



Research Methods in Physical Activity and Health

HSS 428-555, Fall Semester- 2012

Professor: George Mario Paul De Marco, Jr., Ed.D.
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Office Hours: By appointment - Open door policy as possible - See Communication Policy
Terms: Fall - Spring
Credit: 3 Semester Hours

Description: An introduction to reading, evaluating, conducting, writing, and presenting research in the fields of physical activity, health and related disciplines, including exercise science, exercise physiology, exercise psychology, nutrition, dietetics, and physical therapy. Topics include problem selection, research questions, literature review, instrumentation, hypothesis testing, quantitative-qualitative methodology, data collection, statistical analyses (PASW/SPSS), theoretical-analytical frameworks -- particularly symbolic interactionism --, narrative-textual analysis, case study construction in the fields of Physical Activity-Health with an emphasis on practical and professional applications.

Course Credos/Philosophy - Loyalty to petrified opinion never once broke a chain nor freed a human soul. (Mark Twain-1835-1910)

- We never stop investigating...we are never satisfied that we know enough to get by [and each] question we answer leads to another question (Desmond Morris 1967)

is - Nothing is more religious than fidelity to the drive to understand. For that drive endless, and satisfied by nothing on earth. It is the clearest sign in our natures that our home is not here; that we are out of place; and to be restless and seeking, is to be what we most are (Michael Novak, 1994).

Locations: Frericks Convocation Center Room 10 for Lectures, RecPlex for PPPEP sessions

Chaminade Computer Lab 202-I

Days: Monday - Wednesday- Friday

Times: 9:00 - 9:50, 11:00 - 11:50

Texts - Optional: Thomas, J.R., Nelson, J.K., & Silverman, S.J. (2011). *Research methods in physical activity* (6th ed.). Champaign, IL: Human Kinetics. (Optional per team)

Ancillary Text: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Optional per team)

Additional readings will be assigned on an as-per-needed basis.

Hardware Statistical Software: A fully functional laptop computer w/PASW/SPSS 19 installed.

Methodology: Lecture, data collection via physical activity sessions, data analyses, computer applications, discussion, multimedia presentations, guest speakers, scholarly research project presentations (free communication, poster, manuscript), individual, and team meetings, major research project - *Personalized Peer Physical Education Program* (PPPEP).

Course Objectives:

Knowledge: *Quantitative Methodology*

1. Demonstrate an understanding of the scientific method relative to the cyclical nature of the research process.
2. Understand the underlying assumptions of quantitative research.
3. Understand the nature of causal relationships.
4. Understand the terms, null hypothesis and research hypothesis.
5. Understand the concepts of internal and external validity.
6. Identify the dependent and independent variables in selected types of research.
7. Understand the concept of statistical significance and effect size analysis.
8. Understand the assumption the assumptions of true and quasi-experimental design.
9. Describe nominal, ordinal, interval, and ratio data types in terms of their characteristics and restrictions.
10. Interpret a frequency table, histogram, scattergram, percentages, and ratios/proportions.
11. Compare the mean, median, and mode of data samples, providing interpretations for these comparisons.
12. Apply the interpretation of the measures of central tendency to computed data analysis.
13. Understand concepts related to measures of variability
14. Understand concepts related to correlation coefficients.
15. Understand concepts related to statistical tests of group differences.
16. Understand concepts related to use of parametric vis-à-vis nonparametric statistical tests

Knowledge: *Qualitative Methodology*

1. Identify the aims, assumptions, and various perspectives on scientific inquiry.
2. Identify the assumptions underlying qualitative research designs.
3. Explain the major strengths and limitations of qualitative research.
4. Explain the essential attributes of trustworthy qualitative research.
5. Evaluate the trustworthiness of qualitative research.
6. Become familiar the following qualitative research techniques

- a. field observations (nonparticipant - participant) and the recording of field notes
 - b. interviewing
 - c. focus groups
 - d. questionnaires,
 - e. stimulated-recall,
 - f. case study-narrative
 - g. document analysis
 - g. DX, TX, RX analyses
- 7. Identify problem sources in fieldwork relations (i.e., access, participant-observer role conflict, security, and confidentiality).
- 8. Explain the processes by which qualitative data are collected, analyzed, and explicated.
- 9. Define reporting mechanisms for qualitative research.
- 10. Identify the major issues in post-positivist research.
- 11. Examine the use of qualitative research in investigating contemporary issues/topics in Health and Physical Activity
- 12. Describe theory building, theoretical-analytical frameworks (e.g., Symbolic - Interactionism) and in qualitative research in Physical Activity and Health.

Skills: *Quantitative Methodology*

- 1. Develop defensible research questions, purpose statements, null, and research hypotheses.
- 2. Construct a frequency table and graphically display selected data samples using SPSS.
- 3. Compute measures of central tendency using SPSS.
- 4. Compute measures of variability using SPSS.
- 5. Compute measures of correlation using SPSS.
- 6. Test for group differences/relationship (parametric- nonparametric statistics) SPSS.
- 7. Design and conduct a research study appropriately applying the concepts of internal and external validity.
- 8. Interpret descriptive and inferential statistical data.
- 9. Critique published quantitative research articles, applying the concepts of research design, statistical analysis, and consistency between the purpose and methodology.
- 10. Apply the concepts of statistical significance/effect size in data analysis/interpretation.

Skills: *Qualitative Methodology*

1. Analyze qualitative research studies.
2. Interpret qualitative data/text.
3. Demonstrate selected qualitative research skills, including: data recording, coding, analysis, reduction, observation, interview, case study, content analysis, development of grounded theory, interpretive analysis.
4. Collaborate with others in conducting, analyzing, and reporting the findings of a non-participant observation and follow-up interview.
5. Analyze the concepts of dependability, transferability, credibility, and data trustworthiness in a research study.
6. Collect and analyze data utilizing theoretical-analytical frameworks (e.g., Symbolic - Interactionism) and in qualitative research in Physical Activity and Health.

Attitudes:

1. Appreciate the strengths and limitations of quantitative and qualitative inquiry.
2. Appreciate the strengths and limitations of various research methodologies and techniques relative to practical application of the same.
3. Demonstrate an awareness of how systematic scientific inquiry has helped expand the knowledge base in research in Physical Activity and Health.
4. Develop a positive belief in the power of quantitative and qualitative inquiry to investigate phenomenon, trends, and issues in Physical Activity and Health.
5. Develop an appreciation for the role of research in informing and improving professional practice in professions related to Physical Activity and Health.
6. Pursue one's research interest with discipline, integrity, and with enthusiasm and develop an appreciation for sharing the findings related to the same.

Values:

1. Value the application of appropriate research methodologies to problems, issues, and trends in the fields of Physical Activity and Health.
2. Value efforts to apply to practice the findings of effective research and to dismiss/ contextualize/ understand the methodology and findings of poorly designed research.
3. Value both the personal resources and technological tools used by researchers in the fields of Physical Activity and Health.
4. Value the process of scientific inquiry as a means to improve the quality of professional practice in the fields of Physical Activity and Health as well as the quality of human life
5. Value the ethical concerns and practices of researchers in the fields of Physical Activity and Health.

Student Evaluation Criteria

Student evaluations will be based on the *completion/performance* of the following:

1. *Personalized Peer Physical Education Program (PPPEP) Research Project and Related Presentations*

- A. Research Paper _____ 12.5
 - B. PowerPoint Presentation to Peers, Professor, and Invited Guests _____ 12.5
 - C. Formal Poster Presentation Session _____ 12.5
2. Tests and Quizzes
- A. Mid-term _____ 12.5
 - B. Final _____ 12.5
 - C. Quizzes (N during the semester) _____ 12.5
3. Research Article Reviews (N) _____ 12.5
4. Additional Assignments/Personal-Professional Conduct, Class Participation-Attendance (e.g., , project meetings, and **attendance-class participation** vis-à-vis assigned readings, discussions, current events etc., class expectations-conduct, and engagement in *Physical Activity, Fitness Testing, Data Collection, Analysis, and Writing and PPPEP Sessions*). 12.5
100%

UD Uniform Grading Scale

A	4.000
A-	3.6667
B+	3.3333
B	3.0000
B-	2.6667
C+	2.3333
C	2.0000
C-	1.6667
D	1.0000
F	0.000

428-555 Grading Criteria /Qualifications	
A	$\geq 90\%$ on all assignments, exams, quizzes, participation, contribution etc. quality <i>and</i> timeliness). ≤ 5 absences.
B	$= 80-89\%$ on all assignments, exams, quizzes, participation, contribution etc., quality <i>and</i> timeliness). ≤ 5 absences.
C	$=70-79\%$ on all assignments, exams, quizzes, participation, contribution etc., quality <i>and</i> timeliness). ≤ 6 absences.
D	$= 60-69 \%$ on all assignments, exams, quizzes, participation, contribution etc., quality <i>and</i> timeliness). ≤ 6 absences.
F	$\leq 59\%$ on all assignments, exams, quizzes, participation, contribution etc., quality <i>and</i> timeliness). > 6 absences.

Attendance Policy: There shall be *no* "excused absences." Students whose schedules or personal/professional/health status cannot accommodate course requirements should take the course during a subsequent semester. The acquisition of all work including electronically distributed content, handouts, notes, lecture-discussion content, ancillary assignments, and information pertinent to quizzes, examinations etc. during regularly attended class sessions and those missed as a result of any and all absences - including those due to University sanctioned events (academic, athletic, cultural), and/or illness, family affairs, personal-professional reasons -- *shall be the sole responsibility of students*, who must contact/collaborate w/classmates-teammates for the purpose of learning about-, completing-, scheduling-, and submitting such work as indicated. Although, he shall always be available for additional/extra assistance/help, the professor shall not "*reteach*" content for students absent from class. In addition, students incurring absences immediately prior to - and/or after a scheduled university holiday/break/vacation **SHALL NOT** be eligible for late and/or absentee submission of assignments or for make-up quizzes/ tests originally administered the day of the absence. Such absences shall result in the entry of the grade of "0" for all related work (verifiable illness or UD sanctioned events excepted).

Tardiness Policy: Class sessions will begin promptly at the scheduled times. If you are late, wait outside the classroom door until you hear a pause in the lecture/discussion. Then, enter unobtrusively and sit in the nearest unoccupied seat. Chronic tardiness will result in dismissal from the course.

Communication-Contact With Professor: *In person* vis-à-vis electronic communication with the Professor is required. In-person, real actual face-to-face human responses to questions, comments, concerns, and/or requests for meetings will *always* be provided either before, during, after class, and/or during office hours. Correspondingly, **do not** e-mail the professor; rather, speak to him in person, visit him in his office, or telephone him. The Professor, will however use *Lotus Notes* for the distribution of class assignments, presentations, memos, notices, etc. and will approve use of the same by students **only**

when indicated. Students shall be responsible for the receipt of all such electronic correspondence by maintaining sufficient memory in their Lotus Notes accounts. The Professor may be reached by phone at 229.4210 or via the HSS Office and Mrs. Greger at 229.4240. Written messages may be written on the marker board outside the professor's office TF 40K or in paper form attached thereto, or placed in his HSS mailbox.

Academic Honesty Policy: Plagiarism of any type or form shall result in failure of the course and potential additional sanctions/penalties related thereto (i.e., expulsion from the Department of Health and Sport Science and/or University). See the link for the 2012-13 UD Student Handbook for our complete Academic Honesty Policy at <http://community.udayton.edu/student/handbook/academics.php> (pp.9-12) and Honor Code/Pledge below.

Personal Honesty: Be honest and forthcoming in all of your interactions w/your teammates/ classmates and the Professor. The truth will *always* set us free!

Provisions for Students with Special Needs:

To request academic accommodations due to a disability, please contact the Office of Learning Resources (OLR) at 229.2066 located in the Ryan Harris Learning-Teaching Center. If you qualify for a self-identification form indicating that you need assistance, please present it immediately so accommodations can be made to insure your success in this course.

Student - Professor Expectations:

Students

1. On a daily basis, come to class prepared and ready to generate a sincere and consistent effort to learn and apply course content and skills; **AND** to become willing and open to new ideas, methods, approaches, techniques, and practices intended to elicit that effort and teach that content.
2. To adhere to the principles and policies of academic/ performance and honesty.
3. To be respectful to fellow classmates and the professor.
4. To be punctual.

Professor

1. On a daily basis, provide students with challenging, informative, interesting, and, whenever possible, enjoyable class lectures and activities to optimize their ability to learn course content, gain necessary skills and knowledge required to meet course objectives and complete all assignments
 2. In his daily interactions with students, to be respectful, forthcoming, fair, honest, positive, encouraging, and available for personal assistance.
 3. To grade, evaluate, prescribe various measures of student academic performance fairly and efficiently.
 4. To be punctual.
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Class Routines:

For the purpose of optimizing student learning, professional growth, class efficiency -- and if possible -- enhance the joy of learning/teaching -- the following routines shall be established and generally followed:

1. Attendance, Sign-in and pick-up handouts of the day, submit assignments due
 2. Inspiration/Prayer/Scripture
 3. UD Community-Class News/Information
 4. Research in the News
 5. Humor of the Day
 6. Content of the Day - Class Lecture/Discussion, Presentation, PPPEP Project/Team Activity, Guest Speaker
 7. Review, Questions, Clarifications
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Personal - Professional Conduct Code

1. Look and act alive, engaged, and if indicated, enthusiastic. View yourself, your conduct, performance, and attitude as reflective of the high quality respected early career professional you aspire to be as a member of the Department of Health-Sport Science in the School of Education-Allied Professions at the University of Dayton. Possess both *Positive Attitude* (PA) and *Professional Attitude* (PA).
2. Be engaged during class -- seek excellence in your conduct and work.

3. In the Marianist and UD Spirit, be collaborative with, and both caring and supportive of classmates/teammates. Seek to make our Marianist commitment of *Educating in the Family Spirit* our lived reality rather than just rhetoric.

4. Do not be sarcastic or negative.

5. In the spirit of Saint Francis of Assisi, *let us seek not to be understood, but to understand, not to be loved, but to love.* In the spirit of Sigmund Freud, let us also love and work to our fullest capacities each day we are together.

6. Be tolerant, open-minded open-hearted, not self-centered with class-teammates; there is no I in TEAM.

7. Dress in clean clothes; be well groomed as young professionals.

8. Sleeping attire, torn, or overly revealing attire are not acceptable. Clean exercise clothes and athletic foot-ware are required for all physical activity sessions (NO BLUE JEANS or SANDALS). Unless otherwise indicated, professional attire shall be worn for all presentations.

9. Be clean. Smell nice.

10. Do not chew gum, tobacco, drink, or eat **ANYTHING** during class (water bottles only placed on the floor aside your seat) (exceptions as indicated by Professor).

11. USE OF ELECTRONIC DEVICES and TEXT MESSAGING ARE STRICTLY FORBIDDEN. Turn your cell phones, pagers, iPods, PDAs etc. OFF prior to entering our classroom and place them out of sight (yours and mine) and use. Subsequent to ONE (1) warning, violation of this rule will result in IMMEDIATE expulsion from- and loss of credit for- that day's class, for which make-up shall not be permitted. Laptop computers shall be used only as directed.

12. Remove hats and caps upon entering the classroom, unless otherwise indicated.

13. Keep your feet off desks at all times (lower rung only). Sit comfortably but do not slouch in your seats.

14. Do not speak when others or the Professor are speaking.

15. Speak to and/w one another respectfully

16. Please address the instructor by Dr. De Marco, Dr. D, or Professor De Marco, *not* Hey De Marco.

17. Unless emergency conditions prevail, students should schedule medical treatments away from class time. Individuals in need of in-class TX treatment (e.g., ice, heat, elevation, special seating accommodations) should request approval from Professor De Marco in advance).

18. If you arrive hung over -- or if you have alcohol/drugs on your breath or on your person -- unduly fatigued, unprepared, and/or unable to remain alert, you may be immediately disqualified for that class and subject to additional disciplinary sanctions, including removal from the course and/or recommendation for counseling.

Important Note:

Absolutely all submitted work shall be either type written or word-processed (HARD COPIES ONLY with one-inch margins, double-spaced in 12 point Times/Times New Roman, Helvetica, or Courier font). Assignments submitted electronically **will not** be accepted unless otherwise indicated.

Date of Syllabus: August 21st, 2012

		Location	HSS 428-555 Fall 2012 Course Calendar - Subject to Change	Assignment
August		TF-10	Course and Class Introduction-Personal Dedication: Review of Syllabus	Research Report
W	22	TF-10	PPPEP Informed Consent, 1st Fitness Test, Data Collection, Interview	
F	24	TF-10	Introduction to Research and Common Sense	
M	27	TF-10	Research Project: Conferences Teams, Tests, PPPEP Mixed Method Design-Components-Schedule, Borg Scale & Symbolic Interactionism Introduced	
W	29	TF-10	Reading and Evaluating Research: Article Review Format	
F	31	TF-10	PPPEP Quantitative/Qualitative Research Methodological Components, President's Council Fitness, Sports & Nutrition Adult Fitness Challenge Test	AR1

September	W	5	TF-10	PPPEP Quantitative/Qualitative Research Methodological Components, <i>President's Council on Fitness, Sports & Nutrition Adult Fitness Challenge Test</i>	
	F	7	CH-201-I	Introduction to SPSS 19, Spring 2012 PPPEP Data <i>ChoseMyPlate.gov Super Tracker</i> . 9AM Courtney Bick - 11AM Amanda Edwards	AR2
	M	10	TF-10	Research Road I-4 Theory Building/Testing, Characteristics of Quan/Qual Res.	
	W	12	TF-10	RR 5-7 Sys. Logic, Levels of Measurement. Reliability, Validity. Variables	
	F	14	CH-201-I	Introduction to Literature Review, Manuscript Preparation, APA Format	AR3
	M	17	TF-10	<i>President's Council Adult Fitness Challenge Test Preparation</i>	
	W	19	Rec-Plex	PPPEP Begins: PCPF Adult Challenge Pretest	
	F	21	CH-201-I	PPPEP Pretest Database Compiled Descriptive Statistics: SPSS - Mean, Median, Mode, SD, Variance, Percentages Percentiles, Percentages, Frequency Distributions, Normal Curve	AR4
	M	24	TF-10	Descriptive Statistics Continued: SPSS - Laptops Required	
	W	26	Rec-Plex	PPPEP - Session 1	
	F	28	CH-201-I	Statistics Continued: Probability, Significance Levels, Type I,II Errors	AR5
October	M	1	TF-10	Review: Laptops Required	
	W	3	TF-10	Midterm Examination - Laptops Required	
	M	8	TF-10	Research Road 8 - 9- 10 Qualitative Research Design & Methods, Symbolic Interactionism Revisited, Interviewing "Conversations with a Purpose."	1st Draft - Case Studies
	W	10	Rec-Plex	PPPEP - Session 2	
	F	12	TF-10	Correlation - SPSS: Pearson Moment - Laptops Required - Hypothesis Testing	
	M	15	TF-10	Correlation- Spearman Rank Order - Laptops Required - Hypothesis Testing	Lit. Review v.1
	W	17	Rec-Plex	PPPEP - Session 3	
	F	19	TF 10	Power Point and Poster Presentation Protocol and Templates	
	M	22	TF 10	Independent Samples T-Test - Hypothesis Testing SPSS: Laptops Required	
	W	24	Rec-Plex	PPPEP - Session 4	
	F	26	CH-201-I	Dependent Samples T-Test - Hypothesis Testing	
	M	29	TF-10	T-Tests: Hypothesis Testing - SPSS: Laptops Required -	
	W	31	Rec-Plex	PPPEP - Session 5	
November	F	2	CH-201-I	Effect Size and Non-parametric Tests - Wilcoxon Signed Rank Test, Chi-Square - Hypothesis Testing	
	M	5	TF-10	F-Test: Hypothesis Testing SPSS- Laptops Required	
	W	7	Rec-Plex	PPPEP Ends: PCPF Adult Challenge Posttest	
	F	9	CH-201-I	PPPEP Posttest Data Entered, Final Analysis	Fitn.Calor.Data
	M	12	TF-10	F-Test: Hypothesis Testing SPSS - Laptops Required	
	W	14	TF-10	<i>Research Project, Manuscript, PPT, Poster Work Session</i>	
	F	16	CH-201-I	<i>Research Project, Manuscript, PPT, Poster Work Session</i>	
	M	19	TF-10	Student Research Project Presentations - Session 1	
	M	26	TF-10	Student Research Project Presentations - Session 2	
	W	28	TF-10	Student Research Project Presentations - Session 3	
	F	30	CH-201-I	Student Research Project Presentations - Session 4	
December	M	3	TF-10	Research Poster Inspection/Review <i>Manuscript Work Session</i>	
	W	5	COLLINS GYM	Final Day 428-555 AM, Annual Health History Research Poster Night-Guest Lecture 6-8PM	Team Posters - Manuscript Due
December	TH	6		Final Day of Classes	
	F	7		Feast of the Immaculate Conception-Christmas on Campus - NO-Classes	
	SA	8		Study Day	
	SU	9		Study Day	
	W	12	CH-201-I	Final Examination: 9 AMs Section 1. -- 12:20 - 2:10 11AMs Section 2. -- 2:30 - 4:20	
	SA	15		Fall Commencement	
	T	18		Grades Due 9:00 AM	
	TH	20		Grades Posted	

2012 Fall Semester Dedication



Gentleness Comes From the Strong

Catholic Education mourns the loss of one of its founding editors, Dr. Joseph Rogus, who died on September 16, 1998. Joe was an enthusiastic supporter of all educators, but had a special affection for Catholic school teachers and administrators. Recognized as a national voice for Catholic education, Joe traveled the United States speaking in dozens of dioceses and working with countless teachers. He was known for his gentle and humorous ways; it was not uncommon to find Joe running around on stage, leaping to emphasize an idea, or shaking his torso in celebration of a point well made.

Above all, we at *Catholic Education* will remember our friend and colleague as a gentle and humble man who, like Christ, knew the joy of service.

Thank you, Dr. Rogus, for the many ways that Jesus was made present in our lives because of your warmth and generosity. One of the greatest joys of paradise will be seeing you again.

Requiescat in pace.

"Believe in yourself enough to

at you might grow a lot."

January 20, 1998

Marianist Perspective of the Body and the Importance of Physical Education

Although education bestows its principal cares upon the soul, yet the first cares refer to the wants of the body; because it is only through the body that the soul and its faculties can be reached, and through the body only that the soul can communicate with the outer world. We shall therefore consider in the first place, Physical Education" (Brothers of Mary, 1910; Manual of Christian Pedagogy, p. 22).

Characteristics of Marianist Education

- Formation in the Faith
- Integral Quality Education
- The Family Spirit
- Service, Justice, and Peace
- Adaptation and Change

The Statement on Dignity

*So God created humankind in his image
In the image of God he created them:
male and female he created them (Gen 1:27)*

A primary assertion of both our religious and civil traditions is the inviolable dignity of each person. Recognition of and respect for the person are central to our life as a Christian and educational community and are what allow us to pursue our common mission while being many diverse persons. Thus, discrimination, harassment, or any other conduct that diminishes the worth of a person are incompatible with our fundamental commitment as a Catholic university conducted in the Marianist tradition. Every person, regardless of race, color, creed, national origin, gender, sexual orientation, age or disability shall be treated with respect and dignity. No person shall be subject to any sexual, racial, psychological, physical, verbal or other similar harassment or abuse, or be denied equitable consideration for access to employment and the programs, services, and activities of the University.

The University of Dayton Academic Honor Code: A Commitment to Academic Integrity

I understand that as a student of the University of Dayton, I am a member of our academic and social community, I recognize the importance of my education and the value of experiencing life in such an integrated community, I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so In order to maintain our academic integrity, I pledge to:

- Complete all assignments and examinations by the guidelines given to me by my instructors,
- Avoid plagiarism and any other form of misrepresenting someone else's work as my own
- Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence and set an example for my peers to follow.

University of Dayton Anthem: Red and Blue Lyrics by: Lawrence Boll, S.M. '1912

On mountain high and hillside,
O'er meadow and through dell
In busy mart and hamlet,
Where hearts their story tell,
A clarion voice is ringing,
It rises, now it falls
Arouse, all ye of Dayton,
Your Alma Mater calls.

UD, we hear you calling,
Fidelity's the test,
Your sons and daughters answer from
North, South, East and West,
With measured tread advancing,
Our emblem full in view,
We sound your praise and pledge
Our loyalty to the *Red and Blue*

DR. GEORGE M. DE MARCO, JR.

Upon completion of his bachelor's degree in Health and Physical Education at Bridgewater State College, in 1978, Dr. De Marco taught Adapted Physical Education in Massachusetts until 1981. Upon returning to his native New York, he taught public school physical education while coaching soccer, ice hockey, and baseball at scholastic and collegiate levels. After receiving his Master's degree from Ithaca College in 1992, Dr. De Marco accepted a Teaching-Research Assistantship at the University of Georgia, where he completed his Doctorate in Physical Education in 1997.

Dr. De Marco is currently Associate Professor and Coordinator of the Physical Education at the University of Dayton. Since joining the UD faculty in 1997, he has taught undergraduate and graduate courses in Physical Education Teacher Preparation, Research Methodology, History of Physical Education and

Sport, Personal-Community Health, supervised student teachers, and coordinated community based programs in adapted-, elementary-, and secondary-physical education that serve children from Dayton area parochial and public schools. In the Fall of 2009 Dr. De Marco was appointed curator of the newly established James "Rocky" Whalen Sports Library, which showcases one of the most extensive collections of books on college football and authentic game programs in the country Earlier in his career, Dr. De Marco also officiated, refereeing ice hockey and umpiring baseball in professional-, semi-professional/collegiate, scholastic, men's, and youth leagues in New York, Florida, Connecticut, and Massachusetts.

Focusing primarily on teaching-coaching effectiveness/expertise, research methodology, and the promotion physical activity-healthy lifestyles, Dr. De Marco has authored/co-authored over 25 peer-reviewed publications including research articles, book chapters, position papers, scholarly reviews, and electronic media. He has also made over 125 presentations at international, national, regional, state, institutional, and local conferences, symposia, workshops, and meetings. At the University of Dayton, he received the Bro. Gerald O' Neil Inspirational Educator Award in 2001, 2009, 2011 and the School of Education and Allied Professions Award for Excellence in Teaching in 2004. From his Alma Mater, Bridgewater State College, in Massachusetts, Dr. De Marco received the *Catherine E. Comeau Alumni Award for Leadership and Achievement in Physical Education*, also in 2004. In December of 2009, Dr. De Marco received the prestigious *Ohio Association for Health, Physical Education, Recreation, and Dance -OAHPERD Scholar Award*

Dr. De Marco has served as Vice-President for Higher Education for OAHPERD and been a member of that organization's Advocacy and Diversity Committees. He is also a member of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); the Research Consortium and the National Association for Sport and Physical Education (NASPE) of AAHPERD; the National Association for Sport and Physical Education; National Association for Kinesiology and Physical Education in Higher Education, (NAKPEHE) where he has served on the Social Justice and Cultural Diversity Committee; and, the North American Society for Sport History (NASSH).

Dr. De Marco has been married to his best friend, Dr. Carolyn Ridenour since 1998. Truly a saint and a scholar, she is also a professor at the University of Dayton, and currently the *Bro. Joseph J. Panzer* Endowed Chair in Education. Dr. De Marco's Catholic faith, which he believes is God given, has been strengthened by his wife Carolyn, a strong family, friends, mentors, colleagues, and students, Through his love of physical activity and sport and the challenge of - and recovery from debilitating injuries over the course of his life, his vocations -- teaching, coaching, officiating, and the professoriate -- have been made infinitely more meaningful. In the spirit of Fr. Chaminade and his revered faculty mentor -- the late Dr. Joe Rogus, does Dr. De Marco aspire to continue Learn, Lead, and Serve while embracing the opportunity to work with the students in the Department of Health and Sport Science at UD as an honor and privilege.

Acknowledgement of Understanding

I have read this -- the syllabus for HSS 428-555, *Research Methods in Physical Activity and Health* -- in its entirety, understand fully all the content described herein, including course assignments, requirements, policies, and sanctions, and agree to actualize/ address/ adhere (to) the same. Further, I understand that my failure to do so may result in my termination from and/or failure of the course.

Print Name _____

Sign Name _____ **Date** _____

DO NOT DETACH!