

# *Arkansas Journal*

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**Society Health Physical  
Education (SHAPE) Arkansas**

*Arkansas Journal*

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Hello SHAPE Arkansas Members,

Thank you for believing in this public health and physical education teacher and giving me the opportunity to serve as your association president through the fall of 2019. We're all in this together! There are many highlights within our organization for which we can be proud:

- We are continuing our summer workshops to reach out to those that may not be able to attend our state convention. Mark your calendars for Thursday, June 13th @ UCA.
- Last year's newly appointed Social Media Director, Cathryn Bass is killing it! If you're not following us on Twitter, Facebook, Instagram or Linked In you need to be, you may be missing big news. We are getting bigger so Jamie Oitker has joined Cathryn and boy are they the dynamic duo of the social media world!
- Future professionals are active within the organization as new leaders are developed regularly. Morgan Vaughan did an amazing job in Tampa at the SHAPE National Convention.
- The SHAPE America National Convention was attended by 9 of our members.
- Our state convention had so many wonderful workshops. US Games and OPEN PhysEd made our convention and we are so thankful for their help. Great news, they will be back this year!!!

"We're all in this together" is this year's theme, yes it was the theme last year and just as I have the honor of being your President again, I feel that this theme needs to continue. Since the 2018 convention, the board has continued to work hard and we are growing. We added Laura Abbott to help with advocacy and so looking forward to learning from her. We had so many vendors, thanks to Lindsay Beaton, and working on getting them to the 2019 convention. Now it is your turn, we can't have a convention no matter how hard we work without you. We plus you is us and we're all in this together! With us being one big association we need more help on the board or more people to step up and say "How can I help?" This year we are having a board member training to help the few new faces that have joined our board. We plan to make this a yearly meeting so that everyone knows their role on our team. Want to help? Consider running for an open position and do your part, because we're all in this together!

Thank you!

**Leah Queen President SHAPE Arkansas**

## **Society Health and Physical Education - SHAPE Arkansas**

**Executive Director & Web master** – Charles Hervey serves the BOD

### **Board of Directors serve 1 year**

President Leah Queen term ends 2019  
Vice President Sean Engle term ends 2020  
Past President Leah Queen term ends 2020  
Secretary appointed by President – Angie Smith-Nix terms ends 2019

### **Division Vice Presidents – serves 2 year**

Health – Tracy Gist term ends 2019  
Physical Education – Jody Foust term ends 2019  
Recreation – Janet Filbeck term ends 2019  
Dance – Lindsey Beaton term ends 2020  
Athletics\Sport\Training Pete Kelly term ends 2020 & Jeremy Paprocki term ends 2021  
Exercise Science – Chad Sanders term ends 2020  
Sports Management – Kim Eskola term ends 2021  
Higher Education\Research\Award Rusty Wright term ends 2021

### **Standing Committee Chairs – can be added or deleted by BOD**

Student Scholarship – Dr. Rockie Pederson  
Necrology – Dr. Bennie Prince  
Arkansas Journal – Dr. Bennie Prince  
Teacher of the Year Awards (TOY) Dr. Bennie Prince  
Program Coordinator – Janet Forbes & Leah Queen  
Exhibitor Coordinator – Lindsey Beeson

### **District Senators – serve 2 years**

District 1 – Angie Smith-Nix terms ends 2020  
District 2 – Jonathan Doss term ends 2020  
District 3 - Jamie Oitker term ends 2019  
District 4 - Betsy McCarty term ends 2019  
District 5 – Lewis Kanyiba term ends 2021  
District 6- Lenard Williams term ends 2021

**Future Professionals – serve 1 year**

Henderson State University term ends 2019  
Harding University 2020  
Southern Arkansas University Magnolia 2021  
University of Arkansas Pine Bluff 2022  
Arkansas Tech University 2023  
University of Central Arkansas 2024  
Arkansas State University 2025  
University of Arkansas at Little Rock 2026

SHAPE Arkansas Social Media links

Tweeter:@ArkAHPERD

<https://twitter.com/arkahperd?lang=en>

Facebook:Ark Ahperd

<https://www.facebook.com/ark.ahperd.3>

Linkedin: Ark (ArkAHPERD) AHPERD

Google+:

<https://plus.google.com/+Arkahperd>

Youtube: ArkAHPERD

[https://www.youtube.com/user/ArkAHPERD/featured?disable\\_polymer=1](https://www.youtube.com/user/ArkAHPERD/featured?disable_polymer=1)

Instagram

ArkAHPERD @ARKAHPERD

<https://www.instagram.com/arkahperd/>

Website: [www.arkahperd.com](http://www.arkahperd.com)

## **Research**

### *Three-Tiered Interventions for Lessening the Effects of Physical Educator Stress*

By Dr. Jingyang Huang & Dr. Angela Stanford

Although the role of a physical educator can be very rewarding, multifaceted position requirements along with complex environmental conditions can lead to a number of stressors that emotionally strain physical educators. In order to alleviate or minimize the negative effects of these stressors on physical educators, the stressors specific to their role must be identified. Once acknowledged, it is then possible to generate solutions for creating a stress-reduced environment for physical educators.

#### *Understanding Stress and the Effects*

Stress is a word that is commonly used today in describing a feeling that people have when they are struggling with demands in daily life. These demands are often due to work-related elements. According to McCarthy, Lambert, Donnell, & Melendres (2009), stress has been defined as an imbalance between the demands of the situation and the resources (i.e., knowledge, skills, and emotional control) available to help individuals cope with those demands.

Although stress is a highly subjective phenomenon that different people may respond to differently, stress can have varied effects on various systems, organs, and tissues in the body (Klinik Community Health Center [KCHC], 2010). Research has indicated that work environment stressors are the common trigger for symptoms such as anxiety, depression, and work-related burnout (Kayumova & Zakirova, 2016; KCHC, 2010; Prilleltensky, Neff, & Bessel, 2016)

#### *Stressors Specific to the Physical Educator*

In comparison to the research that investigated teacher stressors from various content fields, fewer studies detailed physical educators' stress. However, for those studies specifically addressing the stressors of physical

educators, role conflict, student misbehavior, and marginalization were identified as the most common (Al-Mohannadi & Capel, 2007; Richards, Gaudreault, Starck, Woods, 2018).

Role conflict. In many school systems, physical educators are expected to coach a team sport along with their physical education position. Holding two positions can lead to what is referred to as a role conflict. Even though the obligations from the extra role may be agreed upon at the signing of the educator's contract, the actual realization of the undertaking of both roles is often underestimated. Coaching requires such rigorous devotion throughout the school year that there is no doubt as to why the coaching role usually stands as a full-time position. In order to obtain a good standing in a division or advance a team's classification in a regional or state championship, coaches are publicly held accountable for the performance of that team. When factoring in that the educator is dually responsible for the physical education of the entire student body, which could also be a full-time position on its own merit, a logical conclusion could be drawn that the educator who takes on both roles will be under a heavy burden of stress. The stress of this professional responsibility generated by both positions along with the increase in the workload to attempt to adequately perform both roles divisively takes time and attention away from one role or the other at any given time (Richards, 2013).

Student Misbehavior. Research indicated that dealing with students' disruptive behaviors are one of the most important factors that contribute to physical educator's stress (Al-Mohannadi & Capel, 2007; Rink & Hall, 2008), especially for those in elementary grades (Rink & Hall, 2008). In order to deliver an effective physical education class, physical educators must demonstrate skills, provide individual or group feedback, evaluate students' performance, as well as monitor the class as a whole. The physical educator must also manage equipment, space, time, and students in order to facilitate the learning. Therefore, disruptive student behaviors such as chattering, engaging with mobile phones, chewing gum, teasing classmates, and creating an overall disruption to the flow of the instructional class period generates much undue stress (Sezer, 2017). Finding extra time and energy to simultaneously reinforce students' positive behavior while attempting to extinguish the negative behaviors further

extends the educators' limitations and increases stress levels (Rink & Hall, 2008). The added stressors created by student misbehavior in addition to implementing a physical education curriculum on a very tight schedule creates one of the most common stressors for the physical educator (Rink & Hall, 2008).

**Marginalization.** In most school system curricula there is a hierarchy, whether actualized or in assumption, some subjects are perceived to be more valuable than others (Bleazby, 2015). Physical education not possessing the academic status as other subject matter courses and also lacking the respect by other educators as well as the general public signifies how marginalization can add to the stress of a physical educator (McCormack & Thomas, 2003). In some states, school districts have reassigned physical educators to other teaching positions since physical education was no longer a required course in the curriculum. With budgetary cutbacks as well as more emphasis and time being necessary to meet core subject performance levels, physical education is usually the first casualty from the curriculum. Schools have found alternative means for students to receive physical activity through creative means organized within the regular classroom instruction or during recess periods (Rado & Page, 2017). In such dismissive marginalization cases due to the reduction or elimination of physical education programs, physical educators may suffer a great deal of stress as they are forced to leave the occupation or possibly be required to teach subjects not formally trained.

### *Three-Tiered Intervention Levels for Lessening Physical Educator Stress*

While experiencing various stressors, the educator is often at a loss for the means to reduce the impact of those stressors, much less remedy the source of the stressors altogether. For this reason, three-tiered levels of action are addressed in order to lessen or combat the effects of physical educator stress. To address each of the stressors described, any one or combination of the three-tiered levels of intervention may be necessary.

**Tier one: physical educator.** When interpersonal or organizational stressors generate a role conflict, an option for the physical educator is to revisit contractual obligations in order to find a more balanced workload. If

withdrawal from one position is not possible, then the educator may request decreasing time demands of one or both occupational roles, or negotiate with the principal regarding contractual obligations (Konukman, Agbuga, Erdogan, Zorba, Dermirhan, & Yilmaz, 2010). This can be a temporary solution until specific stressor situations improve or until the individual makes a more determined decision about his or her future.

In order to address students' misbehavior in the class, physical educators need to identify the causes of individual student misbehavior. If the causes result from students' attitude or disrespect (i.e., teasing classmates, engaging with mobile phones, chatting), then the educator may try to utilize different strategies from those proven to be effective in decreasing those negative behaviors. Some of the most common strategies include time-out, behavior contracts, and the reinforcement of positive behavior (Loovis, 2017).

If student misbehavior is the result of students' stress or teachers' instructional deficiencies, then more comprehensive solutions are needed. According to Blankenship (2007), student stress in physical education class occurs in a cyclical four-stage process, consisting of situational demand, a cognitive appraisal, a stress response, and behavioral results. During the situational demand stage, Blankenship (2007) suggested four instructional modifications be made in order to avoid excessive demands on students. The first instructional modification is to create developmentally appropriate tasks that match students' abilities. Next, arrange private practice sessions for students who are not skillful enough for the current objective. Then, use different stations to eliminate the chance of solo performing in front of classmates. Finally, the physical educator may maximize student opportunity and decrease wait time by having a smaller number of students assigned for each station task. During the cognitive appraisal stage, students' perception of the difficulty of the task will determine how stressful they become during class (Blankenship, 2007). Therefore, it would be necessary for the physical educator to identify students who possess low perceptions of competence and help them to change this perception by providing positive reinforcement and downplaying the demand placed on them. During the stress response stage, the physical educator may introduce students to stress-alleviating techniques once students have experienced the stress response and demonstrated off-task behaviors.

Such stress-alleviating techniques include slowing down the pace, imagery, or positive self-talk (Blankenship, 2007). Identifying the stages of students' stress in the class will help the physical educator to adopt different strategies accordingly.

To reduce marginalization, it is important for physical educators to communicate with parents and stakeholders in the community (Laureano, Kounkman, Gumusdag, Erdogan, Yu, & Cekin, 2014). Communicating regularly with parents about the program's physical health concepts will reveal the physical educator's role in promoting health and fitness for their children. Through advocacy of the physical education program, parents, stakeholders, and school administration may gain a better understanding of the physical educator's role and lessen marginalization (Barney & Deutsch, 2009). The most influential representative for the physical educator and their role in the educational process may be the students within the educational program. Through the actions and attitude of the physical educator, students may sense the significance of their involvement in the physical education program. Whether interacting with students in the physical education class by day or playing ball after hours with the students at the recreation center, building a positive relationship with students sends a strong message of commitment and solidifies the impact of the physical educator's role (Johnson, 2012).

Tier two: Education Preparation Programs (EPP) in higher education. Another means to better assist physical educators in handling the stressors of the profession would be to create very specific and separate coaching and physical educator coursework in their undergraduate programs. In addition to the time spent on teaching pre-service educators their content and teaching skills, more emphasis should be placed on teaching realities of school life (Richards, 2013). Placing preservice teachers to different school contexts would help them to better distinguish the differences of responsibilities between coaches and physical educators. Also, Harris (2011) suggested stress management coursework be introduced within the curriculum of the EPP. The purpose of this preparatory coursework is to assist pre-service educators in developing stress management plans and learning the needed skills to implement those plans. With such

coursework, pre-service educators may be encouraged to find mediating variables, such as social support, that could positively impact their future stress levels. Being able to review and identify a variety of stress intervention strategies could also prove to be beneficial when an educator actually becomes challenged and needs to cope promptly to a particular stressor with an accurate intervention.

The Teaching Personal and Social Responsibility (TPSR) Model has proven to be a very effective curricular model in addressing students' disruptive behaviors. Higher education programs may assist educators in lessening their stress levels by incorporating this curricular model. The premise of the TPSR Model is to implement 5 levels of teaching physical and social responsibility (Hellison, 2013). At Level 1 of the TPSR, students are encouraged to respect the rights and feelings of others. In Level 2 students are encouraged to expend full effort and be actively engaged in assigned class activities. Self-direction is strongly emphasized in Level 3. Level 4 generates a sense of teamwork and collaboration. Level 5 encourages students to use their learned skills outside of the gym by challenging them to be a positive influence on others or potentially benefit their community in some way. Other beneficial strategies utilized in the TPSR Model include setting aside time for reflection, providing decision-making opportunities, holding group meetings or peer sessions, and offering private counseling time when deemed necessary (Hellison, 2013).

Most preservice physical educators receive coaching orientation prior to getting admitted into the EPP, thus, they tend to have custodial teaching ideologies and a low career commitment to teach physical education (Curtner-Smith, Hastie, & Kinchin, 2008). Therefore, higher education plays an important role in reshaping the preconceived notions of preservice physical educators and preparing them with the knowledge and skills required to teach effectively. According to Richards et al. (2018), this preparation not only includes technical aspects (e.g., lesson plan, classroom management skill, pedagogical skills, etc.), but also strategies for implementing what has been learned in different school contexts such as case-based learning, autobiography, and group discussion. These strategies enable preservice teachers to critically reflect on their experience in EPP in relation to previously held

beliefs, and ultimately altering their faulty expectations (Richards, 2013).

Tier three: school district administration. With the organizational climate of schools being significantly associated with the physical educator's level of job satisfaction, there is a need for the physical educator to sense the support of the organization (Bai, 2014). One indicator of organizational support that a school district's administration may offer is professional development sessions that address the specific needs of the physical educator. For example, a series of school-based seminars be provided to improve physical educators' emotional resilience, and ultimately improve teaching effectiveness--thus reducing work-related stress and improving professional satisfaction. Another indicator of the organization's support for physical educators would be to offer support by an assigned mentor or veteran teacher in their field. Once the physical educator experiences high-quality support from a veteran teacher, the educator may seek to become part of a larger support network. The networking and mentor support encourages the physical educator to be accountable for their teaching practices and fosters resilience when professional obstacles arise. Receiving professional support from mentors, colleagues, and the school's administration further develops the positive working environment conducive for nurturing and retaining the physical educator.

Since physical educators are expected to take a leadership role in combating various health trends or issues, such as the obesity rate in the school's youth, marginalization can be further developed. To lessen the physical educator's sense of marginalization, the school's administrators may show more support and emphasis on the causes they are charged to oversee. For instance, posting relevant information about specific programs being emphasized in physical education classes on the school's website, highlights the significance of the program and that of the physical educator. Likewise, sponsoring a seminar or workshop for all classroom teachers where they have the chance to learn the strategies being taught and may potentially reinforce at opportune moments. Choosing to send informative pamphlets to parents/guardians to explain the importance of exercises or various recommendations to maintain a healthy lifestyle further diminishes the marginalization of the physical educator. The choice to communicate with parents and stakeholders about specific health and physical education programs initiatives will reshape the concept

of the physical education program as well as avoid further marginalization of the physical educator's role.

### *Summary*

Role conflict, student misbehavior, and marginalization have been reported as the most common stressors among physical educators. Select options from the three-tier intervention levels may alleviate these physical educators' stressors and ultimately improve teaching effectiveness. At the first tier level of intervention, physical educators may seek to balance the teaching and coaching load, identify the causes for students' misbehaviors during the class, and learn ways to advocate physical education. At the second level of intervention, higher education preparation programs are advised to separate the coaching and teaching major, incorporate stress-alleviating techniques in the curriculum, utilize a curriculum model to hold students accountable for their own behavior and provide real context experiences to shape preservice physical educators' faulty beliefs toward physical education. At the third intervention level, school administrators may help alleviate the stress of physical educators in their schools by creating a supportive school environment, strictly implementing the behavior policy, and highlighting the significance of physical education.

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# *Campus recreation student-employment and student success measures among Arkansas college students*

by Dr. Katie Helms

## Introduction

Campus recreation departments have been noted as valuable assets to higher education institutions through associations with student health and physical activity, sense of community, and overall college satisfaction (Henchy, 2011; Miller, 2011). Recently, campuses nationwide have reported positive relationships between campus recreation participation and specific academic success measures including grade point average, retention, and credits completed (Brock, Carr, & Todd, 2015; Danbert, Pivarnik, McNeil, & Washington, 2014; Huesman, Brown, Lee, Kellogg, & Radcliffe, 2009). This relationship between campus recreation participation and academic success has also been established in Arkansas, with campus recreation center visitation frequency being positively associated with similar academic measures (Helms, 2018).

While the association between campus recreation and student success has been well-documented, the focus of this relationship has mainly been on participants in such programs. Student-employees constitute a significant group of students who are also involved in campus recreation programs, but in a different context. Campus recreation student-employees work in various jobs such as lifeguards, group fitness class instructors, intramural sports officials, facility entrance monitors, outdoor trip leaders, and fitness center attendants. Table 1 contains abbreviated job descriptions for these common student-employee positions within campus recreation.

Table 1

*Sample Job Descriptions of Selected Campus Recreation Student-Employment Positions*

Position	Description
Lifeguard	<i>Monitor safety of swimmers, enforce participant rules, and administer lifesaving techniques as necessary.</i>
Group Fitness Instructor	<i>Design and instruct various fitness classes such as yoga, Zumba, or Powerpump. Monitor safety and health of participants.</i>
Intramural Sports Official	<i>Enforce game rules and administer game procedures for sports such as flag football, basketball, and softball.</i>
Facility monitor	<i>Enforce entrance eligibility for current recreation center members. Provide customer service actions such as answering questions, giving directions, and assisting with special needs.</i>
Outdoor trip leader	<i>Lead participants on overnight excursions in various outdoor settings such as hiking, mountain biking, and camping. Ensure safety of participants and follow established safety procedures.</i>
Fitness Center attendant	<i>Monitor participant use of the fitness center, including rule enforcement and proper equipment use. Clean and inspect fitness machines.</i>

In fact, campus recreation departments are frequently one of the largest student employers on college campuses (McFadden & Carr, 2015). While campus recreation programs are celebrated for positive outcomes associated with participation, outcomes associated with student employment also merit investigation (Hackett, 2007). Outcomes of campus recreation employee programs are distinct from those associated with participant-oriented programs such as intramural sports or fitness programs. Such outcomes related to transferable job skill learning in campus recreation student-employment programs are being increasingly identified and documented, including job skill outcomes such as communication and customer service skills, as well as sense of involvement and connection with the institution (Anderson, Ramos, & Knee, 2018; Fresk & Mullendore, 2012).

Full-time students who work while attending college make up a large proportion of student populations. Working while in college has been associated with both favorable and detrimental outcomes for students. Negative associations between academic performance and working over 20 hours

per week have been found (Pike, Kuh, & Massa-McKinley, 2009). Students have also reported that working too many hours hurt their grades and limited their class schedules (King & Bannon, 2002). However, positive associations between academic experiences and working while in college have also been found. Riggert, Boyle, Petrosko, Ash, and Rude-Parkins (2006) found student employment to be positively related to retention, and Pike et al. (2009) noted that working under 20 hours per week was positively associated with academic success. On-campus employment may be a key factor in the degree to which employment experiences enhance academic goals (Pike et al., 2009). Additionally, working during college can help bridge the gap between students' preparation for the workforce and skills desired by employers (Peck, 2014).

This investigation is particularly relevant within the state of Arkansas. The rate of students entering college declined in Arkansas in 2018 (Adame, 2018). Enrollment in Arkansas colleges and universities declined 1.3% in the 2018-2019 school year, and has declined 5.4% over the last five years (Herzog, 2018). Yet, most students report needing to work in order to be able to attend college (King & Bannon, 2002). Considering the need for increased enrollment at Arkansas colleges and universities, it is important to study factors that not only enable students to enter college, but that are also associated with increased success measures once there. Results can be utilized by campus recreation departments to bring attention to their student-employment programs as facilitators of student success, as well as provide evidence of contribution to important institutional metrics.

### Research Questions

The current study analyzed the following research questions as they pertain to a higher education institution within the state of Arkansas:

- 1) What are some academic success measures of students who are also employed by campus recreation?
- 2) Is quantity of hours worked during the semester related to GPA?
- 3) Does GPA of student-employees differ according to gender or classification?

## Methods

Human subjects research approval was obtained through the relevant institutional review board prior to data collection. Data were collected regarding hourly student-employees in the campus recreation department during the fall semester at a large, public, doctorate-granting university in the state of Arkansas. Grade point average and fall-to-spring enrollment rates for the sample were supplied by the registrar's office. Additional data compiled included the quantity of hours worked during the semester, classification, and the particular staff group (facilities, aquatics, fitness, outdoor, intramurals, or office) within which each employee worked. Employees were excluded from the sample if they had worked less than 20 hours during the semester, or if they received one-time unit pay (such as seasonal Intramural Sports officials and one-time Outdoor Adventure trip leaders). These groups were excluded because they indicated infrequent, irregular involvement with the campus recreation department.

## Results

167 campus recreation student-employees were included in data analysis. 53.5% of the sample were female, and 46.5% of the sample were male. 26.8% were classified as seniors, 34.5% as juniors, 32.7% as sophomores, and 6% as freshmen. Freshman students comprised a low proportion in the sample because the campus recreation department typically hires through a hiring fair during the school year, so the first opportunity that most students have to work for the department comes after this hiring fair during their freshmen year. The mean number hours of worked during the semester was 158.9, or approximately 10 hours per week during a 16-week semester. Areas of employment represented included facility assistants (entrance monitors and service center staff), fitness center attendants, intramural sports staff, outdoor recreation center staff, office staff, and aquatics staff.

### *Overall academic success measures*

The average GPA of campus recreation student-employees during the semester in which data was collected was 3.25; SD = .71. GPA differed significantly according to gender,  $t = 3.52$ ;  $p = .001$ . The mean GPA for females

during the semester was 3.42, while the mean GPA for males was 3.05. All but six student-employees re-enrolled for the following spring semester, resulting in a fall-to-spring re-enrollment rate of 96.4%.

One-way ANOVA was utilized to analyze GPA according to classification. GPA did not differ according to the year of school in which students were classified,  $F(3, 163) = .369, p = .775$ . Table 2 shows the results of this analysis.

Table 2

*One-Way Analysis of Variance of GPA According to Year Classification*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	3	.56	.19	.369	.775
Within Groups	163	82.54	.51		
Total	166	83.10			

One-way ANOVA was also used to analyze differences in GPA according to the specific staff area in which students worked. Again, there were no differences in GPA according to the various staff areas in which student-employees worked,  $F(95, 144) = .420, p = .834$ . Table 3 shows the results of this analysis.

Table 3

*One-Way Analysis of Variance of GPA According to Quantity of Hours Worked*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	5	1.10	.219	.420	.834
Within Groups	144	75.04	.521		
Total	149	76.14			

*GPA and Quantity of Hours Worked*

One-way ANOVA was used to determine whether differences in GPA occurred according to the quantity of hours that student-employees worked during the semester. 32% of the sample worked 20 – 100 hours during the semester, or approximately 1-6 hours per week. 36% of the sample worked 101 – 200 hours during the semester, or approximately 6 – 13 hours per week. 32% of the sample worked 201 hours or more during the semester, or over 13 hours per week over a 16-week semester. Table 4 shows the distribution of the sample according to the number of

hours worked.

Table 4

*Distribution of Participants According to Hours Worked*

N	Percentage of sample	Hours per week
53	32%	1-6
61	36%	6-13
53	32%	Over 13

There was no difference in GPA between these three groups,  $F(2, 164) = .807, p = .448$ . Results of the ANOVA are shown in Table 5.

Table 5

*One-Way Analysis of Variance of GPA According to Quantity of Hours Worked*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	.81	.405	.807	.448
Within Groups	164	82.29	.502		
Total	166	83.10			

### Discussion

The benefits of campus recreation programs have traditionally been attributed to participants in programs such as intramural sports or fitness center use. However, student employment within campus recreation departments also merits further study as a developmental element of higher education. The current study heeds Hackett's (2007) call to further study academic success measures of campus recreation student-employees.

The current study supports student employment as an additional dimension of campus recreation programs that is associated with student development and success. A mean grade point average of 3.25 was reported among campus recreation student-employees. To provide perspective, the athletic department at the same institution reported a 3.17 mean grade point average among student-athletes during the same semester, which was celebrated as a successful goal-attainment. This measure of student-athlete success was credited to coaches and athletic department staff who were committed to academic achievement (Razorback Student Athletes, 2014). In the same

way, the professional staff of campus recreation departments can be seen as fostering a program within which student-employees can thrive academically.

While concerns with the quantity of hours worked during college have been reported (King & Bannon, 2002), the current study did not find any differences between grade point average and quantity of hours worked. However, the employment policies of the campus recreation department studied did not permit students to work larger quantities of hours. This cap on weekly hours may have limited the students who were able to use their job with campus recreation as their primary form of employment, enabling only those students who did not need to work additional hours to be studied. Such students may have been better academically prepared for college, therefore earning higher grades (Torres, Gross, and Dadshova, 2010). Similarly, King & Bannon (2002) reported negative effects of employment while in college occurring at over 25 hours per week. The current study did not examine hours-per-week quantities at this level, as most students in the department did not work that quantity of hours.

An additional limitation of the current study was that data were examined cross-sectionally, rather than longitudinally. Although the differentiation of classification levels didn't yield any differences in grade point average in the current study, the current study only associated current snapshots of employment status and GPA within the current semester. Examining the relationship between campus recreation employment and grade point average over several semesters, as well as year-to-year retention levels may give additional insight regarding the role of employment through the whole college career experience.

Employment on campus, rather than off-campus, may be another explanation for high student success measures observed in the current study. Campus recreation employment programs, like many other departments within student affairs, are student development-oriented, and seek positive student learning outcomes such as job skill learning or intrapersonal skill development (Peck, 2014). Additional research might explore additional student learning outcomes associated with campus recreation employment, including transferable skills such as

communication, ability to work with diverse populations, or problem-solving.

As Arkansas continues to address declining college enrollment, institutions may want to consider programs that are associated with positive measures of student success and retention. Campus recreation programs provide such associations for participants. Additionally, as this study illustrates, similar associations also occur for student-employees, adding another important student group that campus recreation involvement might benefit. Student employment programs within these departments may provide additional value to students by enabling much-needed financial support in addition to association with academic success.

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## Call for Research Posters

The Research Section of **SHAPE Arkansas** invites members to present their research posters at the annual State Convention. Submit your abstract to the Vice President of Higher Education\Research\Award by the end of September each year.



## State Convention

SHAPE Arkansas State Convention Nov. 9-10, 2019, UCA, Conway, Arkansas

**Forms for Presenting at State Convention must be submitted before April of each year to the state convention Program Coordinator. The Form can be found in the Appendix of the Constitution and online.**

# PE Teachers

Doing great things for kids



Submit your TOY nominations online or email directly to the TOY standing committee chair by end of September of each year.

## 2019 Teacher of the Year Awards (TOY)



[Kevin Kaelin Sutton Elementary FortSmith](#)



[BJ Zipfel Valley View JH](#)



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*2019 Higher Educator of the Year  
Pete Kelly of Arkansas Tech University*

**Society of Health Physical Education Arkansas  
(SHAPE Arkansas)  
CONSTITUTION**

(Revised June, 2019)

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**Article I. Name: Society of Health Physical Education of Arkansas  
(SHAPE Arkansas)**

**Article II. Purpose:** The major purposes of the association are to:

- A. Promote an intelligent interest in SHAPE.
- B. Promote and support quality programs of SHAPE Arkansas.
- C. Promote high standards of teaching and leadership.
- D. Disseminate significant information to teachers, leaders, and the general public.
- E. Encourage research and experimentation in all areas promoted by the association.
- F. Cooperate with other professional organizations and associations interested in the development and well-being of children, youth and adults.

**Article III. Membership:** membership criteria as described in By Law.

**Article IV. Government Considerations:** The business of the Association shall be conducted by the Board of Directors, other officers and committees as provided in the Bylaws. Robert Rules of Order, shall serve as the authority on questions of procedures not covered in the Constitution and Bylaws

**Article V. Organization Make Up:** The governing body of the Association shall be the Board of Director (BOD). The Board of Directors will consist of President, Vice President, Past President, Division Vice Presidents, District Senators, Standing Committee Chairs and Co-Chairs Future Professionals.

**Article VI. Arkansas Journal:** The official publications of the association shall be the (a) *Arkansas Journal for SHAPE Arkansas*. Other publications may be approved by BOD.

**Article VII.** Amendments: The constitution may be amended at Annual Convention. An affirmative vote equal to two-thirds of the voting membership shall be necessary for approval. Amendments shall be published in the next issue of the *Arkansas Journal for SHAPE Arkansas*, after being passed. The BOD shall review all proposed amendments and present its opinion of the amendments during the general assembly at the annual state convention.

**Article VIII.** Awards: All awards for SHAPE Arkansas have guidelines that are provided by the BOD and Constitution Bylaws.

### **BY-LAWS of the Constitution**

**Article III.** Membership criteria:

- a) Membership is available to all who show interest in SHAPE Arkansas and consist of persons actively engaged in the various areas of the Association concerns.
- b) Membership shall be professional, student, lifetime, and any BOD honorary consideration.
- c) Annual dues for all membership types will be determined by the BOD.
- d) Only professional members of SHAPE Arkansas and the Co- chairs of the Future Professionals may vote on business of the organization or hold ~~off~~ in SHAPE Arkansas. Elections and voting will occur at the general assembly of the annual state convention.
- e) Professional membership shall include those in programs of ~~SHAPE~~ Arkansas.
- f) Student membership shall be available to undergraduate and graduate students preparing for careers in the general professions of SHAPE Arkansas and/or athletics.
- g) Dues may be waived by action of the BOD.

#### **Article IV. Government consideration:**

- a) Conflict of Interest Policy: NO board member will engage in ANY action that constitutes a conflict of interest. If any action becomes evident by any individual, either them self or by fellow association member, said action, whether actual or implied, shall be submitted in written form within thirty(30) days to the current Executive Director and the current association President. Upon receipt of this written document action, and issue thereupon, shall be taken to the subsequent BOD meeting and a ruling made based upon existence of conflict of interest. If conflict of interest exists action will be taken by the BOD's. Conflict of interest will be addressed at each BOD meeting.
- b) Whistleblower Policy: Any key employee or BOD member shall have the right and responsibility of reporting ANY action of ANY member, including themselves, without fear of recompense. Reporting individual may freely report ANY action they deem inappropriate to legal authorities for review and/or investigation.
- c) Document Retention and Destruction Policy: All documents are to be retained as long as they are (1) necessary to the conduct of the associations business, (2) required to be kept by government regulation, or (3) relevant to any existing or foreseeable investigation or legal actions.
- d) A simple majority of the BOD, in person or by proxy, shall constitute a quorum for transacting the business of the association (proxy is - as verified by letter). Members of the BOD may only have 1 proxy vote from an absent participant of the BOD.

#### **Article V. Organization makeup:**

##### **Board of Directors**

- a) The BOD shall consist of the president, president-elect, past-president, division vice-presidents, standing committee chairs, district senators, and future professional co-chairs. Ex-officio members without voting power shall include the executive director, and representatives from the (a) Arkansas State Department of Health and (b) Arkansas State Department of Education.

- b) It shall be the duty of the BOD to conduct all business of the association and when appropriate, by the membership at the annual state convention general assembly.
- c) At least thirty days prior to state convention general assembly, the BOD will review any proposed changes in the constitution, by-laws or operating codes. Such proposals must be presented to the membership at the general assembly at the annual state convention meeting with BOD recommendations.
- d) The BOD shall (a) approve the association's budget in consultation with the Executive Director, (b) approve the appointments and salaries of all persons employed by the association, and (c) decide the place and date of the annual state convention as hereinafter
- e) There shall be a BOD meeting within forty-eight hours following the election of officers. The BOD will meet quarterly throughout the year and as needed.
- f) The Board of Directors must approve all appointments made by the President. If any vacancies occur in any office the BOD will assume the responsibilities of these offices until an election is held.
- g) The BOD will review all hired personnel effectiveness. In cause of vacancy the BOD will appoint a hiring committee. This committee will follow all State EOC policies. The hiring committee will provide job descriptions, hiring timeline, and all considerations during the hiring process.

**President shall:**

- a) Promote/stimulate interest in all areas of the association.
- b) Be the professional representative of the association.
- c) Preside at all BOD general membership meetings and annual Convention.
- d) Guide the development/implantation of all policies.
- e) Appoint a Secretary and Parliamentarian.
- f) Nominated and elected at annual conference and serve for 1 year and presides over the BOD and the general assembly at the annual state convention.
- g) Attend SHAPE America & Southern District representing Arkansas. If cannot attend appoint delegate with approval of the BOD.

- h) Accept nominations and oversee the selection process of the Lifetime\Honor Award. This may or may not be presented by the President at the state annual convention each year depending on nominations received. Qualifications for nominees and application: Appendix A.

**President-elect shall:**

- a) Serve in this position providing an opportunity for in-service training before assuming the position of president for 1 year.
- b) Act for the president in his/her absence.
- c) Succeed the president in case of resignation, removal from office, or death and continue in office for the elected term.
- d) Nominated and elected at annual conference and serves for 1 year and a member of SHAPE Arkansas.

**Past-President shall:**

- a) Serve on the BOD for 1 year and a member of SHAPE Arkansas
- b) Act in an advisory capacity to the BOD

**Executive director shall:**

- a) Serve as the headquarters for the SHAPE Arkansas organization
- b) The Executive Director shall keep all financial records of the Association. Monies shall be expended by the Executive Director for the Association as per budget approval by the Board of Directors. A quarterly and annual financial report shall be submitted by the Executive Director to the BOD. In addition, the official tax return to the IRS will be filed with the Board of Directors upon completion. A formal audit shall take place every three (3) years or upon a change of the Executive Director. The Executive Director shall submit a detailed account of incomes and expenditures to the President no later than thirty (30) days after the convention. The Executive Director is an ex-officio member of all Association Committees and a non-voting member of the Board of Directors and of the Executive Committee.
- c) The Executive Director is a hired position by the BOD. The salary, performance, is reviewed and Evaluated by the BOD annual. Any actions that need to be taken must be decided by the BOD.
- d) Send before each meeting agenda, minutes from prior meetings, finance report supported by bank statements.
- e) See that officers are informed of their responsibilities. Appoint a Social Media specialist to help in maintaining website and advertising for the organization.

- f) Serve as reporter and attend the annual national SHAPE America and regional Southern District convention. They must also be a member of the national SHAPE America association.

**Division Vice Presidents shall:**

- a) Consist of 8 divisions' vice presidents that serve on the BOD. They are: Health, Physical Education, Recreation, Dance, Athletics\Sport\Training, Exercise Science, Sports Management, Higher Education\Research\Award, and Co-Chairs Future Professionals.
- b) Present to the Convention Program Coordinator 2 section programs promoting interest in their division that will contribute to professional development for professionals in schools, community, and clinical settings.
- c) Attend and participate in all BOD meetings throughout the year. If cannot attend contact BOD president. If voting is needed, you must submit your proxy vote in writing to BOD president and to whom will represent your proxy vote on the board. A member of the BOD can only be responsible for 1 proxy vote.
- d) Will serve as division vice president for 2 years.
- e) Will provide a nomination to the BOD at the end of 2 years for succession to the vacancy of position.
- f) Higher education division vice president will seek nominations for the higher education award and organize one session for poster research. Criteria for consideration: Appendix B.
- g) A proposal for a new division/section or deletion must be submitted in writing to the BOD, with a copy of a proposed code of operation. If approved by the BOD, the proposal will be submitted to the general assembly at the state convention.

**Standing Committee Chairs**

- a) Standing committees are permanent and can be added/ deleted by the BOD. The standing committees include: Honor Award, Student Scholarship, Necrology, Arkansas Journal, and Teacher of the Year Awards (TOY), Program Coordinator, and Exhibitor Coordinator.

- b) Student Scholarship- Jeff Farris, Jr. Scholarship of \$200; The purpose is to award the (a) Newman McGee, Jr. Scholarship of \$500; (b) Jeff Farris, Jr. Scholarship of \$200; (c) Past-Presidents' Scholarship of \$200 & (d) John Hosinski Scholarship of \$200. Presentations made at annual conference. Qualifications for nominees and committee procedures are in Appendix C.
- c) *Arkansas Journal*-The purpose is to promote/publicize the activities and research of the members of the association in the Arkansas Journal. Submission forms: Appendix D.
- d) Necrology Chair shall keep a register of deaths of all SHAPE Arkansas membership in memory of those who have contributed to professions. Anyone who has retired or transferred to another endeavor may be included in this record, providing he/she was active in SHAPE Arkansas. Necrology Form: Appendix E
- e) Teacher of the year awards- The purpose is to select the outstanding teachers of the year in health education, elementary physical education, secondary physical education, and dance in higher education. Presentations made at annual conference. Qualifications for nominees and committee procedures: Appendix F.
- f) Program Coordinator- The purpose of the program coordinator is to work with the BOD to develop the program for the annual conference and organize the division's sessions. Submission applications: Appendix G.
- g) Exhibitor Coordinator- The purpose of the exhibitor coordinator is to work with the BOD to develop of professional contacts that will contribute money, prizes, and provide relevant aid for professionals in the field for the state annual convention.
- h) The BOD will fill all vacancies when needed.
- i) Reports presented at all meetings and guidelines set and reviewed by BOD.
- j) Attend and participate in all BOD meetings throughout the year. If cannot attend contact BOD president. If voting is needed, you must submit your proxy vote in writing to BOD president and whom on the BOD will represent you at the meeting. A member of the BOD can only be responsible for 1 proxy vote

## **District Senators**

- a) Shall serve as a networking structure for dissemination of information for the association, whose purpose shall be to coordinate the activities of the districts. The chair of each of the 5 district shall maintain records, names, and addresses of the district membership to SHAPE Arkansas. Each district shall hold one meeting/workshop or share with other districts professional development\or informational meeting for area membership.
- b) Shall serve on the BOD for 2 years. Upon completion of term present nomination of succession of district senator position to the BOD. This nomination will be voted on at the general assembly at the annual state convention.
- c) Attend and participate in all BOD meetings throughout the year. If cannot attend contact BOD president. If voting is needed, you must submit your proxy vote in writing to BOD president and to whom on the BOD will represent you at the meeting. A member of the BOD can only be responsible for 1 proxy vote.
- d) District map: Appendix H.

## **Co-Chairs Future Professionals**

- a) Future Professional (s) will serve on the BOD as their respective university rotation occurs. This rotation is included in the appendix and maybe adjusted depending on the each university student organization membership. The Future Professional may attend Southern District Leadership conference and report to annual conference. College Rotation: Appendix I.

## **APPENDIX A: HONOR\LIFETIME AWARD**

### **I. Each candidate must:**

- A. Be at least 30 years of age and possess a Master's Degree or its equivalence/or higher. Either of these qualifications may be waived by a unanimous vote of the committee.
- B. Have served in the profession of HPERD for a period of at least 5 years prior to the nomination.
- C. Be a current member of the association. Former members who have retired from professional work may be exempt from this requirement.
- D. Be a person of high moral character and personal integrity who has made outstanding and noteworthy contributions to the advancement of HPERD in Arkansas.

### **II. Application Procedures for Nominations**

- A. Any association member may submit nominations for the honor award by sending copy of the candidate's qualifications to the committee chair by September 15.
- B. An invitation to submit names of candidates for the honor award shall appear annually in the news- letter or the Arkansas Journal.
- C. If possible, candidates shall not be advised they are nominated for the honor award.

### **III. Committee Procedures:**

- A. All committee correspondence is to be regarded as confidential, and therefore, should not be shared with anyone other than committee members.
- B. Nominations with the required information shall be submitted to the committee chair no later than September 15. As soon as nominations are received the chair shall screen all nominees according to the eligibility requirements. The chair shall then supply the committee with (a) a copy of the operating code and (b) the complete information concerning current nominees.
- C. The number of honor awards to be presented in one year shall not be more than four. However, the committee may elect not to present any awards. The committee shall endeavor not to concentrate the honor award in any one area or educational level.

**APPENDIX B  
HIGHER EDUCATOR OF THE YEAR  
AWARD**

**I. Each candidates must:**

- A. Be employed by an institution of higher education in Arkansas.
- B. Be a member of the association.
- C. Have served the profession of HPERD for a period of at least 3 years prior to nomination.
- D. Be a person of high moral character and personal integrity who has made outstanding and noteworthy contributions to the advancement of teaching, research, and/or service to Arkansas.

**II. Application Procedures**

- A. Any association member who resides in the state may nominate a candidate by sending a copy of the candidate's qualifications to the committee chair by September 15.
- B. A nomination invitation shall be mailed to each HPER Department Chair in Arkansas institutions of higher education, along with rules for nominating, criteria for selection, and a cover letter about the award.

**III. Committee Procedures:** The chair shall present each committee member with a complete list of candidates to be considered for the current year. This shall include qualifications/biographical sketch of each candidate.

**IV. Recognition and Presentation**

- A. The chair shall (a) submit a copy of the award recipient's qualifications to the president and executive director by October 1; (b) insure that the award recipient is in attendance at the Awards' Luncheon for the presentation; and (c) present the award.
- B. The executive director shall be responsible for making arrangements for the actual award. The chair shall submit an itemized account of the expenses incurred for the preparation of the award.

**Appendix C: Student Scholarship Application**

Date\_\_\_\_\_

Candidate: \_\_\_\_\_

College/University: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

Age: \_\_\_\_\_

Birth Date: \_\_/\_\_/\_\_

Grade Point Average:\_\_\_\_\_

Hours completed as of October 15:\_\_\_

Submit a brief paper entitled,  
“Why I Have Chosen the  
Health, Physical Education,  
Recreation, and/or Dance  
Profession for a Career.”  
Include a recent photograph.  
Include an up-to-date  
college/university transcript.  
Include 3 letters of  
recommendation to  
support candidacy.

Background in SHAPE  
Ark (activity  
involvement)

Other Activities to Consider  
for this application:

## Appendix D: Submission Instructions

### *Arkansas Journal* Submission Guidelines for Authors

Material for publication and editorial correspondence should be emailed to Bennie Prince at [bfprince@ualr.edu](mailto:bfprince@ualr.edu). Deadline for the submission is March 31. Guidelines for materials submitted are those of the Publication Manual of the American Psychological Association (APA). All submissions must be double spaced, 12 font, Times New Roman, and limited to 10 pages for review and publication in the *Arkansas Journal*.

Indicate manuscript category: Faculty research, student research, or both. There will be new categories where researchers and writers can submit their well thought out commentaries on issues involving, new research, trends, and special topics concerning our profession. Examples of these type articles can be viewed in *Research Quarterly for Exercise and Sports*.

The review process is a BLIND REVIEW and is reviewed by at least two (2) reviewers. The review research is structured as stated below:

**The scientific review** – The review is focused on the article’s content. The scientific review is completed by the reviewers, who are specialists in the area of Health and Physical Education, and associated fields. The Journal editor is responsible for collecting all review questionnaires and informing author of submission acceptance or rejection.

For manuscripts submission and review submit 3 documents that follow the template below.

#### (Submission Template)

##### First Submission Attachment-Editor

**Title of Manuscript submitted** \_\_\_\_\_

**Submission Category** \_\_\_\_\_

**Author or Author(s) Name** \_\_\_\_\_

**Author or Author(s) University, Position, address, phone number, email**

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Scientific review and research follow APA format

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Total 10 pages for review process and if selected these 10 pages will be in the *Arkansas Journal*.

Scientific review would include: Abstract, Introduction, Methods, Data Analysis, Results, Discussion and Conclusion.

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Total 10 pages for review process and if selected these 10 pages will be in the *Arkansas Journal*.

**Third Submission Attachment-Editor  
Complete Manuscript**

**Title of Manuscript submitted** \_\_\_\_\_

**Submission Category** \_\_\_\_\_

**Author or Author(s) Name** \_\_\_\_\_

**Author or Author(s) University, Position, address, phone number, email**

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Scientific review and research follow APA format \_\_\_\_\_

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**Appendix E: SHAPE Arkansas Necrology Reporting Form**

**Full name of the deceased, including nickname, if any**

\_\_\_\_\_

**Age at death** \_\_\_\_\_

**Residence at death: city, state, zip**

\_\_\_\_\_

**Survived by: Spouse, Children (in order of date) Grandchildren, Great-grandchildren, Great-great-grandchildren**

\_\_\_\_\_

**# of Years as a SHAPE Arkansas Member** \_\_\_\_\_

**# of Years as a SHAPE America Member** \_\_\_\_\_

**Any SHAPE helped at either State or National level**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Employment and Professional History that supported SHAPE Arkansas**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Second Submission Attachment- For Blind Review**

**Title of Manuscript submitted** \_\_\_\_\_

**Submission Category** \_\_\_\_\_

**Appendix F:**  
**TEACHER OF THE YEAR (TOY)**  
**AWARDS**

- I. Each candidate must:
- A. Have served the profession of health, dance, elementary physical education, or secondary physical education for a period of at least 3 years prior to the nomination.
  - B. Be a member of the association. Applications can be submitted online
  - C. Be a person of high moral character and personal integrity who by their leadership and industry have made outstanding and noteworthy contributions to the advancement of teaching health, dance, or physical education in the state.
  - D. Be employed by a public school or higher education system in the state or other public health agency (health award).
  - E. Any association member or K-12 professional administrator who resides in the state may submit names of candidates by sending the completed TOY Nomination Form to the Committee Chair by **May 15**.
  - F. The committee shall choose 4 TOY award recipients one each for health education, dance, elementary physical education, and secondary physical education.
  - G. The chair shall submit a copy of all award recipients' qualifications and nominations for the TOY awards to the president and executive director. The chair is responsible for press releases and publicity.
  - H. The chair will notify the award recipients and request that they attend the state convention for recognition and presentation.
  - I. The executive director shall (a) be responsible for the awards and (b) prepare an awards' program for distribution at the Award's Luncheon. The chair shall make the presentations at the Awards' Luncheon.

**APPENDIX G:**  
**SHAPE ARKANSAS CONVENTION PROGRAM PROPOSAL**

DIVISION/SECTION \_\_\_\_\_ CHAIR \_\_\_\_\_

SPEAKER \_\_\_\_\_

TITLE OF RESENTATION \_\_\_\_\_

BRIEF  
DESCRIPTION \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROGRAM DAY/TIME REQUESTED (check one)

Thursday PM     Friday AM     Friday PM

TYPE OF PROGRAM:

Lecture     Participation     Other (specify) \_\_\_\_\_ TYPE OF ROOM

SEATING:

Theater     Round Table

Describe if necessary \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

EQUIPMENT NEEDED:

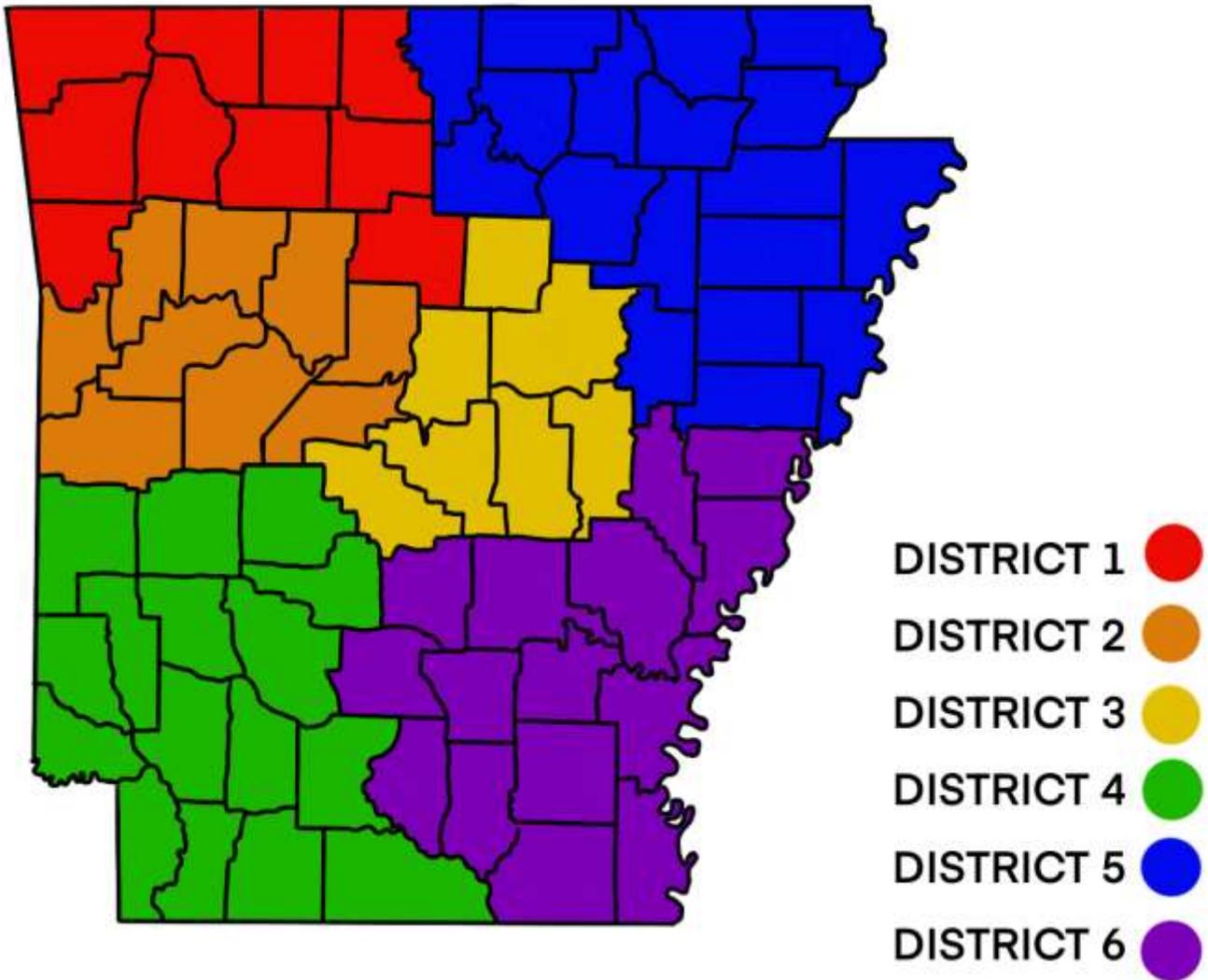
Podium/microphone

Tables

Other--describe \_\_\_\_\_

ADDITIONAL INFORMATION \_\_\_\_\_

Appendix H: 5 Districts of SHAPE Arkansas



## **Appendix I: Co-Chairs Future Professional Universities' Rotation**

### Future Professionals – serve 1 year

Henderson State University term ends 2019  
Harding University 2020  
Southern Arkansas University Magnolia 2021  
University of Arkansas Pine Bluff 2022  
Arkansas Tech University 2023  
University of Central Arkansas 2024  
Arkansas State University 2025  
University of Arkansas at Little Rock 2026

