

Running head: INFLUENCE OF PHYSICAL EDUCATION AND SPORTS

Influence of Physical Education and Sports Programs at the College Level for the Millennial  
Generation at some specific universities in China, Japan and the United States

Competency 2b

Nestor Osorio

Andrews University

### Abstract

This article explored the influence of Physical Education, Wellness and sports programs at the college level for the Millennial Generation students of some universities of China, Japan and the United States of America. Six Universities participated in this study. The results of this study indicated that the Physical Education and Health programs as well as the intercollegiate and intramural programs have a very important influence and in many cases determines the overall reputation of the institution for students of the Millennial Generation, as well as directly affecting the short and long term physical, mental, social and in some cases spiritual life.

## The Millennial Generation Physical Fitness Opportunities at School in China, Japan and the United States of America

This article is a result of a study tour to China, Japan and Andrews University in Michigan, United States just a few weeks ago. This paper originated with the goal of comparing the influence of their physical education, fitness and sports programs and the options for students of the Millennial Generation, analyzing some of the similitude and differences between universities of these countries.

In a study about the relation between physical activity and stress in college students, Nguyen-Michel, S. found out amazing results. The part of their study that probably relates the most to all universities studied for this article is the portion with the results from students representing minorities and especially from Asian countries, either born abroad or born here in the United States. How physical activities and sports are affected based on family and culture expectations was very interesting, since it was a replica of what we found when we visited China and Japan and had a chance to speak with students from different universities in those countries.

According to Bardon (2008), all the competitive options for Chinese athletes and students that belong to the Millennial Generation were organized in a way to give prestige to the nation, not necessarily to make and train stars or professional players, gymnasts and trainers. In a globalized world and with all the changes that China has allowed over the last two decades, the potential financial benefits and investment from foreign companies is opening large possibilities not only for professional sports, but also for Intercollegiate leagues like NCAA, similar to what the United States of America has.

In the United States of America, sports at every level and the physical education programs are quite different, with a very strong encouragement for the students, parents and friends to join the different local and school leagues as well as clubs. China and Japan on the

other hand really support the students and make it mandatory for every student to take Physical Education classes twice a week for their entire freshmen and in some cases even sophomore years. That is quite a difference with the United States. But they do not have the options for competition as we have it in America. In China and Japan, most students just play at their school leagues, more known as intramurals.

But why is so important the influence of Physical Education and sports for the Millennial generation? Promoting healthier habits is probably one of the most popular revolutions in American colleges and the entire society today, says Pearmann and Valois (1997). Many universities are implementing several different programs and curriculums in order to improve the overall current and future health of the population. In Furman University, South Carolina, since 1973 all students need to take a class of health and physical education, regardless of their major field of study.

The result back then and today proved how important this class was and is not only for the students' physical health, but also for their attitude, positive influence on the health knowledge and behaviors of students beyond their graduation.

Not too long ago, a youth leader preached a wonderful sermon about the immense potential of the Millennial Generation. It opened my eyes and my heart more than expected. I thought I knew a lot about children, students, players and everything related to them, but I was not completely right. There are so many incredible characteristics about the Millennial Generation, regardless of their age, race, height, weight, etc. It looks like the older we grow, the more we tend to think that everything in the past was better, that we were more respectful, organized, and responsible. The list may vary based on personal experiences.

Atkinson (2004) says that all those born after 1982 are a part of this Millennial Generation, but according to Phillips (2000), the Millennials are those born from 1977 to 1994,

The Generation X, those born between 1965 and 1976, and the Baby Boomers, those born from 1946 to 1964. However, for Howe (2000) the Millennial Generation is the one of those born between 1982 and 2000.

Now, when we speak about the importance and influence of physical activities for college students, there are many studies about those universities that have a course about health, wellness and fitness, including and involving also those participating in the intramural activities as well as intercollegiate athletics, in many cases accepting their participation as a part of the class requirements. Many of these students have the desire to feel that they belong to the university and also interact with students from other parts of the country or the world. Many times, the constant pressure of getting good grades and finishing as soon as possible becomes the reason why some students may lose focus of the importance of staying healthy and balanced, and it is then when all the physical activities and sports as a requirement become a positive option for the students in the short and long run, says Higgins, (2009).

#### *Characteristics of the Millennial Generation*

In a recent study about this generation also known as Generation Me, Twenge (2006a) describes the Millennial Generation as highly motivated, highly stimulated, goal oriented, instant feedback-driven, and highly technologically equipped with options.

Madsen & Worcester (1998) found that 70 percent of them [Millennial Generation] have considered education among other things, which aid success. This might reflect the increased respect, which they accord to teachers. Whatever it takes to make it in today's world, the Millennial Generation thinks you have to be educated to do it.

The Young Voter website, in an article based on the background on the Millennial Generation, explains that Millennials are also engaged in community service and politics, volunteering within the past year more than any of the past generations. Millennials are more

racially and ethnically diverse, more educated, marrying and having children later, and more technologically savvy than any other generation in U.S. history. Despite common wisdom, this generation is quite religious, although not as wed to traditional forms of worship as older adults.

### *Religious and Moral Values of the Millennial Generation*

In 2006, a Harvard survey of 1200 college students found that 7 in 10 students believed that religion is very important in their lives, said Perez (2006).

For the Millennial Generation, honesty is by far the most worthwhile quality they admire in other people, with 78 percent including it in the things they respect. After that, they like people to be caring; 49 percent list it in the factors that earn their respect (Madsen & Worcester, 1998).

Tucker (2007) stated that if pride comes before a fall, as the proverb goes, then most of today's young people might be in for a stumble without a doubt. Millennials, and all those born after 1970, are more self-centered, disrespectful of authority and with more cases of depression than any other generation that came before them, says Twenge (2006b). The Baby Boomers generation is related with the age of questioning any authority during the 1960s. On the other hand, Gen-Xers lives to enjoy the present. The Millennials, or GenMe, do not question authority, they simply do not consider respecting it. Older generations trusted and believed in God, the church, government, and elders. This Millennial Generation has questioned things and people that earlier generations never would have thought to. Informality and a loosening of social rules are a part of this Millennial Generation that thinks that questioning sometimes is a good thing.

### *Demographic Details*

Millennials represent one third of the whole population of the United States, with an estimated number of one hundred million people. That is about 33% more than the Baby Boomer population. The ethnic cohort is more diverse than either the Baby Boomers or Generation Xers.

They make more money (household income), since in most cases both parents work. Families are smaller than in the previous generations. They are better educated. The percentage of parents holding a degree increased from 26 percent in 1973 to 42.5 percent in 1998, says Howe (2000).

### *A Generational Transition*

Since the seventies, technology has become a very important element of the development for countries, families and individuals. There was a problem, which had a double connotation. First, it had to develop a perspective which clearly indicated the general parameters of aging within the structural, technological and historical framework of a population, and second, to retain sufficient sensitivity to specific portions of an age group who dramatically influence the social process through their ideas and/or actions and that was in the seventies, based on Laufer & Bengtson (1975) statements.

Three decades ago, generations were socially considered important active forces in a period of quick and general social alteration (Laufer & Bengtson, 1975).

We are living with a generation that is more familiar with a network forming process (Siemens, 2006) where for teachers accustomed to acting as the source of knowledge, the shift may challenge their professional identity (Albion, & Maddux, 2007). Changing the culture from one of blame to one of solution-focused cooperation helps both parents and professionals work together to help children in better and more effective ways (Geck, 2006).

When denying the existence or reality of a problems with a defense mechanism called denial, (O'Sullivan, & Russell, 2006), teachers often become the target of anger and blame from students and parents for actually painting a more realistic picture of their real abilities (Siki, 2007). Fear can be a powerful inhibitor when people face life's qualms; it can affect their professional and personal development growth, according to Wilkins (1998).

### *Millennial Generation Physical Development*

Hyatt (2007) considers that after the report *A Nation at Risk*, by the National Commission on Excellence in Education in 1983, in which our public school system was described as mediocre, important measurements were taken, and accountability played its role in the improvement of the educational programming. One of the programs marketed in more than 80 countries that is attracting a lot of attention in the press is Brain Gym, which basically describes the importance of stimulation for effective learning. Maskell, Shapiro & Ridley (2004), also investigated the effect of Brain Gym on learning some specific fundamental movement skills including locomotive and object control skills. In other words, physical education, sports, and other activities that involve movement and interaction with teachers, coaches or therapists can influence not only the social and spiritual development of the child, but also the cognitive area. These studies and many others are contemporaneous to Howard Gardner's multiple Intelligences Theory, discoveries about neurological reprogramming, and Doman-Delacato theory of development (Denison & Denison, 1994) started after 1977, when the Millennial generation was born.

*Physical education in the school-college setting.* The philosophy adopted by most schools and universities for their physical education programs radically changed over the last two years. Sports Leagues that involve several schools are all focusing the Physical Education lesson plans toward Fitness and Health more than just running a few laps and rolling a ball. Measurements have changed. Tabor (2005) tells of how technology is changing expectations in schools and universities. How to introduce technology in our classes? (Stanford & Reeves, 2007) Besides the Presidential Awards and some Cooper Institute traditional testing, Fitness Gram has taken a bigger proportion in our assessments methodologies, affirmed Tremarche, Robinson and Graham (2007).

As Baumgartner, Jackson, Mahar, and Rowe (2003) stated, the new professionals of exercise and some sport fields are becoming not only teachers or coaches. Most of them are also exercise specialists, physical and occupational therapists, personal trainers, sport psychologists, and consultants. According to Lovely, Buffum, and Barth (2007), a friendly learning community is closely related to their age, and technology is part of their language. Tremarche et al. (2007) also explained how sudden changes in technology, society and evolving types of measurement made necessary an improvement and innovation in the evaluation skills needed by K-12 physical education teachers and exercise specialists. Poor self images (Drewett, 2006) are also key elements to consider.

*Sports and after school activities.* Mahoney, Lord, and Carryl (2005), in a longitudinal investigation, examined the role of afterschool program participation in the development of body mass index (BMI), obesity status, and indicators of peer acceptance over time. In the United States, childhood obesity has roughly doubled over the last 25 years. Also, other estimates indicate that over 17% of adolescents are now obese in the United States, and 18% of children ages 6 to 11 are either overweight or obese. Other more recent studies have larger percents and alarming projections for the future if a change of direction is not made.

The consequences of being overweight or obese for Millennials are more than just physical. Other important aspects of the social, cognitive, spiritual, mental and emotional development are at risk too.

One of the main roles of Afterschool Sports Programs (ASP) is to provide circumstances where the activities may help to reduce the body mass of obesity and overweight students, and doing so, shield against the social consequences of the obese situation (Koplan, Liverman, & Kraak, 2005). According to Capizzano (2000), there were approximately 7 million children in the United States in 2000 that were regular attendees of an Afterschool Sports Program. Not all

of them were in a sports-based one, but the social, emotional, and academic improvement were the objectives and results promoted in all programs. With a model-based program, and as a chain reaction, after getting peer acceptance, self-esteem increased and self-motivation started to work its magic, and the sky was the limit for a child fueled by these golden gifts (Walsh, 2007).

The Millennial Generation, in its team-oriented mentality, also believes in the philosophy that by "Working together, human kind can accomplish far greater things technologically and ethically" (Madsen & Worcester, 1998).

Past research has shown how important information can be in order to identify methods of improving the level of participation from all students of physical activities and the schools providing such an important programs and classes and courses.

That is why I started to ask students and faculty members about the particular programs and options they had at the following universities.

#### *Peking University*

Peking University in China, for many ranked, as the number one university in the country is a comprehensive and national key university. The campus, known as "Yan Yuan" the garden of Yan, is situated at Haidian District in the western suburb of Beijing, with a total area of 2,743,532 square metres (or 274 hectares). It stands near to the Yuanmingyuan Garden and the Summer Palace.

Peking University is proud of its outstanding faculty, including 53 members of the Chinese Academy of Sciences (CAS), 7 members of the Chinese Academy of Engineering (CAE), and 14 members of the Third World Academy of Sciences (TWAS).

Students have to take Physical Education classes their freshmen year twice a week, including sports, wellness and fitness courses. This university in China has many options for its student to participate in sports and other physical activities. Based on the conversations with the

students, the level of competition when compared with other universities is not very high, probably due to the importance given to other majors and careers. Their favorite sports were soccer, swimming, table tennis and some forms of martial arts, yoga, mountain climbing and other outdoor activities.

Also, as a part of their student life activities, or intramurals program, the Student Union holds the Beida Cup Athletic Championships, which includes sports such as football (soccer), basketball, volleyball, etc. This event is a great opportunity for students from different departments to compete with each other. It receives great attention from students, and promotes the athletic spirit on campus quite considerably. Even though competitive sports are not the top priority for this university, it was clear that all the students love being there and participate in sports and Physical Education activities regularly.

### *Zhejiang University*

The main root of the current Zhejiang University in China, Qiushi Academy, was founded in 1897 and was one of the earliest modern academies of higher education in China. Since 1901 Qiushi Academy had its name changed several times, and even was once suspended. In 1927, on the historic site of the academy, the Third National Sun Yat-sen University was established. On April 1, 1928, it was renamed Zhejiang University. Since July 1, 1928, it had been known as National Zhejiang University with three schools, namely School of Engineering, School of Agriculture and School of Liberal Arts and Science.

It was even honored as “Oriental Cambridge” by famous British scholar Joseph Needham. In 1946 Zhejiang University moved back to Hangzhou. In two years’ time, it has become a comprehensive university with 7 schools, 25 departments, 9 research institutes and 1 research center covering Liberal Arts, Science, Engineering, Agriculture, Normal Education, Law, Medicine and so on.

This was an extremely friendly university, with students with an apparent deep love for sports, socialization and activities promoting the interaction and competition among students, with other universities and especially with international students from all over the world. Their favorite sport to play was soccer, for them the most popular sport in the world, even though basketball is the sport growing the fastest, based on one of the students' comments. The reason why they love basketball nowadays more than ever before is the influence of Yao Ming, a Chinese superstar that plays in the National Basketball Association for the Houston Rockets, among other Chinese players representing the country in Europe and other international very competitive leagues. They have several intramurals activities that allow the students to interact and know each other, being a soccer tournament apparently one of the most famous activities in the University. They also compete against other universities, which is why there was a brand new stadium under construction for the students to compete and train. Swimming, track and field and table tennis were mentioned as very popular, as well as badminton, gymnastics and some forms of martial arts and yoga.

#### *Shanghai Jiaotong University*

Very friendly and relax environment for students. Shanghai Jiao Tong University known in the past as Nang Yang Public School was founded in 1896 by Mr. SHENG Xuanhuai. As one of the oldest universities in China, it was a great experience. The main majors offered were communication and electronic system, naval architecture and ocean engineering, automatic control, composite materials, and metal plasticity processing.

Today SJTU boasts 20 academic schools, the Department of Physical Education among them, plus a Graduate School. Its total enrollment of full-time students amounts to 38,000. There are 18,000 undergraduates and 18,100 candidates for Master's Degree and Doctor's Degree. Now, it has six campuses, the Xuhui, the Minhang, the Qibao, the Shangzhong Road, the

Fahuazheng Road and the Chongqing Road (south). Over the past decade, the number of students in SJTU has grown from 5,000 to more than 38,000.

The students that I had the option to talk to loved participating in sports and other physical activities. Soccer, table tennis, volleyball, track and field and badminton were the favorite ones for them. The intramurals options mentioned by them were soccer, table tennis and volleyball. There were other activities too that students love to participate, like some traditional forms of martial arts and yoga. Some students also like swimming and diving, even though the highest competition for these sports as well as gymnastics is reserved for the top athletes in the country that go and train at a specifically designed center.

#### *University of Tokyo*

This is one of the top three universities in Japan, with excellent facilities and very friendly student body. The University of Tokyo was established in 1877 as the first national university in Japan. As a leading research university, the University of Tokyo offers courses in essentially all academic disciplines at both undergraduate and graduate levels and conducts research across the full spectrum of academic activity. The university aims to provide its students with a rich and varied academic environment that ensures opportunities for both intellectual development and the acquisition of professional knowledge and skills.

The University of Tokyo has a faculty of over 4,000 professors and a total enrollment of about 29,000 students, evenly divided between undergraduate and graduate students. As of 2006 there were 2,269 international students. The University of Tokyo is known for the excellence of its faculty and students and ever since its foundation many of its graduates have gone on to become leaders in government, business, and the academic world.

The favorite sports for the students, based on conversations we had, were baseball and soccer. Other sports practiced at the university were table tennis, track and field, badminton and

some martial arts very traditional and typical to different areas of the country. All students have to take Physical Education classes the first two years twice a week, and also have the possibility of taking extra credits all four to seven years of their careers. The intercollegiate sports played were baseball, soccer, table tennis and track and field, based on conversations with the students. Other sports are also played as recreational and intramurals activities.

### *Saniku Gakuin College*

Founded in 1898 as an English Bible school, Saniku Gakuin College is now a coeducational four-year liberal arts college owned and operated by the Japan Union Conference of Seventh-day Adventists. The Ministry of Education of Japan accredits the Accrediting Association Seventh-day Adventist Schools, Colleges, and Universities, and the Junior College section. The College is located on a spacious campus about 90 kilometers southeast of Tokyo on the Boso Peninsula. It has a beautiful location. Students were very active and shared with us their love for the physical activities, sports, some martial arts and manipulative games like origami. Their favorite sport was indoor soccer, volleyball, and some traditional martial arts.

### *Andrews University*

Founded in 1874, Andrews University went from a small school in Battle Creek, Michigan to what it is today, a Christian university with undergraduate, graduate and doctoral studies. Andrews University is the best-known Adventist University in the world. It was named after John Nevins Andrews (1829-1883), the biggest thinker in the 19th century Adventist Church, with an extremely rich diversity and multicultural influence from its students and faculty.

Andrews University offers many healthy and active options for its students, based on the information received from Dominique Wakefield. “Starting this coming school year 2010/2011, it is suggested that freshmen take Fit for Life and one activity class each year in attendance. Also

the class Fit For Life is available. Fit for Life meets 50 minutes per week, as it is mainly theory. Other activity courses meet two times per week for 50 minutes. There are some specialty classes that are conducted differently, but usually it is 30 hours per semester". Students also can participate in activities as Women's Health Club (many classes are offered in addition to workout floor), Men's Health Club, Swimming Pool with programs, Tennis Courts, Racquetball Courts, Climbing Wall, Disc Golf Course, Outdoor Basketball Courts, Fields for Soccer, Track, Intramurals, Interscholastic Sports including Women's Soccer and Basketball, Men's Soccer and Basketball, Ice Hockey, Mountain Bike Trails, Annual Fitness Expo and 5K Fun Run/Walk. A few other activities sponsored by Social Recreation throughout the year are Open Gym for Volleyball, Basketball and Badminton throughout evenings and weekends, Gymnastics Team (Gymnics).

The Study tour to China and Japan was amazing. It opened our mind to a complete new world. We learned a lot and now became more understandable, tolerant and admirer of these cultures that has more to teach us. I learned those two weeks, but I continue to learn after reading more about them and also by sharing and talking about it with other people.

## Discussion

The purpose of this study was to identify the influence of Physical Education and Sports programs at college level for the Millennial generation. After reviewing the literacy and studies and also having the chance of visiting each one of the universities sites and speak with the students and faculty, we discover that every physical education class, as well as each one of the sports available in them has a tremendous influence on the current and future health and wholeness of the Millennial generation students. Not only on these six universities, but also in every college and university that has a strong Physical Education and sports program, students were more engaged in social, physical and even spiritual activities as a result of them, says Brand (2006) when speaking about the role and value of intercollegiate athletics in universities. It is alarming the percentage of overweight, depressed and the high number of students dropping high school and college many times because of a lack of involvement and participation in healthy activities for the physical, social spiritual and emotional wellbeing, according to Schroeder (2006) and the relation between honoring and glorifying God through intercollegiate athletics. . In China as well as in Japan and the United States, students that participate in the Physical Education and sports programs are happier, more participative and overall healthier. It is not rocket science to acknowledge the importance and influence of exercise in any possible way. After comparing all universities, we discovered that those universities where sports and physical education was provided had students more engaged, advocating for their university, their friends, local and foreign students, as well as their desire to travel the world and open their horizons. Their Self-Esteem also was positively impacted (Hsiang-Ru, 2009). We conclude that any activity that can help the Millennial generation college students to stay healthy, active, happy, engaged and open to new challenges should be supported. The transition from high school where

many schools and academies do not have a strong sports and physical education program should be a positive event, says Bray (2004) when writing about the implications for health and psychological wellbeing. Many universities already have a great support for these programs, and others are in the right or wrong path.

The Bible says in Proverbs 22:6 “Teach children how they should live and they will remember it all their life”.

## References

- Albion, P., & Maddux, C. (2007). Networked knowledge: challenges for teacher education. *Journal of Technology & Teacher Education*, 15(3), 303-310. Retrieved June 14, 2007, from Education Research Complete database.
- Atkinson, M. (2004). Advice for (and from) the young at heart: Understanding the millennial generation. *Guidance & Counseling*, 19(4), 153-157. Retrieved July 7, 2010, from Academic Search Complete database.
- Baumgartner, T., Jackson, A., Mahar, M., & Rowe, D. (2003). *Measurement for evaluation in Physical Education & Exercise Science* (7<sup>th</sup> ed.). New York: McGraw-Hill.
- Bailey, R. (2006). Physical Education and Sport in Schools: A Review of Benefits and Outcomes. *Journal of School Health*, 76(8), 397-401. doi:10.1111/j.1746-1561.2006.00132.x.
- Bardon, S. (2008). The Economics of Sport in China: A Maturing Sector. *China Perspectives*, 2008(1), 40-46. Retrieved from Academic Search Complete database.
- Baumgartner, T., Jackson, A., Mahar, M., & Rowe, D. (2003). *Measurement for evaluation in Physical Education & Exercise Science* (7<sup>th</sup> ed.). New York: McGraw-Hill.
- Brand, M. (2006). The Role and Value of Intercollegiate Athletics in Universities. *Journal of the Philosophy of Sport*, 33(1), 9-20. Retrieved from Academic Search Complete database.
- Bray, S., & Born, H. (2004). Transition to University and Vigorous Physical Activity: Implications for Health and Psychological Well-Being. *Journal of American College Health*, 52(4), 181-188. Retrieved from Academic Search Complete database.
- Capizzano, D., Tout, K., & Adams, G. (2000). *Child care patterns of school-age children with employed mothers*. Washington, DC: The Urban Institute.

- Dennison, P., & Dennison, G. E. (1994). *Brain Gym: Teacher's edition revised*. Ventura, CA: Edu-Kinesthetics.
- Drewett, R. (2006). Physical and emotional development, appetite and body image in adolescents who failed to thrive as infants. *Journal of Child Psychology & Psychiatry*, 47, 524-531. Retrieved June 10, 2007, from the Education Research Complete database.
- Geck, C. (2006). The generation Z connection: Teaching information literacy to the newest net generation. *Teacher Librarian*, 33, 19-23. Retrieved June 8, 2007, from Education Research Complete database.
- Higgins, J., Lauzon, L., Yew, A., Bratseth, C., & Morley, V. (2009). UNIVERSITY STUDENTS' WELLNESS -- WHAT DIFFERENCE CAN A COURSE MAKE?. *College Student Journal*, 43(3), 766-777. Retrieved from Academic Search Complete database
- Howe, N. (2000) *Millennials rising: The next great generation*. New York: Vintage Books.
- Hsiang-Ru, L., Chang-Ming, L., Jiunn-Chern, J., Pi-Hsia, L., Wei-Lun, C., & Wan-Yu, W. (2009). The Effects of a Self-Esteem Program Incorporated Into Health and Physical Education Classes. *Journal of Nursing Research (Taiwan Nurses Association)*, 17(4), 233-240. Retrieved from Academic Search Complete database.
- Hyatt, K. (2007). Brain gym: Building stronger brains or wishful thinking? *Remedial & Special Education*, 28(2), 117-124. Retrieved June 16, 2007, from Education Research Complete database.
- Koplan, J., Liverman, C., & Kraak, V. (2005). Preventing childhood obesity: Health in the balance: Executive summary. *Journal of the American Dietetic Association*, 105, 131-138. Retrieved June 11, 2007, from Education Research Complete database.

- Laufer, R., & Bengtson, V. (1975) Generations, aging, and social stratification: On the development of generational units. *Journal of Social Issues*, 31(1), 181-205. Retrieved June 11, 2007, from Education Research Complete database.
- Lovely, S., Buffum, A., & Barth, R. S. (2007). *Generations at School: Building an Age-Friendly Learning Community*. Thousand Oaks, CA: Corwin Press.
- Madsen, P., & Worcester, R. (1998). The millennial generation. *Adam Smith Institute*, 17. Retrieved June 11, 2007, from Education Research Complete database.
- Mahoney, J., Lord, H., & Carryl, E. (2005). Afterschool program participation and the development of child obesity and peer acceptance. *Applied Developmental Science*, 9(4), 202-215. Retrieved June 12, 2007, from Education Research Complete database.
- Maskell, B., Shapiro, D., & Ridley, C. (2004). Effects of brain gym on overhand throwing in first grade students: A preliminary investigation. *Physical Educator*, 61(1), 14-22. Retrieved June 16, 2007, from Education Research Complete database.
- Nguyen-Michel, S., Unger, J., Hamilton, J., & Spruijt-Metz, D. (2006). Associations between physical activity and perceived stress/hassles in college students. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 22(3), 179-188. doi:10.1002/smi.1094
- O'Sullivan, K., & Russell, H. (2006). Parents and professionals: Breaking cycles of blame. *Reclaiming Children & Youth*, 15(1), 37-39. Retrieved June 15, 2007, from Education Research Complete database.
- Pearman III, S., & Valois, R. (1997). The impact of a required college health and physical.. *Journal of American College Health*, 46(2), 77. Retrieved from Academic Search Complete database.

- Perez, E. (2006). Religion, morality playing important roles in politics of college students, harvard poll finds. Retrieved June 20, 2007, from [http://www.iop.harvard.edu/pdfs/newsroom/spring\\_poll\\_2006\\_release.pdf](http://www.iop.harvard.edu/pdfs/newsroom/spring_poll_2006_release.pdf)
- Phillips, J. (2005). The Millennials: Americans born 1977 to 1994/Generation X: Americans born 1965 to 1976/The Baby Boom: Americans born 1946 to 1964. *Choice: Current Reviews for Academic Libraries*, 42(6), 1005-1005. Retrieved June 15, 2007, from Education Research Complete database.
- Schroeder, P., & Scribner, J. (2006). ‘To honor and glorify God’: the role of religion in one intercollegiate athletics culture. *Sport, Education & Society*, 11(1), 39-54.  
doi:10.1080/13573320500453420
- Siemens, J., & Kopp, S. (2006, Fall). Teaching Ethical Copyright Behavior: Assessing the Effects of a University-Sponsored Computing Ethics Program. *NASPA Journal*, 43(4), 112-126. Retrieved December 2, 2007, from Education Research Complete database.
- Siki, J. (2007) Blame parents, not teachers, for inflated egos. *Futurist*, 41(4), 4. Retrieved June 15, 2007, from Education Research Complete database.
- Simons, H., Bosworth, C., Fujita, S., & Jensen, M. (2007). THE ATHLETE STIGMA IN HIGHER EDUCATION. *College Student Journal*, 41(2), 251-273. Retrieved from Academic Search Complete database.
- Stanford, P. & Reeves, S. (2007). Access, consider, teach: ACT in your classroom. *Clearing House*, 80(3), 133-136. Retrieved on June 14, 2007 from the Education Research Complete database.
- Tabor, K. (2005). Ushering in a new golden age for American education. *Teacher Librarian*. 32, 64-66. Retrieved June 11, 2007, from Education Research Complete database.

- Tremarche, P., Robinson, E., & Graham, L. (2007). Physical education and its effect on elementary testing results. *Physical Educator*, 64(2), 58-64. Retrieved June 7, 2007, from Education Research Complete database.
- Tucker, P. (2007). Youth's irrational exuberance. *Futurist*, 41(2), 11-11. Retrieved June 15, 2007, from Education Research Complete database.
- Twenge, J. (2006a). Generation Me: Why today's young Americans are more confident, assertive, entitled -- and more miserable -- than ever before. *Publishers Weekly*, 253(4), 194. Retrieved June 15, 2007, from Education Research Complete database.
- Twenge, J. (2006b). Rejecting authority. *Chronicle of Higher Education*, 52(33), B4-B4. Retrieved June 15, 2007, from Education Research Complete database
- Walsh, D. (2007). Supporting youth development outcomes: An evaluation of a responsibility model-based program. *Physical Educator*, 64(1), 48-56. Retrieved June 14, 2007, from the Education Research Complete database.
- Wilkins, W. (1998). Overcoming fear of the unknown. *Futurist*, 32(7), 60. Retrieved June 14, 2007, from the Education Research Complete database.

Author's Note

Nestor A. Osorio, LEAD789 Advanced Seminar: International Higher Education, Andrews University. Correspondence concerning this article should be addressed to Nestor A. Osorio. E-mail: [osorion@flec-sda.org](mailto:osorion@flec-sda.org) or [cocoosorio@yahoo.com](mailto:cocoosorio@yahoo.com)