

**CURRICULUM VITAE*****ALICE MOORE BUCHANAN, PhD, C.A.P.E.******buchaa2@auburn.edu******School of Kinesiology******301 Wire Road******Auburn University******Auburn, AL 36849******334.332.0540***

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**EDUCATION**

- Ph.D. 1996     Texas A & M University, College Station, Texas  
Program: Curriculum and Instruction, Support area: Kinesiology  
Dissertation: Learners' and instructors' interpretations of personal and social responsibility in a sport camp.
- M.Ed. 1984     University of Mississippi, Oxford, Mississippi  
Major: Physical Education  
Thesis: Intended, actual, and perceived behavior of physical education student teachers and experienced teachers.
- B.S.Ed. 1982     The University of Texas at Austin  
Major: Physical Education, Minor: Biology
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**PROFESSIONAL EXPERIENCE****Tenure track positions**

*Auburn University, December 2004 and current*

Associate Professor, School of Kinesiology (formerly Department of Health and Human Performance), Physical Education-Teacher Education Program. Teach graduate courses in curriculum, analysis of teaching, and naturalistic inquiry; undergraduate courses in curriculum/methods, and adapted physical education. Coordinate school system graduate assistants; coordinate departmental teaching internship (student teaching) placements; supervise interns. Advise doctoral and masters students. Courtesy joint faculty appointment to Department of Special Education, Rehabilitation, & Counseling.

*Auburn University, September 1997-December 2004*

Assistant Professor, Department of Health and Human Performance, Physical Education Teacher Education Program.

*State University of West Georgia, 1996-1997*

Assistant Professor, Department of Physical Education and Recreation. Taught graduate research and proposal writing; and undergraduate professional preparation courses; responsible for directing and advising all Ed.S. student research.

**Non Tenure track and Graduate Assistant positions***Texas A&M University 1992-1996*

Lecturer, Department of Health and Kinesiology. Supervised student teachers, assisted in secondary methods lab, taught Adapted Physical Activity theory course and activity program service courses. Concurrently pursued Ph.D. in Department of Educational Curriculum and Instruction.

*University of Arkansas, 1991-1992*

Lecturer/graduate student, Department of Health Science, Kinesiology, Recreation, and Dance.

Taught undergraduate physical activity teaching methodology courses, and physical activity

service program courses, while concurrently taking doctoral work.

*Virginia Commonwealth University 1988-1991*

Instructor, Division of Health and Physical Education. Taught undergraduate physical activity teaching methodology courses, and physical activity service program courses; engaged in service activity.

*Spelman College 1986-1988*

Instructor, Department of Health and Physical Education. Taught undergraduate physical education for elementary teachers, and physical activity service program courses. Directed intramural program, engaged in service activity.

*Martin Elementary and Junior High School, Natchez, Mississippi 1984-1986*

Public School Teacher. Taught Physical education in grades 2-8; taught 8<sup>th</sup> grade physical science and 7<sup>th</sup> grade life science. Participated in school district curriculum reform and development.

*University of Mississippi, 1982-1984.*

Graduate teaching and research assistant. Taught physical activity courses in the service program; assisted faculty in library research and in the exercise physiology lab.

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**SCHOLARLY ACTIVITY**

My research is closely connected to my teaching and to my outreach. Relevance in research is critical, and the teaching and outreach linkage provides such relevance. My current line of research focuses on physical education teacher education, curriculum, and pedagogy; in particular teaching physical activity to children with special needs; autonomy-supportive teaching; and the use of positive behavior support in physical education.

\*^Most of the presentations and some of the publications from 2007-2012 were with students, former students, and/or local teachers in order to mentor their scholarship life.

### **Publications – Refereed Articles (since 2000)**

\*student or former student; ^teacher in local schools

**Buchanan, A. M. (60%),** & Brock, S. J. (accepted, 2016). What if they see me miss? Nuances of teaching in a movement-based environment. *Strategies*.

Hinton, V. M., & **Buchanan, A.M. (45%),** & Rudisill, M. E. (2016) A conceptual model of structured support in physical education. *Preventing School Failure*, 60(2).

**Buchanan, A.M. (60%),** & \*^Barrow, B. (2016). Table tennis triathlon: An integrated Sport Education season. *The Journal of Physical Education, Recreation, & Dance*, 87(1), 25-31.

Hinton, V. M., & **Buchanan, A.M. (50%).** (2015). Using positive behavior interventions and support in a physical activity summer camp. *The Physical Educator*, 72(4), 660-676.

\*Breslin, C., & **Buchanan, A.M. (40%).** (Fall, 2014). A researcher's perceptions of assessing motor skills of children with autism spectrum disorder. *Journal of the American Academy of Special Education Professionals*, 201-217.

\*Gross, M., & **Buchanan, A.M. (50%).** (2014). Perspectives of physical education specialists who teach in large class settings. *Journal of Physical Education and Sports Management*, 1(2), 1-10.

**Buchanan, A.M. (45%),** Hinton, V.M, & Rudisill, M.E. (2013). Using Positive Behavior Support (PBS) in physical education. *Journal of Physical Education, Recreation, & Dance*, 84(5), 44-50.

\*Sluder, J.B., & **Buchanan, A.M. (30%).** (2012). Formal accountability and its effects on activity and fitness in a college physical education class. *The GAHPERD Journal*, 45(2), 12-19.

\*Gross, M., & **Buchanan, A. M., (40%).** (2011). Integrating Global Games in the Elementary Physical Education Curriculum. *Strategies*, 25(1), 8-12.

Hastie, P. E., \*Sluder, J. B., **Buchanan, A. M. (30%),** & Wadsworth, D. (2009). The Impact of an Obstacle Course Sport Education Season on Students' Aerobic Fitness Levels. *Research Quarterly for Exercise and Sport*, 80(4), 788-791.

**Publications (cont.)**

\*Sluder, J. B., **Buchanan, A. M. (40%)**, & \*Sinelnikov, O. (2009). Using Sport Education to teach an autonomy-supportive fitness curriculum. *The Journal of Physical Education, Recreation, & Dance*, 80(5), 20-28.

Baldwin, S. C., **Buchanan, A. M. (45%)**, & Rudisill, M. E. (2007). What teacher candidates learned about diversity, social justice, and themselves from service-learning experiences. *Journal of Teacher Education*, 58(4), 315-327.

Hastie, P. A., \*Martin, E. H., & **Buchanan, A. M. (45%)** (2006). Stepping out of the norm: An examination of praxis for a culturally relevant pedagogy for African-American children. *Journal of Curriculum Studies*, 38(3), 293-306.

Frey, G. C., **Buchanan, A. M. (45%)**, & Rosser, D. D. (2005). "I'd Rather Watch TV": An Examination of Physical Activity Behavior in Adults with Mental Retardation. *Mental Retardation*, 43(4), 241-254.

**Buchanan, A. M. (50%)**, Agnello, M. F., & McBride, R. E. (2003). Teacher and student cognitions during team building activities. *The Professional Educator*, 26(1), 37-46.

**Buchanan, A. M. (50%)**. (2003). Social development. *Teaching Elementary Physical Education*.

**Buchanan, A. M. (50%)**, Baldwin, S. C., & Rudisill, M. E. (2002). Service learning as scholarship in teacher education. *Educational Researcher*, 31(5), 28-34. (corrected version in November edition)

**Buchanan, A. M. (50%)**, \*Howard, C., \*Martin, E., \*Childress, R., \*^Williams, L. P., \*^Ferry, M. E., & \*Bedsole, B. C. (2002). Force and Motion: A cooperative problem solving approach to integrating 5<sup>th</sup> grade science and physical education. *The Journal of Physical Education, Recreation, & Dance*, 73(2), 31-36.

**Buchanan, A. M. (50%)**. (2001). Contextual challenges to teaching responsibility in a sports camp. *Journal of Teaching in Physical Education*, 20, 155-171.

Briggs, J. D., & **Buchanan, A. M. (50%)**. (2001). Gendered discourse in the gymnasium: An inductive analysis. *Kansas AHPERD Journal*, 71(1), 48.

Hastie, P.A., & **Buchanan, A. M. (50%)**. (2000) Teaching responsibility through Sport Education: Prospects of a coalition. *Research Quarterly for Exercise and Sport*, 71, 25-35.

### **Publications – Invited Book Chapters**

**Buchanan, A. M. (75%),** & Rudisill, M. E. (2015). Self-determination theory. *Classroom Management: An A-to-Z Guide*. Invited work for hire; Sage Publications.

Russell, J. & **Buchanan, A.M. (50%).** (2010). Addressing diverse populations through Service-Learning. In M.P Miller and J.D. Nendel (Eds.) *Service Learning in Physical Education and Other Related Professions: A Global Perspective*, pp. 150-167. Sudbury, Massachusetts: Jones & Bartlett Publishers.

### **Publications – Books & Book Chapters**

Rudisill, M. E., Taylor, J. B., **Buchanan, A. M. (20%),** Groccia, C., & Lechner, J. W. (2006). *Global Bridges Learning Themes: A Manual for Integrating the Global Bridges International Early Childhood Curriculum for Children Three to Five Years of Age*. Auburn University.

Taylor, J. B., Groccia, C., Lechner, J. W., Rudisill, M. E., & **Buchanan, A. M. (30%).** (2006). *Global Bridges Early English Learning Approach. Volume 1*. Auburn University.

Groccia, C., Rudisill, M. E., Taylor, J. B., & **Buchanan, A. M. (25%).** (2006). *The Global Bridges Parent: A Parent Manual for the Global Bridges International Early Childhood Curriculum for Children Three to Five Years of Age*. Auburn University.

Taylor, J., **Buchanan, A. M. (25%),** Groccia, C., & Rudisill, M. E. (2005). *Creating and Managing the Global Bridges Learning Environment*. Auburn University.

**Buchanan, A. M. (25%),** Groccia, C., Rudisill, M. E., & Taylor, J. (2004). *Global Bridges: An International Early Childhood Curriculum for Children Three to Five Years of Age*. Auburn University.

**Buchanan, A. M. (60%),** & Kamen, M. (2002). Service-Learning: From Reluctance to Allegiance. In M. Duckenfield & K. Swick, (Eds.), *A Gallery of Portraits in Service-Learning: Action Research in Teacher Education*, pp. 19-39. Clemson University: National Dropout Prevention Center Publication.

**Manuscripts in review**

**Buchanan, A.M. (50%),** & Hinton, V. M. (in review, *The Elementary School Journal*). Positive Behavior Support in a physical education pre-service field experience.

**Manuscripts in progress**

**Buchanan, A.M.,** & Hinton, V. M. (revising). Physical Educators' Perceptions of Positive Behavior Support.

Hinton, V. M., **Buchanan, A. M.,** & Miedema, B. (writing). Survey of Alabama physical educators' and their use of Positive Behavior Support.

**Buchanan, A.M.,** & Frey, G. C. (analyzing data). Parents of youth and young adults with Autism Spectrum Disorder: Perceptions of transition and physical activity. (3 papers)

**Buchanan, A. M.,** & Hinton, V. M. (collecting data). Positive Behavior Support in a youth development center.

**Buchanan, A. M.,** Hinton, V. M., & Hastie, P. A. (collecting data). High school students in a youth development center: Perceptions through photo-elicitation.

**Refereed Presentations – (Selected, and since 2000)**

\*student or former student; ^local school teacher

Hinton, V. M., & **Buchanan, A. M. (45%),** & Brock, S. J. (2013). Using PBS in physical activity settings. Paper presented at the *ASAHPERD Fall Conference*. Birmingham, Alabama, November 18.

**Buchanan, A. M.,** & Hinton, V. M. (2013). Teaching teachers and empowering learners: The PBS-PE. Paper presented at the *14th Annual Engagement Scholarship Consortium Conference*. Lubbock, Texas, October 8, 2013.

**Buchanan, A. M.,** & Hinton, V. M. (2013). Positive behavior support in physical education - PBS-PE. Paper presented at the *ASAHPERD Spring Conference*. Orange Beach, Alabama, April 13.

\*Breslin, C. M., **Buchanan, A. M.,** & \*Blount, A. (2012). Assessing the Motor Skills of Children with Autism Spectrum Disorders: A Qualitative Approach. Paper presented at the *North American Society for the Psychology of Sport and Physical Activity*, June. [Abstract published in the *Journal of Sport and Exercise Psychology*.]

**Presentations (cont.)**

**Buchanan, A. M.;** \*Barrow, B.; \*Coggins, H., (2012). Teaching is communicating: Children with special needs in PE. Paper presented at the *Share the Wealth Conference*, Jekyll Island, GA, January.

**Buchanan, A. M.,** & ^McDonald, D. (2011). Using visual supports in physical education. Paper presented at the *Alabama State Association for Health, Physical Education, Recreation, and Dance Spring Conference*. Orange Beach, AL, April 13.

**Buchanan, A. M.;** ^McDonald, D. A.; & ^Norton, A. C., \*Knight, R. (2011). Mission Possible: Teaching children with Autistic Spectrum Disorder in regular physical education. Paper presented at the *Share the Wealth Conference*, Jekyll Island, GA, January.

**Buchanan, A. M.;** ^McDonald, D. A.; & ^Norton, A. C.; \*Blount, A.; \*^Butler, K.; \*McCladdie, H., \*Delk, D. (2010). Successfully teaching students with Autistic Spectrum Disorder, part I: Using picture schedules in physical education. Paper presented at the *Share the Wealth Conference*, Jekyll Island, GA, January.

^McDonald, D. A., & ^Norton, A., & **Buchanan, A. M.,** \*Blount, A.; \*Butler, K.; \*McCladdie, H., \*Delk, D. (2010). Successfully teaching students with Autistic Spectrum Disorder, part II: Using picture schedules in physical education. Program presented at the *Share the Wealth Conference*, Jekyll Island, GA, January.

**Buchanan, A. M.,** \*Arrington, C., \*^Coleman, K., \*Giroud, E., \*Langevin, F., \*Glотова, O. (2008). Meet the Challenge: Cooperate – Think – Move! Paper presented at the *Share the Wealth Conference*, Jekyll Island, GA, January.

**Buchanan, A. M.,** & Baldwin, S. C. (2007). The impact of service-learning in local schools: Community partners speak out. Paper presented at the *American Educational Research Association*, Chicago, IL, April.

Hastie, P. A., \*Sluder, J. B., **Buchanan, A. M.,** & Wadsworth, D. (2007). Students' responses to an obstacle course sport education season. Paper presented at the *American Alliance for Health and Physical Activity*, Baltimore, MD, March. [Abstract published in *Research Quarterly for Exercise and Sport*, 78.]

**Buchanan, A. M.,** \*^Goff, N., \*^Thornburg, R, \*Gross, M., & \*^Smith, C. (2006). Creative Capstone Units for Children's Physical Education – Part I. Paper presented at the *Share the Wealth Conference*, Jekyll Island, GA, January.

**Presentations (cont.)**

Taylor, J. B.; **Buchanan, A. M.**; Burcham, J. G.; Groccia, C. (2005). Designing Global Bridges: A Collaborative Approach to the Development of a Culturally Respectful, Research-based International Preschool Curriculum for Children in China. Paper presented at the National Association of Early Childhood Teacher Educators. Washington, D. C. December.

Baldwin, S. C., & **Buchanan, A. M.** (2004). What preservice teachers learned about diversity, social justice, and themselves from service-learning experiences. Paper presented at the 4<sup>th</sup> Annual International Conference on Service-Learning Research. Clemson, SC. October.

Hastie, P. A., **Buchanan, A. M.**, & \*Martin, E. H. (2004). An examination of praxis for a culturally relevant pedagogy for African-American children. Paper presented at the *American Educational Research Association*, San Diego, CA, April.

Frey, G. C. & **Buchanan, A. M.** (2003). Individuals' with cognitive disabilities perceptions of physical activity. Paper presented at the *American Alliance for Health, Physical Education, Recreation, and Dance*, Philadelphia. April. [Abstract published in *Research Quarterly for Exercise and Sport*, 74.]

**Buchanan, A. M.**, & \*Bryant, A. S. (2003). A Giant Jump-Step Toward Revitalizing High School Physical Education: Innovative Rhythmic Activities for the Required HS Fitness Class. Presented at the *Share the Wealth Conference*, Jekyll Island, GA, January.

**Buchanan, A. M.**; Baldwin, S. C.; Rudisill, M. E., & Read, M. A. (2002). The Scholarship of Service Learning. Paper presented at the 2<sup>nd</sup> *Annual International Conference On Service-learning Research*, Nashville, TN. October.

**Buchanan, A. M.** (2002). Learning to teach for personal and social responsibility. Paper presented at the *American Educational Research Association*, New Orleans, LA, April.

\*Martin, E. H., **Buchanan, A. M.**, & Hastie, P. A. (2002). Student perceptions of a culturally relevant unit of instruction for African-American children. Paper presented at the *American Alliance for Health, Physical Education, Recreation, and Dance*, San Diego, CA. April. [Abstract published in *Research Quarterly for Exercise and Sport*, 73.]

**Buchanan, A.M.**, & Rudisill, M.E. (2001). Meeting the needs of underserved students through service learning. Motor Development Academy Pre-Conference Workshop presented at the *American Alliance of Health, Physical Education, Recreation, & Dance*, Cincinnati, OH. March.



**Presentations (cont.)**

**Buchanan, A. M.;** Baldwin, S. C.; & Rudisill, M. E. (2001). Mission possible: Service learning as scholarship AND best practice in teacher education. Paper presented at the *Association of Teacher Educators*, New Orleans, LA. February.

**Buchanan, A. M.** (2000). Reconciling care and control in the gym. Paper presented at the *American Alliance for Health, Physical Education, Recreation, and Dance*, Orlando, FL. April. [Abstract published in *Research Quarterly for Exercise and Sport*, 71(1), A-66.]

\*Howard, C.; \*^Preau, L.; \*Bedsole, B.; \*Childress, R.; \*^Ferry, M.; \*Martin, E.; & **Buchanan, A. M.** (2000). A cooperative problem solving approach to integrating 5<sup>th</sup> grade PE, science, and writing. Program presented at *Share the Wealth*, Jekyll Island, GA. January.

**Invited Presentations: International**

**Buchanan, A. M.** (2007). Making accommodations for students with Autism. Presentation made at Universidad National, San Jose, Costa Rica. November 15.

**Buchanan, A. M.** & Rudisill, M. E. (2007). Accommodating students with disabilities in physical education. Presentation made at Universidad National, San Jose, Costa Rica. November 15.

Rudisill, M. E.; & **Buchanan, A. M.** (2007). Identifying students with disabilities. Presentation made at Universidad National, San Jose, Costa Rica. November 14.

**Buchanan, A. M.** (2007). Teaching physical education to students with disabilities. Workshop presented at Universidad National, San Jose, Costa Rica. November 16.

**Buchanan, A. M.** & Groccia, C. (August, 2004). *Global Bridges: Teaching an innovative thematic curriculum for young Chinese children*. Multiple presentations made to schools in Beijing and in the Shandong Province, China.

**Buchanan, A. M.** & Rudisill, M. E. (May, 2004). *Global Bridges: Developing an innovative thematic curriculum for young children in China*. Multiple presentations made to schools in Beijing, China.

**Invited Presentations and/or Workshops: State and Local**

Hinton, V. M., **Buchanan, A. M.**, & \*Lee, V. A. (2014). Positive Behavior Supports for Diverse Students in Physical Education. Invited paper presented at the Outreach Scholarship Symposium, February 11, 2014.

**Buchanan, A. M., & Hinton, V. M.; & Lee, V. (2014).** Successful strategies for making positive behavior support (PBS) work in physical education. Auburn City Schools k-12 physical education teacher workshop, Auburn, Alabama, January 2.

**Buchanan, A. M., & Hinton, V. M. (2013).** Strategies for making positive behavior support (PBS) work in physical education. Alabama State Department of Education Physical Education and Health Summer Conference, Columbiana, AL, July 29.

**Buchanan, A. M., & Martin, E. H. (2003).** Stepping as an innovative culturally relevant high school PE course. Invited to present paper at the South Carolina Association for Health, Physical Education, Recreation, and Dance, Myrtle Beach, SC. November

**Buchanan, A. M. (2003).** Developing a culturally relevant physical education program. Invited workshop presented to Opelika City Schools k-12 physical educators. March 17.

**Buchanan, A. M. (2002).** Finding solutions to learning problems. Invited paper presented at the Works in Progress Conference, Athens, GA, October 6.

**Buchanan, A. M. (2000).** Invited workshop on cultural diversity presented to Loachapoka Elementary School faculty. February 24.

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### Grant proposals (since 2000)

- 2016 - \$25,000, with Pangelinan, P.I., Brock, & Wadsworth. Auburn University Outreach Scholarship Grant – *Abilities Unlimited* – funded.
- 2014 (not funded), Buchanan, co-P.I.; with Hinton, co-P.I. - \$250,000, Department of Education, Office of Special Programs. Project PE&ME (CFDA 84.325K TYPE C) Physical Education and Movement for Everyone.
- 2013 (not funded), Buchanan, co-P.I.; with Hinton, co-P.I. - \$250,000, Department of Education, Office of Special Programs. Project PE&ME (CFDA 84.325K TYPE C) Physical Education and Movement for Everyone.
- 2013 - \$20,000, Buchanan, P.I.; with Hinton, co-P.I. and Flores, co-P.I. Auburn University Outreach Scholarship Grant – *Using Positive Behavior Support in Physical Education (PBS-PE)* – funded.
- 2005 - \$23,000, Buchanan, P.I., with Stadler. Auburn University Outreach Scholarship Grant - *The Impact of Service Learning in East Central Alabama: Community Partners Speak Out* – not funded.
- 2004 - \$1500, Auburn University College of Education Competitive Funds Outreach Grant. *The Impact of Service Learning in Local Schools: Community Partners Speak Out* – funded. Alice M Buchanan, P.I.

**Grant proposals (cont.)**

- 2004 - \$1500, Auburn University College of Education Competitive Funds Outreach Grant. *The Impact of Service Learning in Local Schools: Community Partners Speak Out* – funded. Alice M Buchanan, P.I.
  - 2004 - \$1000, Auburn University Instructional Development Grant, Incorporating Service Learning into the Curriculum, Partners in Community Service. *Partners Across the Pond*. Alice M. Buchanan, P.I. and Oleg Sinelnikov – funded.
  - 2004 - \$19,000, with Rudisill, P.I., and Taylor. Auburn University Outreach Scholarship Grant – *Piloting a Preschool Curriculum for Global Awareness and Multicultural Education* – funded.
  - 2004 - \$23,000, Buchanan, P.I., with Stadler and Rudisill. Auburn University Outreach Scholarship Grant - *The Impact of Service Learning in East Central Alabama: Community Partners Speak Out* – not funded.
  - 2003 - \$1000.00, National Advisory Council Mini-Grant for Partnerships - *Tiger/Hornet Sport and Fitness Workout Club* – funded.
  - 2002 - With Rudisill, Brock, and Hastie, \$1000, Auburn University Instructional Development Grant, Incorporating Service Learning into the Curriculum, Partners in Community Service - *Cross Country Commitment to Culture* – funded.
  - 2002 - With Martin, \$1508, Competitive College of Education Outreach Grant - *Partnerships with Teaching Practitioners* – not funded.
  - 2001 - With Martin, \$1800, Daniel F. Breeden Endowment for Faculty Enhancement - *Pre-service Teachers learn team-building and collaborative skills through outdoor experiential education* – funded.
  - With Rudisill, Jackson, Martin, & Weimar, \$4000, College of Education research proposal assistance grant – funded.
  - 2001 - With Rudisill, *Adventure Around the World*, \$1500, Auburn University Instructional Development Grant, Incorporating Service Learning into the Curriculum, Partners in Community Service – funded.
  - 2000 - With Rudisill and Grandjean, *Adventure Across America*, \$1899.55, Daniel F. Breeden Endowment for Faculty Enhancement – funded.
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**CONSULTING and REVIEWING****Editorial Board**

*Journal of Community Engagement and Scholarship* (August 1, 2015 – August 1, 2018)

*Journal of the American Academy of Special Education Professionals* (2014-present)

*Action in Teacher Education*, 2000-2007

**Refereed Journal Guest Reviewer**

*Adapted Physical Activity Quarterly*  
*Journal of Research in Physical Education*  
*Physical Education and Sport Pedagogy*  
*European Physical Education Review*  
*Quest*  
*American Educational Research Journal*  
*Journal of Research in Childhood Education*  
*The Elementary School Journal*  
*Teaching and Teacher Education*  
*JOPERD*  
*Strategies, A Journal for Physical and Sport Educators*

**Refereed Presentation Guest Reviewer**

American Educational Research Association Conference – Divisions B, K; Qualitative  
Research Special Interest Group (SIG)  
Engagement Scholarship Consortium  
International Research in Service Learning Conference

**External Reviewer**

External Reviewer, Promotion Candidate, Texas A&M University, 2012  
External Reviewer, Tenure and Promotion Candidate, University of Rhode Island, 2012  
External Reviewer, Tenure and Promotion Candidate, Indiana University Purdue University  
Indianapolis, 2011  
External Reviewer, Tenure Candidate, Texas Tech University, 2008  
External Reviewer, Tenure and Promotion Candidate, Texas Tech University, 2008  
External Reviewer, Tenure and Promotion Candidate, Mississippi State University, 2007

**Other**

National Certification in Adapted Physical Education (C.A.P.E.), 2014-2021  
Mississippi Teacher Certification in physical education and general science  
Texas Teacher Certification in physical education and biology

**Advisory committees - doctoral**

Current Chair:  
Benjamin Miedema  
Current Committee Member:  
Nancy Maples

**Graduated:**

Desmond Delk, Assistant Professor, Langston University, Oklahoma  
J. Brandon Sluder, Associate Professor, Troy University  
Lisa S. Clark, Assistant Professor, Huntington College  
Duriel Barlow, Assistant Principal, Drake M.S., Auburn City Schools  
Karen S. Anderson, Alabama State Department of Education  
Michael Gross, Assistant Professor, Auburn University at Montgomery  
Mauro Andre, Assistant Professor, Southern Illinois University  
Demetrius Locke, Assistant Director of Retention, Florida A&M University  
Casey Breslin, Assistant Professor, Temple University  
Candice Howard-Shaughnessy, Associate Professor, Troy University  
Claire Mowling, Assistant Professor, Longwood College

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**OUTREACH**

Statistics describing societal risk factors increase considerably when applied to rural settings, underserved populations, and individuals with disabilities. The curriculum outreach activities that I implement are all designed to benefit children and youth that are considered underserved. Physical inactivity is now among the most powerful preventable risk factors for CHD in the U.S. My outreach activities are designed to empower children and youth to take personal responsibility in order to enhance health related fitness and overall wellness.

The general objectives of the outreach programs are to:

- Provide physical educators with innovative, culturally relevant, and developmentally appropriate physical education curriculum models.
- Engage pre-service teachers in programs in schools in order to nurture their own sense of civic responsibility.
- Empower underserved children and youth to take personal and social responsibility and ownership of their own health and wellness.
- Encourage underserved children and youth to engage in physical activity outside of school physical education.
- Provide positive role models for underserved children and youth, and for children with disabilities.

Following are descriptions of current outreach programs.

***Adapted Physical Education Program for Children and Youth with Disabilities (undergraduate)***

The Adapted Physical Education Program is linked to KINE 3260, and serves from 10-30 children per year who have been identified by the school district as having a disability. The current (2013) partner schools for this program are Auburn City Elementary Schools and Auburn Junior High

School. Schools that have been served in past years are Beauregard Elementary School and Sanford Middle School in Lee County; Valley, Lannett, and Opelika. Each AU student is assigned a child for whom he or she is responsible. Under my direction the AU students assess the children's motor skills and use the information to develop a comprehensive physical education Individualized Education Plan (extending the child's existing IEP) which is given to the physical educator, classroom teacher, and/or special educator, and to the child's parent or guardian.

The graduate course (KINE 7260) in adapted physical education has an outreach component to it, as well. Students in the graduate course work one on one with a child with a disability (different from children being served in the other course). Under my direction the AU graduate students assess the children's motor skills and use the information to develop a comprehensive case study of the child which includes present level of performance and suggested activities. A copy of the case study is given to the physical educator, classroom teacher, and/or special educator, and to the child's parent or guardian.

The **objectives** of this outreach program are to:

- Provide activities to improve fundamental and applied motor skills in children and youth with disabilities.
- Provide activities to enhance health-related fitness in children and youth with disabilities.
- Empower children and youth with disabilities to take personal and social responsibility and ownership of their own health and wellness.
- Encourage children and youth with disabilities to engage in physical activity outside of school physical education.
- Provide positive role models for children and youth with disabilities.
- Provide personalized adapted physical education activities and extended Individual Education Plans (IEPs) to children and youth with disabilities.
  
- Promote health-enhancing physical activity for children and youth with disabilities as a lifestyle rather than solely a therapy.
- Assess motor skills in children and youth with disabilities in order to determine specific needs, and to prescribe specific programs.

### ***Professional Development Workshops for Positive Behavior Support***

I, along with Dr. Vanessa Hinton, am conducting professional development workshops around the state of Alabama to teach physical educators how to use Positive Behavior Support, a strategy mandated by the State Department of Education in Alabama. Dr. Hinton and I have been awarded an Auburn University Outreach Scholarship Grant (June 2013) in excess of \$20,000.00 to conduct these workshops. To date we have provided workshops in Orange Beach, Columbiana, Birmingham, and Auburn.

The **objectives** of this outreach programs are to:

- Develop professional learning communities that utilize adult learning theory principles to improve physical education teachers' use of PBS-PE strategies.
- Build a knowledge base that allows successful collaboration to support student behaviors school-wide that includes physical education teachers who work in rural as well as urban areas.
- Improve the participation rates and achievement of all students (including students who are at-risk or with disabilities) in physical education and create a safe and orderly learning environment.
- Improve physical education teachers' ability to use student behavioral assessments and data to implement effective PBS-PE strategies which facilitate effective instruction.
- Provide an interactive website to support, share ideas, and mentor professional learning communities of physical education teachers in the use and support of PBS-PE statewide

***Post-baccalaureate certificate program in Adapted Physical Education (pending award)***

I, along Dr. Vanessa Hinton, have applied for an Office of Special Education Programs (OSEP) Grant to develop a post-baccalaureate program certificate in adapted physical education. This program, called PE & ME (Physical Education and Movement for Everyone), will be open to any student seeking to advance his or her skills in teaching physical activities to children and youth with disabilities.

The **objectives** of this outreach program are:

- To recruit students into the post baccalaureate program, with particular emphasis on recruiting members of traditionally underrepresented groups.
- To provide training and support for at least 60 educators to complete, within the APE project period, a certificate of specialization for APE and eligibility of national certification.
- Provide course work that incorporates research-based practices in the individualization of motor development and exercise science that improve outcomes for children with disabilities in grades pre-kindergarten through high school.
- To provide integrated preparation and practice opportunities that enhance competencies of personnel who provide effective APE services for students with disabilities grades pre-kindergarten through high school.
- To prepare personnel to address the specialized needs of children with disabilities in grades pre-kindergarten through high school from diverse cultural backgrounds.
- To provide intensive experiential supervised learning opportunities, and ongoing high quality mentoring in high-poverty communities, rural areas, and induction support.

- To ensure a community of professional support through maintenance of a web-based interactive site that facilitates interaction and support among peers in high-need rural areas.
- To enable scholars to be complete the requirements to obtain a certificate of specialization and become eligible for national certification.
- To equip PE & ME scholars with the knowledge and skills necessary to assist individuals effectively in achieving physical activity for a lifetime.
- To evaluate all aspects of the program to ensure objectives are being met.

**Impact:** Dissemination of the results of these outreach programs is through publications, papers, invited presentations, and grants. Scholarly products are detailed above in “publications,” “presentations,” and “grant proposals.” Following is a summary of impact products:

- Four invited international presentations
- Five invited workshops and/or presentations
- Six articles published in refereed journals
- One chapter in an edited book
- One refereed article length publication in review
- Three refereed article length publication in progress
- Fifteen peer reviewed papers at national or international conferences
- Two peer reviewed papers at state conferences
- One U.S. Department of Education Office of Special Programs, \$250,000. Not funded.
- Four Auburn University Outreach Scholarship Grant; 2 funded
- Three competitive College of Education Outreach Grants - funded
- Six competitive internal teaching grants

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## SERVICE

Service is typically university citizenship centered around serving on committees related to teacher education and certification, and service learning.

### Professional Service

#### University

- ❑ Member, Search Committee, University Director of k-12 Outreach, 2013-2014
- ❑ Chair, Auburn University Senate Nominating Committee, 2012-2013
- ❑ Campus Health & Wellness Committee, 2010-2013
- ❑ University Senate Nominating Committee 2009-2010
- ❑ University Senator, 2004-2008
- ❑ University Senate Rules Committee, 2007-2009
- ❑ University Senate Retention Committee, 2006-2009



- ❑ Acting Director, Partners in Community Service (PICS), 2004-2005
- ❑ University Outreach Directions Group, 2002-2005;  
Service learning and civic responsibility subcommittee
- ❑ Education and Health Professions Partnership, 1998-2001
- ❑ Partners in Community Service, 1998-present; Public relations sub-committee
- ❑ Student discipline committee, 1998-2000, 2003-2006

**College**

- ❑ Field Experience Committee, 2015-present
- ❑ Assessment Committee, 2012-2015
- ❑ Chair, Diversity Committee, 2008-2011
- ❑ Diversity Committee, 2007-2012
- ❑ Chair, Governance and Resources Committee, 2006-2007
- ❑ Education Partnership Committee, 2006-2010
- ❑ NCATE Standard I Committee, 2004-2006
- ❑ Project Director, AACTE Service Learning Grant, 2002-2004
- ❑ Service Learning Action Team, 2001-2002
- ❑ NCATE Assessment Steering Committee, 2001-2003

**Department**

- ❑ Member - KINE search committee for faculty position, 2013
- ❑ Program coordinator for Physical Education/Teacher Education 2009-2014
- ❑ Coordinator and Supervisor of Lee County Youth Development Center physical education graduate assistantships, 2008-present
- ❑ Faculty mentor to junior faculty member, 2006-2008
- ❑ Member - HLHP search committee for instructor position, 2006-2007
- ❑ Coordinator of physical education internships
- ❑ Coordinator and Supervisor of Lee County physical education graduate assistantships

**Membership in professional organizations**

- ❑ American Educational Research Association since 1994
- ❑ Society for Health and Physical Educators (SHAPE) since 1979
- ❑ Alabama Association for Health, Physical Education, Recreation and Dance

**Community service**

- ❑ Member, Board of Directors, Auburn Day Care Centers, Inc., 2013- present
- ❑ Silent Member, Board of Directors for Exceptional Outreach Organization, 2015-present
- ❑ Member, Board of Directors for Exceptional Outreach Organization, 2007-2014
- ❑ Member, City of Auburn Greenspace Advisory Board, 2011-present
- ❑ Member & Secretary, Board of Directors, Crisis Center of East Alabama, 2010-2012

- ❑ Member, Board of Directors for Bravehearts, 2009-2011
- ❑ Vice-chair and secretary, City of Auburn Tree Commission, 2002-2008
- ❑ Member, City of Auburn Tree Commission, 2001-2008
- ❑ Member, Board of Directors, Auburn Therapeutic Riding Association, 2001-2002
- ❑ Foster guardian for Lee County Humane Society dogs

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## PROFESSIONAL HONORS

- 2014    Awarded Professional Improvement Leave for fall of 2014  
2006    Who's Who of American Women  
2004    Invited to judge English language presentations by Chinese children in Beijing, China  
2002    *Camp War Eagle* Faculty Honoree  
1999    Auburn University College of Education Outstanding Contribution to Outreach Award
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