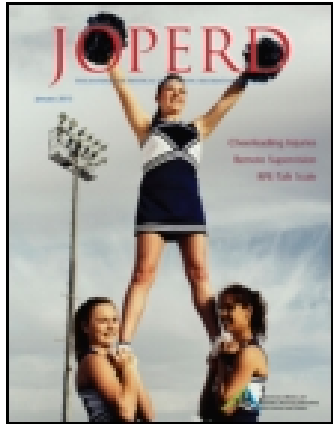


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NASPE Sets the Standard

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NASPE Sets the Standard 35 Years of National Leadership in Sport and Physical Education

SUSAN G. ZIEFF ANGELA LUMPKIN CLAUDIA GUEDES TERRY EGUAOJE

Throughout its history, NASPE has served as a national leader in advocacy, policy development, and best practices.

In 2004, the National Association for Sport and Physical Education (NASPE) launched its tagline “NASPE Sets the Standard,” a fitting tribute to the organization’s decades-long development of national standards for physical education and the preparation of physical education teachers, coaches, and sport management and exercise science professionals. With 17,000 members, NASPE is the largest of the five national associations of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and comprises six Academy Committees (Biomechanics; Curriculum and Instruction; Exercise Physiology; Motor Development and Learning; Sport and Exercise Psychology; and Sport History, Philosophy, and Sociology).

Since its founding in 1974, NASPE has been recognized as a leading advocate for federal legislation promoting daily, school-based physical education and funding for youth sport programs. In the 2006-2008 *Strategic Plan* (NASPE, 2006b), NASPE board members identified seven major goals that emphasize professional development and the promotion of “best practices” critical to the achievement of NASPE’s national goal of a physically educated, physically active society. Among the organization’s most important accomplishments, however, has been the establishment of national standards for sport and physical education and its involvement with the four accreditation programs that implement these standards (National Council for Accreditation of Teacher Education [NCATE], National Council for Accreditation of Coaching Education [NCACE], Sport Management Program Review Council/Commission on Sport Management Accreditation [SMPRC/COSMA], and Committee on Accreditation for the Exercise Sciences [CoAES]).

Physical Education Program Standards

In 1986 an “Outcomes Committee” was formed and charged with two tasks: (1) to define the “physically educated student” and (2) to design grade-specific competencies in preparing the physically educated student (NASPE, 1992b). The committee accomplished the first task, but rejected the development of a circumscribed national curriculum that prevented flexibility by professionals. *Outcomes of Quality Physical Education Programs* (NASPE, 1992b) became the first NASPE publication to identify benchmarks of a physically educated person with its 20 “outcomes” statements.

Soon after, *Moving into the Future: National Standards for Physical Education* (NASPE, 1995b) was published in response to the passage the year before of the *Goals 2000: Educate America Act* and the development of a national commitment to educational standards. This first edition contained seven content standards that described what “a student should know and be able to do as a result of a quality physical education program” (p. viii) and performance standards that linked the document to the growing interest in assessment. In the second edition (NASPE, 2004), the number of

standards was reduced to six, minimizing the earlier emphasis on motor skills and increasing the emphasis on physical activity. Assessment measures were excluded from the second edition due to the increased availability of assessment tools developed by other scholars and practitioners. With the recent publication of *PE Metrics: Assessing the National Standards* (NASPE/NCATE, 2008), physical educators have “valid and reliable standards-based assessments and rubrics to measure student achievement of the national standards by high school graduation and appropriate progress at three other grade-level ranges” (p. 2).

Physical Education Teacher Education Standards

In 1983, the College and University Physical Education Council (CUPEC) convened a task force to develop guidelines for the initial certification of physical education teachers. The 23 guidelines were approved by NASPE at the 1985 AAHPERD National Convention and by NCATE in 1986 (Butler, 2006). They became effective in 1987 and were revised in 1989 and 1992 (NASPE, 1987b, 1989, 1992a). There are two categories of standards associated with physical education teacher education: *NASPE/NCATE 2001 Initial Physical Education Teacher Education* (NASPE, 2001) and the beginning teacher standards found in *National Standards for Beginning Physical Education Teachers* (NASPE, 2003). There are both *initial* guidelines for beginning teacher preparation and *advanced* guidelines to guide programs for master’s degree candidates and experienced teachers. Subsequent editions reflect changes in NCATE’s paradigm toward performance-based program accreditation (NASPE/NCATE, 2001). The 2000 NCATE document (NASPE, 2001) includes nine standards that incorporate the NCATE 2000 themes. The performance-based standards for beginning physical educators are informed by scholarship on best practices.

For physical education teacher education (PETE) program reports for NASPE and NCATE, NASPE’s national initial PETE standards and national advanced PETE standards (NASPE, 2009) have been used since spring 2009 and will be required by fall 2010 (D. Raynes, personal communication, August 3, 2009). The initial standards are for programs whose candidates will receive initial licensure in physical education upon graduation. The new edition reduces the number of standards from ten to six, adds a new standard emphasizing the demonstration of a healthful level of fitness and of competency in motor skills and movement patterns, and infuses diversity issues across a number of elements (NASPE, 2009). The advanced standards apply to more experienced candidates whose master’s degree in physical education will be post-initial licensure. The 2009 advanced PETE standards include three standards instead of the previous nine, emphasizing professional knowledge, professional practice, and professional leadership (NASPE, 2009).

Exercise Science

In 1986, NASPE approved its *Standards for Programs Preparing Undergraduate Students for Careers in Fitness* (NASPE, 1988).

These standards addressed the foundational core, exercise prescription for normal and special populations, wellness and health promotion, teaching methodology, administrative tasks, human relations, professional development, and practical experience. The 1995 publication of *Basic Standards for Professional Preparation in Exercise Science* (NASPE, 1995a) continued to reference professional expectations, but now emphasized basic and applied sciences. Leaders in NASPE intended these standards to serve as the basis for program accreditation, but this did not occur (W. R. Thompson, personal communication, June 29, 2009).

In 2004, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which oversees the academic preparation of students in its accredited programs, established the CoAES. This committee chose to build upon the American College of Sports Medicine’s (ACSM) requirements for certified health and fitness instructors or specialists as the standards for accrediting undergraduate programs in exercise science. The Commission on Accreditation of Allied Health Education Programs accredits graduate programs in two areas: first, the ACSM’s requirements of knowledge, skills, and abilities for a clinical exercise specialist plus some administrative competencies are used for accreditation in the area of applied exercise physiology; and second, the ACSM’s knowledge, skills, and abilities required for a clinical exercise physiologist are used for accreditation in clinical exercise physiology. In addition, CAAHEP accredits programs for the preparation of personal trainers. Along with ACSM and other professional organizations, NASPE was an initial sponsoring organization of the CoAES.

Sport Management

In 1986, NASPE established the Sport Management Task Force to develop guidelines for sport management programs. The outcome of their work, *Guidelines for Programs Preparing Undergraduate and Graduate Students for Careers in Sport Management* (NASPE, 1987a) was approved by the NASPE Cabinet in 1987. Concurrently, the North American Society for Sport Management (NASSM) was established to conduct an annual conference and publish a scholarly journal (J. B. Parks, personal communication, June 24, 2009). In 1989 a NASPE-NASSM Joint Committee was created to oversee a revision of the guidelines for sport management curricula. These were approved by NASPE and NASSM members in 1990. In 1993, the SMPRC was established to oversee the voluntary program approval process of undergraduate, master’s, and doctoral programs in sport management on behalf of NASPE and NASSM. By 2000, the SMPRC had approved over 100 sport management programs using revised standards (NASPE, 2000b).

In 2005, NASPE and NASSM leaders established an Accreditation Task Force and a Standards Task Force to investigate potential policies and standards for the accreditation of sport management programs (NASPE, n.d.). In 2008, NASPE and NASSM collaboratively established COSMA, whose Board of Commissioners determines the accreditation status of each

institution's sport management programs after a programmatic self-study and site visit from a team of reviewers. Another example of collaboration occurred in 2007, when NASPE and NASSM began the joint publication of the *Sport Management Education Journal*.

Coaching

In 1995, NASPE published *National Standards for Athletic Coaches* (NASPE, 1995c) based on the determination of over 100 sport organizations that "a core body of knowledge existed from which to develop coaching expertise" (p. 3). This first edition included 37 standards that identified the competencies expected of sport coaches regardless of experience level. From the original NASPE task force, NCACE was established in 2000 as an independent organization to develop the first standards for accreditation of coaching education (NASPE, 2000a; J. Brylinsky, personal communication, July 30, 2009). In 2001, NASPE published its position statement, *Coaches Code of Conduct*, which was later revised by the NASPE Sport Steering Committee and published as *A Coach's Code of Conduct* (NASPE, 2006a).

A panel of experts, including the United States Olympic Committee, the National Federation of State High School Associations, and NASPE leadership, reviewed and revised the 1995 standards, and in 2006, the second edition of the *National Standards for Sport Coaches* (NASPE, 2006c) was published. In the revised edition, the competencies were organized into 40 standards that describe primary coaching responsibilities and include the following domains: philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, and evaluation. Recently, NCACE completed a pilot program for online and distance education, and it is in the process of accepting online education programs for review (C. Bolger, personal communication, August 3, 2009).

Conclusion

In its 35-year history, NASPE has contributed to the advancement of physical education and sport nationally and across all levels of practice. The organization's history is filled with the contributions of professionals and scholars whose work has enabled NASPE to act as a national leader in advocacy, policy development, and the establishment of best practices through standards. Its mission of ensuring equal and complete access to health-benefiting physical activity remains critical and relevant.

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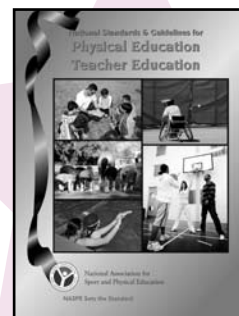


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