sex differences in cognition can depend upon what time of day they are tested.

Hancock, P.A. (Submitted). Temporal distortions under extreme stress.

Harris, W.C., Hancock, P.A., & Goernert, P. (Submitted). On the multiple task performance of high and low mood disturbance individuals.

Miyake, S., Loslever, P., & Hancock, P.A. (Submitted). Individual differences in tracking. Revision.

Parasuraman, R., & Hancock, P.A. (Submitted). Designing effective collision-warning systems: A signal detection and Bayesian analysis.

Scallen, S.F., Hancock, P.A., & Duley, J.A. (Submitted). Evaluation of automation procedures for adaptive task allocation.

Vercruyssen, M., Kamon, E., Hancock, P.A., & Mah, D.J. (Submitted). Carbon dioxide effects on psychomotor and mental performance during exercise and recovery.

Block, R.A., Zakay, D., & Hancock, P.A. (1999). Developmental changes in human duration judgments: A meta-analytic review. *Developmental Review, 19*, 183-211.

Hancock, P.A., & Scallen, S.F. (1999). The driving question. *Transportation Human Factors, 1*, 47-55.

Arthur, E., & Hancock, P.A. (1998). Navigation training in virtual environments. *International Journal of Human Computer Interaction*, Revision submitted.

Block, R.A., Zakay, D., & Hancock, P.A. (1998). Human aging and duration judgments: A meta-analytic review. *Psychology and Aging, 13*, 584-596.

Desmond, P., Hancock, P.A., & Monette, J. (1998). Fatigue and automation-induced impairments in simulated driving performance. *Transportation Research Record, 1628*, 8-14.

Hancock, P.A. (1998). Should human factors prevent or impede access? *Ergonomics in Design, 6* (1), 4

Hancock, P.A., & Vastimidis, I. (1998). Human occupational and performance limits under stress: The thermal environment as a prototypical example. *Ergonomics, 41*, 1169-1191.

Sheridan, T., Hancock, P.A., Pew, R., Van Cott, H., & Woods, D. (1998). Can the allocation of function between humans and machines ever be done on a rational basis? *Ergonomics in Design, 6* (3), 20-25.

Smith, K., Scallen, S.F., Knecht, W., & Hancock, P.A. (1998). An index of dynamic density. *Human Factors, 40*, 69-78.

Hancock, P.A. (1997). On the future of work. *Ergonomics in Design, 5* (4), 25-29.

Hancock, P.A., & Manser, M.P. (1997). Time-to-contact: More than tau alone. *Ecological Psychology, 9*, 265-297.

Hancock, P.A., & Scallen, S.F. (1997). The performance and workload effects of task display relocation during automation. *Displays, 17*, 61-68.

Hancock, P.A., & Scallen, S.F. (1997). Triggering dynamic function allocation (letter). *Ergonomics in Design, 5* (3), 5-6.

Hancock, P.A., & Verwey, W.B. (1997). Fatigue, workload and adaptive driver systems. *Accident Analysis and Prevention, 29*, 495-506.

- Hancock, P.A., & Verwey, W.B. (1997). Where in the world is the speed-accuracy trade-off? *Behavioral and Brain Sciences*, 20, 310-311.
- Manser, M.P., Hancock, P.A., Kinney, C., & Diaz, J. (1997). Use of simulation in understanding accident events. *Transportation Research Record*, 1573, 57-62.
- Parasuraman, R., Hancock, P.A., & Olofinboba, O. (1997). Alarm effectiveness in driver-centered collision-warning systems. *Ergonomics*, 40, 390-399.
- Wagner, D., Vercruyssen, M., & Hancock, P.A. (1997). A computer-based methodology for evaluating the content of variable message signs. *Intelligent Transportation Systems Journal*, 3, 353-373.
- Arthur, E.A., Hancock, P.A., & Chrysler, S.T. (1996). Perception of spatial orientation in real and virtual environments. *Ergonomics*, 40, 69-77.
- Hancock, P.A. (1996). Effect of control order, augmented feedback, input device and practice on tracking performance and perceived workload. *Ergonomics*, 39, 1146-1162.
- Hancock, P.A. (1996). On convergent technological evolution. *Ergonomics in Design*, 4 (1), 22-29.
- Hancock, P.A., & Scallen, S.F. (1996). The future of function allocation. *Ergonomics in Design*, 4 (4), 24-29.
- Manser, M.P., & Hancock, P.A. (1996). The influence of approach angle on estimates of time-to-collision. *Ecological Psychology*, 8, 71-99.
- Scallen, S.F., Duley, J.A., & Hancock, P.A. (1996). Pilot performance and preference for short cycles of automation in adaptive function allocation. *Applied Ergonomics*, 26, 397-403.

Mary Jo Kane

Books/Chapters

- Kane, M.J. (in press). The impact of sport and gender on women's leadership. In J. Kerr Conway & S.C. Borque (Eds.), *Gender and leadership: New perspectives from business, politics, and sport*. San Diego, CA: Harcourt Brace.

Kane, M.J., & Lenskyj, H. (1998). Media treatment of female athletes: Issues of gender and sexualities. In L. Wenner (Ed.), *MediaSport: Cultural Sensibilities and Sport in the Media Age* (pp. 186-201), London: Routledge.

Krane, V., & Kane, M.J. (1998). Psychosocial aspects of sport and physical activity. In J.B. Parks, J. Quarterman & B. Zanger (Eds.), *Sport & Fitness Management*. (pp. 33-47). Champaign, IL: Human Kinetics.

Articles in Refereed Journals

Kane, M.J., & Pearce, K. (in press). Representations of female athletes in young adult sports fiction: Issues and intersections of race and gender. *Volume on current selected research. A sporting chance: Youth and sport in urban settings*. Minneapolis, MN: University of Minnesota Press.

Kane, M.J. (1998). Fictional denials of female empowerment: A feminist analysis of young adult sports fiction. *Sociology of Sport Journal*, 15, 231-262.

Krieger, L.A., & Kane, M.J. (1997). A novel idea: Portrayals of lesbians in young adult sports fiction. *Women in Sport & Physical Activity Journal*, 6, 23-62. (Authors acknowledge equal contribution).

Disch, L., & Kane, M.J. (1996). When a looker is really a bitch: Lisa Olson, sport and the heterosexual matrix. Article reprinted in *Signs, The Second Reader, the Best of Feminist Scholarship, 1983-1996*, University of Chicago Press, 326-356.

Disch, L., & Kane, M.J. (1996). When a looker is really a bitch: Lisa Olson, sport and the heterosexual matrix. *Signs: Journal of Women in Culture and Society*, 21(2), 278-308.

Kane, M.J. (1996). Media coverage of the post Title-IX female athlete: A feminist analysis of Sport, gender, and power. *Duke Journal of Gender Law & Public Policy*, 3, 95-127.

March Krotee

Books/Chapters

Bucher, C.A., & Krotee, M.L. (1998). *Management of Physical Education and Sport*. New York: McGraw Hill.

Krotee, M.L., & Blair, P.F. (1998). *Management of Physical Education and Sport: An Instructor's Guide*. New York: McGraw Hill.

Krotee, M.L., & LaPoint, J.D. (1998). Soccer. Chapter in D. Mood (Ed.), *Sports and Recreational Activities*. New York: McGraw–Hill, Inc.

Krotee, M. L., LaPoint, J. D., & P.F. Blair. (1998). Team Handball. Chapter in D. Mood (Ed.), *Sports and Recreational Activities*. New York: McGraw–Hill, Inc.

Krotee, M.L., Solberg E., & Blum, A. (1998). A comparative analysis of policy initiatives in tobacco-sponsored sport. Chapter in Hardman/Standuegn (Eds.). *Comparative Physical Education and Sport - Cultural Diversity and Congruence*. AACHEN: Meyer and Meyer Sport.

LaPoint, J.D., & Krotee, M.L. (1998). Basketball. Chapter in D. Mood (Ed.), *Sports and Recreational Activities*. New York: McGraw–Hill, Inc.

Lavoi, N. M., Krotee, M. L., Elnashar, A., & Gilbert, K. (1998). A cross-cultural study of the socialization of tennis players. Chapter in Hardman/Standuegn (Eds.). *Comparative Physical Education and Sport - Cultural Diversity and Congruence*. AACHEN: Meyer and Meyer Sport.

Articles in Refereed Journals

Krotee, M. L., & Elnashar, A. M. (In Press). The role of sport in breaking barriers for middle eastern women. Proceedings of the AIESEP World Congress.

Krotee, M. L., Wamukoya, E. K., & Kiganjo, G.. (Accepted for Publication). Games and sports in Kenya. In D. Corbett & J. Cheffers (Ed.), *World Games and Sport*. Westport, CT: Greenwood Publishing Group, Inc.

Morales, I.N., Krotee, M.L., & Meyers, L.E. (Accepted for Publication). A comparative analysis of physical education programs in Europe, the United States, and Puerto Rico. *The International and Comparative Sport and Physical Education Society*. Leuven, Belgium.

Krotee, M.L., & Waters, D.J. (1999). The role of sport in breaking barriers. Presented to the AIESEP World Congress. *The International Society of Comparative Sport and Physical Education*. Leuven, Belgium (Accepted for Publication).

Waters, D.J., & Krotee, M.L. (1999). The status of African sport development: A 14–nation perspective. *African Journal of Physical Health, Education, Recreation and Dance*. 4(2): 67–79.

Waters, D.J., & Krotee, M.L. (1997). Educational sport: An international and comparative study of fifty-three nations. *Proceedings of the AIESEP World Conference on Teaching, Coaching, and Fitness Needs in Physical Education and the Sport Sciences*, 498–503.

Elnashar, A.M., Krotee, M.L., & Daiman, S. (1996) Keeping in stride with the games: An Islamic perspective,” *ICHPER.SD Journal*, 32(4), 16–19.

Michael G. Wade

Books/Chapters

Wade, M. G., Van Emmerik, R. M. & Kernozek, T. P. (in press) Downs Syndrome: A case of atypical non-linearity. Chapter to be published in Weeks, D., Chua, R. & Elliott, D. *Perceptual Motor Behavior in Downs Syndrome*. Human Kinetics Publishing, Champaign, IL.

Articles in Refereed Journals

Cassidy, P. E., Wade, M. G. & Carello, C. (submitted). Detecting anticipatory information by elite collegiate baseball batters: An ecological analysis. *Ecological Psychology*.

Guan, J. & Wade, M. G. (submitted) The effect of aging on adaptive eye hand coordination. *Journal of Gerontology: Behavioral Science*.

Cassidy, P.E., & Wade, M. G. (1998). Improving novice baseball batters' choice reaction times through video training. *International Journal of Sports Vision*, 5(1), 22–32.

Kernozek, T. & Wade, M. G. (1998). Age and seat height effects of rising from a toilet of the elderly. *Archives of Physical Medicine and Rehabilitation*, 79, 313–316.

Okner, M.A., Kernozek, T., and Wade, M.G. (1997) Chin rest pressure in violin players: Musical repertoire, chin rests, and shoulder pads as possible mediators. *Medical Problems of Performing Artists*. 12(4), 112-121.

Parker, H.E., Larkin, D. and Wade, M.G. (1997) Are Motor Timing Problems Subgroup Specific in Children with Developmental Coordination Disorder? *Australia Educational and Developmental Psychologist*. 14(1), 35-42.

Wade, M.G. and Jones, G. (1997) The Role of Vision and Spatial Orientation in the Maintenance of Postural Stability. *American Journal of Physical Therapy*. 77(6), 619-628.

Baker, J.A.W., Pan, D.W., and Wade, M.G. (1996). Multidimensional Scaling: The Name Revisited. *International Journal of Physical Education*. 33(2), 76-81.

Diane Wiese-Bjornstal

Books/Chapters

Ray, R., & Wiese-Bjornstal, D.M. (Co-Editors). (1999). *Counseling in sports medicine*. Champaign, IL: Human Kinetics.

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Appendix D: Representative Faculty Offices, Appointments, and Committees outside the University of Minnesota

Allen Burton

- ⌘ North American Federation of Adapted Physical Activity, President-Elect (1998-2000), Consult with president and executive committee on issues related to the organization
- ⌘ Minnesota Developmental/Adapted Physical Education Leadership Committee, Computerized Movement Assessment Subcommittee, Member (1997-present)
- ⌘ North American Federation of Adapted Physical Activity, Chair of the Organizing Committee and Director of the 1998 Symposium held in Minneapolis, MN
- ⌘ American Alliance for Health, Physical Education, Recreation, and Dance Research Consortium, Reviewer of special populations symposia, free communications, and posters for the 1998 Convention (Reno, NV)

Peter Hancock

- ⌘ Human Factors and Ergonomics Society, President-Elect, 1999-2000
- ⌘ Human Factors and Ergonomics Society, Executive Council, 1998-Present
- ⌘ Human Factors and Ergonomics Society, Chair – Planning Committee, 1998-Present
- ⌘ International Ergonomics Associations (IEA), Organizing Committee, 1998-2000
- ⌘ ITS America, Human Factors Safety Committee
- ⌘ Human Interaction with Automation Conference, Organizing Committee